



# Class of 2020 Graduate Follow-Up



## Class of 2020 Graduate Follow-Up Report

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## INTRODUCTION

The vision of Omaha Public Schools states, “Every Student. Every Day. Prepared for Success.” Every year the district follows up with OPS graduates to gauge their adjustment to life after high school. Specifically, students are contacted and asked questions regarding their long-term goals, transition into the workforce, enrollment in post-secondary education, and factors influencing these decisions.

Some of the information collected in the report is required by Nebraska State Law; however, additional data is gathered because of its value to families, staff members, and other interested agencies. The *2020 Follow-up of High School Graduates* is the 66th such study administered by OPS.

### Study Procedures

All students who graduated from Omaha Public Schools in 2020 and started their high school careers in 2016-17, a total of 2,720, were included in this study. In the spring semester of their graduating year, students provided the Research Division with their email address and phone number, as well as phone numbers of friends or family with whom they were 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 The district contacted these individuals to obtain updated student information when records on file were no longer valid.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 OPS Research Division emailed students a survey regarding their current life experiences and activities. A total of 402 graduates completed the survey online. The remaining students were contacted by phone to complete the survey, resulting in an additional 1,763 respondents. In total, post-graduation data was collected from 2,165 (79.6%) graduates. The Research Division used the survey software created by Qualtrics to collect the graduate follow up data.

The goal of this report is to clearly present data and illustrate findings related to graduates’ post high school activities and 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 Teresa Eske at [teresa.eske@ops.org](mailto:teresa.eske@ops.org).

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# CHARACTERISTICS OF THE 2020 GRADUATES

The OPS Research Division attempted to contact all 2,720 2020 graduates who began their high school careers in 2016-17 and achieved a completed survey from 2,165 graduates resulting in an 79.6% contact rate. Additionally, contact rates ranging from 77.2% to 81.8% were achieved across all seven OPS high schools. The demographic make-up of the contacted 2020 graduates was nearly identical to the 2020 graduating class as a whole.

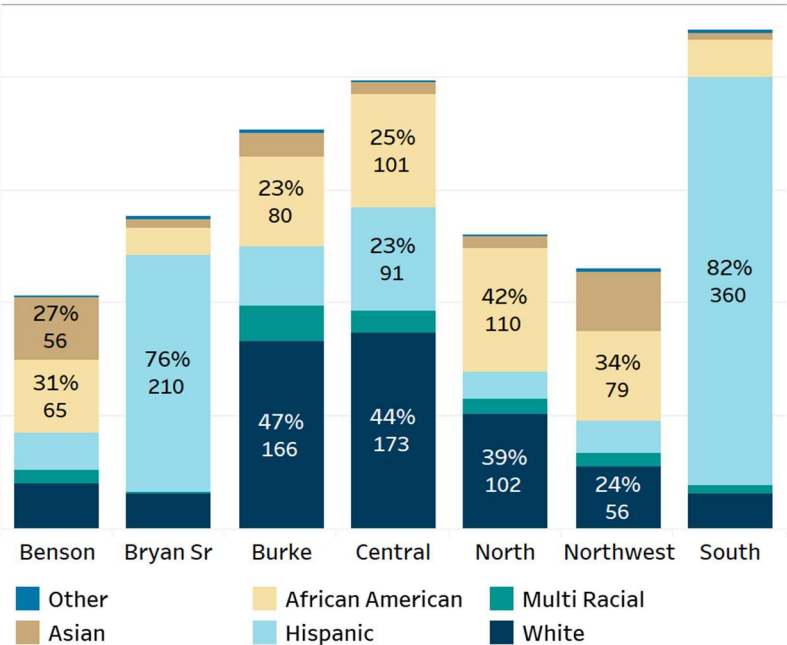
Most 2020 graduates (99.6%) who started high school in 2016-17 were considered “on time” graduates. Very few (0.4%) were early graduates. Similar to other demographics, the “time to graduate” of the contacted graduates was similar to the whole graduating class; 99.7% on time and 0.3% early.

Table 1 further illustrates the demographic similarity between the 2020 graduates and those who completed their Graduate Follow Up survey. The contacted graduates were representative with respect to gender, socioeconomic status, English language proficiency, special education status, and racial composition.

**Table 1. Demographic Comparison of the 2020 Graduating Class and Those Who Were Contacted**

	2020 Graduates	Contacted 2020 Graduates
Female/Male Ratio	52%/48%	53%/47%
Free/Reduced Lunch	67%	67%
English Learners	7%	8%
Former English Learners	25%	26%
Special Education	2%	1%
African American	24%	23%
Asian	7%	7%
American Indian & Pacific Islander	1%	1%
Hispanic	36%	37%
Multi-Racial	5%	4%
White	28%	28%

**Figure 1. The Number and Ethnicity of the Contacted 2020 Graduates from Each High School**



The representative nature of the contacted graduates extended to the varied racial composition of graduates across the OPS high schools. Figure 1 (to the left) illustrates both the number and percentage of contacted graduates from each racial/ethnic group for each OPS high school. South and Bryan High Schools had the largest percentage of Hispanic graduates while Burke and Central had the largest percentage of White graduates. North and Northwest had the largest percentage of African American graduates.

The “Other” racial/ethnic group includes Native American and Pacific Islander graduates.

POST-SECONDARY EDUCATIONAL ATTENDANCE

At the district level, 62% of the contacted 2020 graduates were attending some type of post-secondary education either full or part time. Nationally, 63% of 2020 high school graduates were pursuing post-secondary education the fall after they graduated (The Center for Education Statistics, 2022). As can be seen in Figure 2, post-secondary enrollment varied significantly across OPS high schools with Central achieving the highest percentage at 71% and Burke second at 68%. At the district level, the percentage of graduates enrolling in some type of post-secondary education increased slightly when compared to the 2019 graduates. As can be seen in Figure 3, the percentage of OPS graduates who attended post-secondary education has fluctuated between 60% and 63% over the past five years. The increase in post-secondary attendance between 2019 and 2020 is due to a four percentage point increase in *part time* attendance while the percentage of *full time* attendance decreased two percentage points.

Figure 2. Post-Secondary Educational Attendance of the 2020 Graduates from Each High School

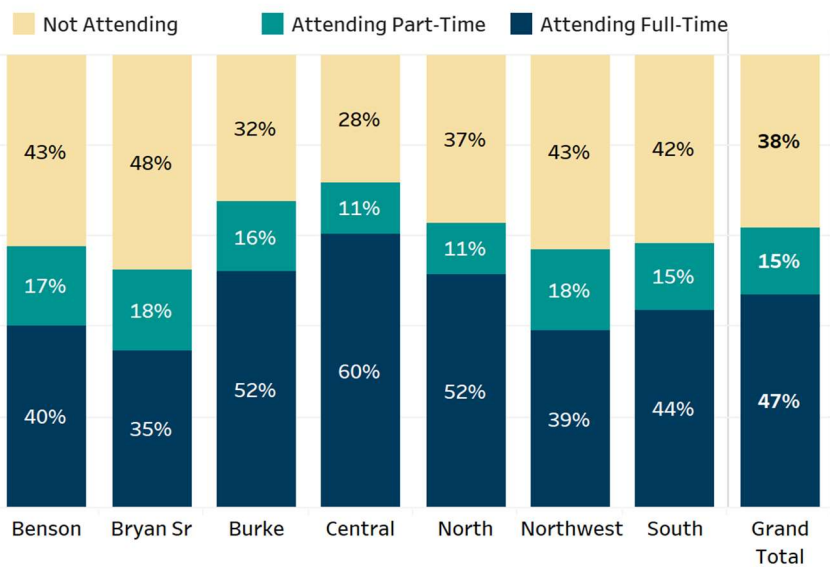
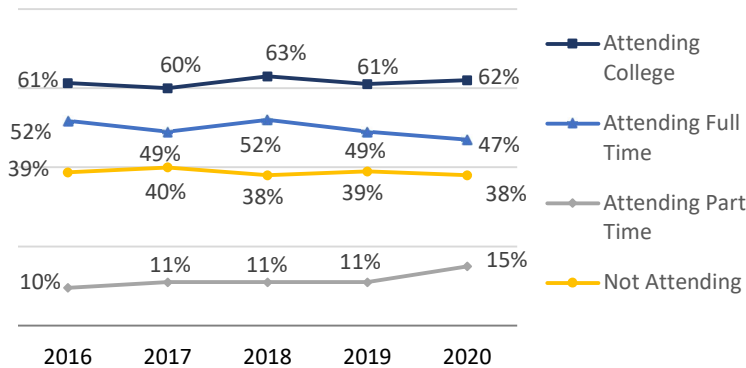


Figure 3. Five Years of Post-Secondary Attendance

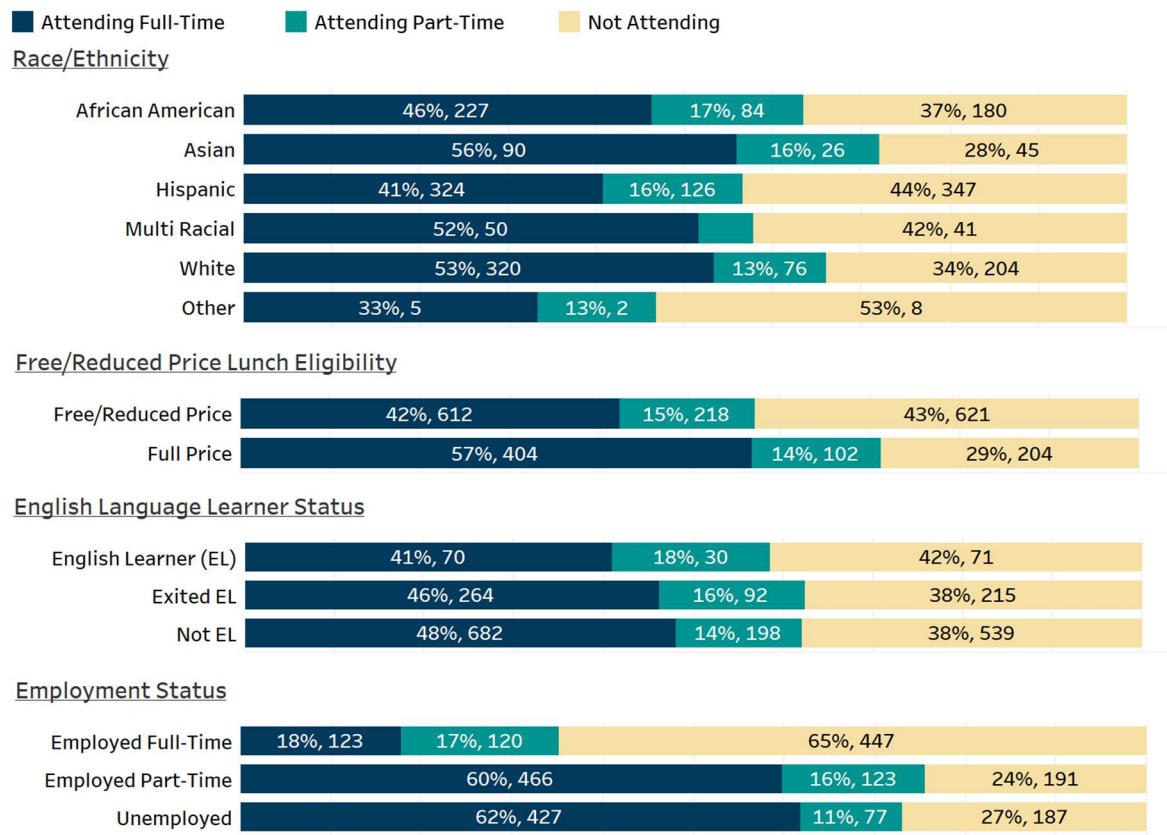


Demographic Influences on Post-Secondary Attendance

Several demographic characteristics appear to influence the likelihood of OPS graduates attending full or part time post-secondary education. Figure 4 (next page) illustrates that post-secondary attendance differed for 2020 graduates from different racial backgrounds, socioeconomic status, English language

proficiency, and employment status. Asian graduates were the most likely to have enrolled in post-secondary education (72%), followed closely by White graduates (66%). Graduates who were eligible for free/reduced price lunch were far less likely to attend post-secondary education when compared to their more affluent counterparts (57% vs. 71%). Graduates who were English Learners (ELs) were least likely to attend post-secondary education (59%); however, *former* ELs and non-EL graduates attended post-secondary education at the same rate (62%), though non-ELs were slightly more likely to be attending full time. Only 35% of the graduates working full time were attending post-secondary education, whereas 76% of graduates employed part time were doing so.

Figure 4. Post-Secondary Attendance for Various Graduate Demographic Groups



### Type of Programs and Post-Secondary Institutions Attended by the 2020 Graduates

At the district level, 69% of the graduates attending post-secondary education were participating in a four year program and 31% were participating in a two year (or less) program. Nationally, 68% of 2020 graduates attending post-secondary education were attending four year programs and 32% were attending two year programs (The Center for Education Statistics, 2022). As shown in Figure 5, the proportion of graduates participating in four and two year programs differed considerably across OPS high schools. Central High School had the highest percentage of graduates attending four year programs (76%), followed closely by South High School (75%). Bryan Sr and Northwest High Schools had the highest percentage of graduates attending two year programs (49% and 35%, respectively).

Figure 5. Type of Post-Secondary Program Attended by 2020 Graduates

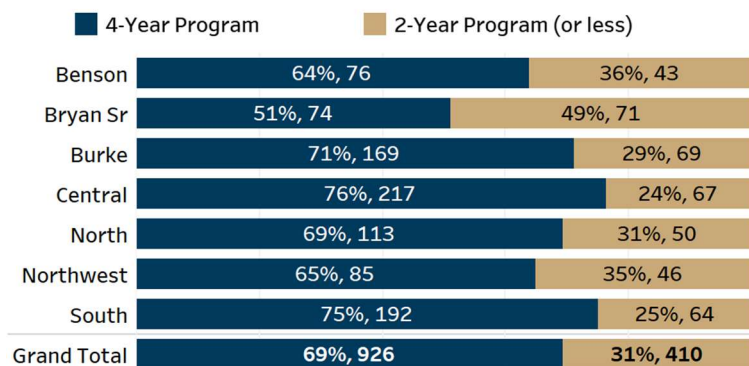
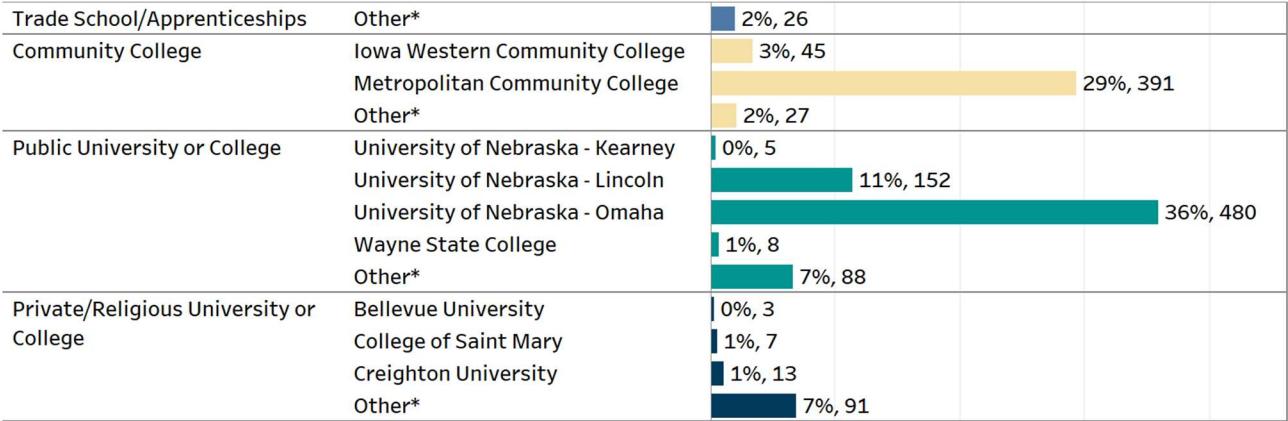




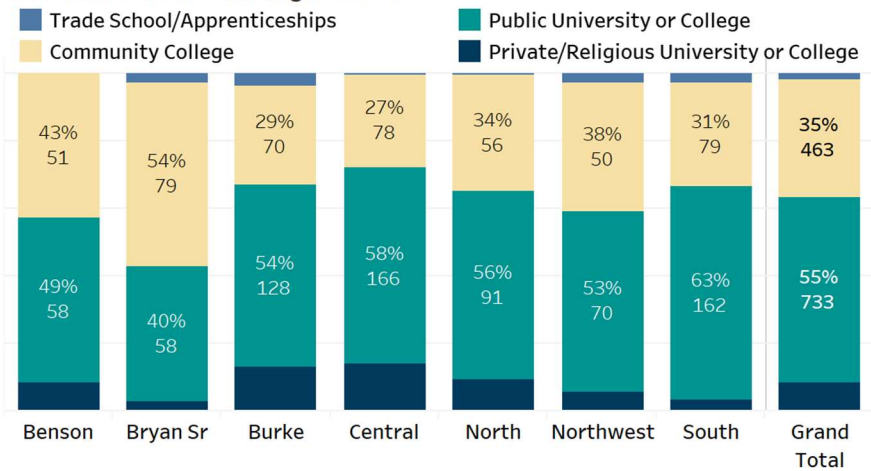
Figure 6 illustrates well over 1/3 (36%) of the 2020 graduates participating in post-secondary education attended the University of Nebraska at Omaha. Metropolitan Community College was the second most frequently attended school (29%). The University of Nebraska system, as a whole, served 47% of OPS graduates attending post-secondary education.

Figure 6. Post-Secondary Institutions Attended by 2020 Graduates



*\*Other post-secondary schools attended by OPS graduates included a multitude of educational institutions located across the country (see Figure 10).*

Figure 7. Types of Post-Secondary Institutions Attended by 2020 Graduates from Each High School



Many graduates (55%) attending post-secondary education attended a public college or university. Community colleges were also a popular choice (35%). Private colleges and universities (9%) and trade schools and apprenticeships (2%) served fewer graduates. The types of post-secondary educational institutions attended by graduates differed significantly across high schools (see Figure 7). Central and Burke High Schools had the highest proportion of college-going graduates attending private colleges or universities and Central and

South High Schools had the largest proportion of graduates attending public colleges or universities. Graduates from Bryan Sr, Benson, and Northwest High Schools were most likely to attend a community college.

Given the differing costs of the various types of post-secondary educational institutions it comes as no surprise that graduates who were eligible for free/reduced price lunch were significantly less likely to attend private colleges or universities and more likely to attend community colleges than their more affluent counterparts (see Figure 8).

Figure 8. Post-Secondary Institution Type and Lunch Status

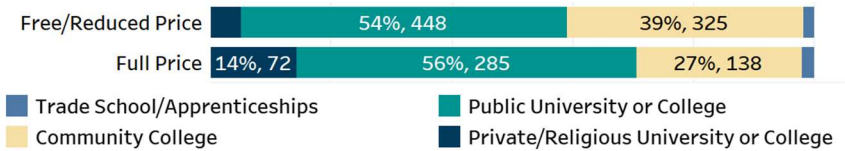
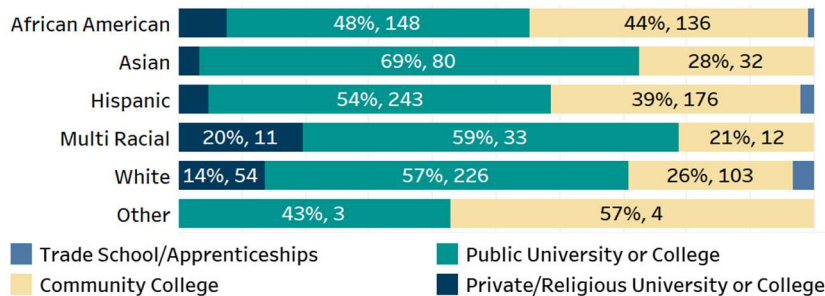


Figure 9 illustrates the variability found in the type of post-secondary schools attended by college-going graduates from different racial/ethnic backgrounds. With the exception of graduates in the “Other” race/ethnicity category, graduates from all racial/ethnic backgrounds were more likely to attend a public college or university than any other type of school; however, the proportion of graduates doing so differed considerably. For example, 69% of Asian college attendees attended a public college or university, whereas 48%

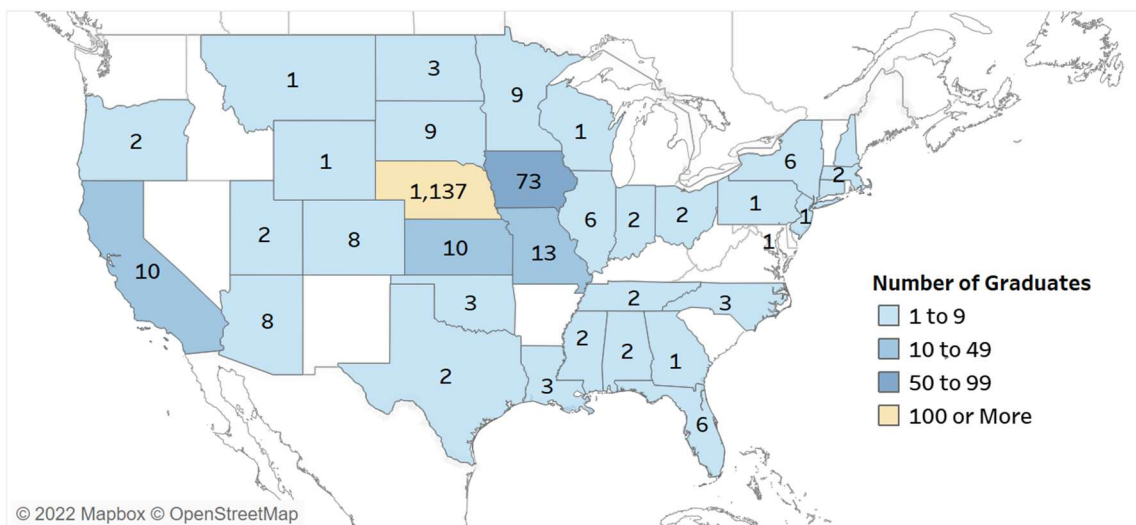
Figure 9. Post-Secondary Institution Type and Race/Ethnicity



of African American college attendees did so. Multi Racial college attendees were the most likely to attend a private or religious college or university (20%), followed by White college attendees (14%). African American, Hispanic, and Other college attendees were the most likely to attend a community college (44%, 39%, and 57% respectively).

As shown in Figure 10, the 2020 OPS graduates pursuing post-secondary education attended institutions all across the United States. The vast majority of college going graduates, however, remained relatively close to home and attended post-secondary education in Nebraska or the neighboring states of Iowa, Missouri, and Kansas.

Figure 10. States Where the 2020 Graduates Attended Post-Secondary Education (Number of Graduates per State)





Financial Support and the Decision to Attend or Not Attend Post-Secondary Education

The 2020 graduates who attended post-secondary education either full or part time utilized multiple types of funding sources to pay for their education (see Table 2). Overall, scholarships were the most frequently utilized funding source; 61% of graduates earned a scholarship to help pay for college. The second most common funding source used by graduates was grants; however, students who were eligible for free/reduced price lunch while in high school were much more likely to utilize grants (58%) than graduates who were not eligible (27%). Graduates who were eligible for free/reduced price lunch were much less likely than their more affluent counterparts to utilize loans, personal earnings/savings, and help from family or friends (11% vs. 27%, 26% vs. 43%. and 12% vs. 38% respectively).

Table 2. 2020 Graduates’ Sources of Financial Support for Post-secondary Education: Socioeconomic Differences

	All Attending College	Eligible for Free/Reduced Lunch	Full Pay
Grants	46%	58%	27%
Scholarships	61%	61%	61%
Loans	17%	11%	27%
Personal earnings/savings	33%	26%	43%
Family/friends	22%	12%	38%
Employer assistance	2%	2%	2%
Other	1%	1%	1%

Graduates who were attending post-secondary education either full or part time noted several factors influenced their decisions to attend post-secondary education (see Table 3). The most common factor was that graduates were pursuing a career that required a degree. This factor was most influential for both graduates who were and were not eligible for free/reduced price lunch. The need to improve job qualifications was also a

Table 3. Factors Influencing 2020 Graduates’ Decisions to Attend Post-secondary Education: Socioeconomic Differences

	All Attending College	Eligible for Free/Reduced Lunch	Full Pay
Pursuing a career that requires a degree	77%	76%	80%
Need to improve job skills/qualifications	61%	60%	62%
Parents/guardians wanted you to attend college	67%	70%	63%
The availability of financial resources	56%	59%	51%
Believe college is the only means to a better job	33%	37%	28%
Other	3%	3%	3%

significant factor for graduates from different socioeconomic backgrounds. Graduates who were eligible for free/reduced price lunch were more likely than those who were not eligible to identify parents’ desire for students to attend college, the availability of financial resources, and the belief that college was the only means to a better job, as influential factors in their decision to attend college.

Graduates who made the decision to not attend post-secondary education right after high school were also asked about factors that influenced their decision (see Table 4). The most frequent answer to this question, for graduates of both socioeconomic backgrounds, was the need to take a break from school (60% to 61%). The second most frequent answer was the COVID-19 pandemic (45% to 49%). Graduates who were eligible for free or reduced price lunch while in high school were less likely than those not eligible to identify pursuing a career that does not require a degree and more likely to identify the inability to find college funding as factors affecting their college attendance decision.

**Table 4. Factors Influencing Graduates' Decision to Not Attend Post-Secondary Education: Socioeconomic Differences**

	All Not Attending College	Eligible for Free/Reduced Lunch	Full Pay
Want to take a break from school	60%	60%	61%
Career doesn't require a degree	9%	8%	14%
Unable to obtain enough funds	39%	41%	32%
Grades/test scores too low	20%	21%	18%
Family related issues or demands	17%	18%	15%
Do not think school is worth it (effort, money, time, etc.)	6%	6%	5%
Do not like school	6%	6%	6%
COVID-19 pandemic	48%	49%	45%
Other Influences	20%	19%	22%

Of the 825 graduates who were not attending some type of post-secondary education when they were contacted, 90% planned to attend college in the future. Though 26% of these graduates were undecided as to when they would attend college, over half (54%) planned to do so within the following year.

#### Differences Between Graduates Who Were and Were Not Attending Post-Secondary Education

All 2020 graduates were asked whether their parents/guardians attended college and whether they obtained some type of degree. Forty-two percent (42%) of graduates reported their parents/guardians attended college and 80% of these parents earned some type of degree. Graduates whose parents earned a degree were more likely to attend some type of post-secondary education.

- 59% of graduates whose parents did not attend college were attending some type of post-secondary education
- 53% of graduates whose parents attended college but did not earn a degree were attending some type of post-secondary education
- 69% of graduates whose parents attended college and earned a degree were attending some type of post-secondary education

In addition to parents'/guardians' degree attainment, graduates who were and were not attending post-

**Table 5. Additional Differences Between 2020 Graduates Attending and Not Attending Post-Secondary Education**

The Graduate ...	All Graduates	Attending College	Not Attending College
Is married	1%	0%	1%
Has at least one dependent	4%	3%	6%
Lives with parents/guardians	68%	63%	75%
Lives with friends, relatives, or alone	14%	10%	20%
Lives in group housing (e.g. dorms)	18%	27%	5%
Lives with someone at no cost to the graduate	61%	57%	66%
Pays own rent or dorm fee (e.g., Loans)	34%	37%	29%
Has Rent paid by someone other than the graduate	5%	5%	5%

secondary education differed in several other ways. Table 5 illustrates that graduates who were not attending post-secondary education were slightly more likely to have dependents, live with their parents, relatives, or friends, and live with someone else at no cost to the graduate. These differences in housing are due to the higher percentage of graduates who are attending post-secondary education living in dormitories and paying for their housing through scholarships or student loans.

EMPLOYMENT OF THE 2020 GRADUATES

The majority (68%) of the 2020 graduates were employed in some capacity at the time they were contacted for their follow-up; 30% full time, 36% part time, and 2% were in the armed forces. Nearly one third (32%) of graduates were not employed when contacted; 12% were looking for employment and 20% were not looking. The employment status of graduates varied across OPS high schools; however, this variability was not nearly as great as the variability in post-secondary educational attendance (see Figure 11).

The employment status of OPS graduates has remained relatively steady over the past five years, though some fluctuation has occurred (see Figure 12). The percentage of graduates who were employed full time slowly increased over the past four years but increased by five percentage points in 2020, while part time employment decreased by the same amount. The percentages of graduates who were unemployed (both looking and not looking for work) have fluctuated slightly over the years and did not increase or decrease significantly in 2020.

Figure 11. Employment Status of the 2020 Graduates

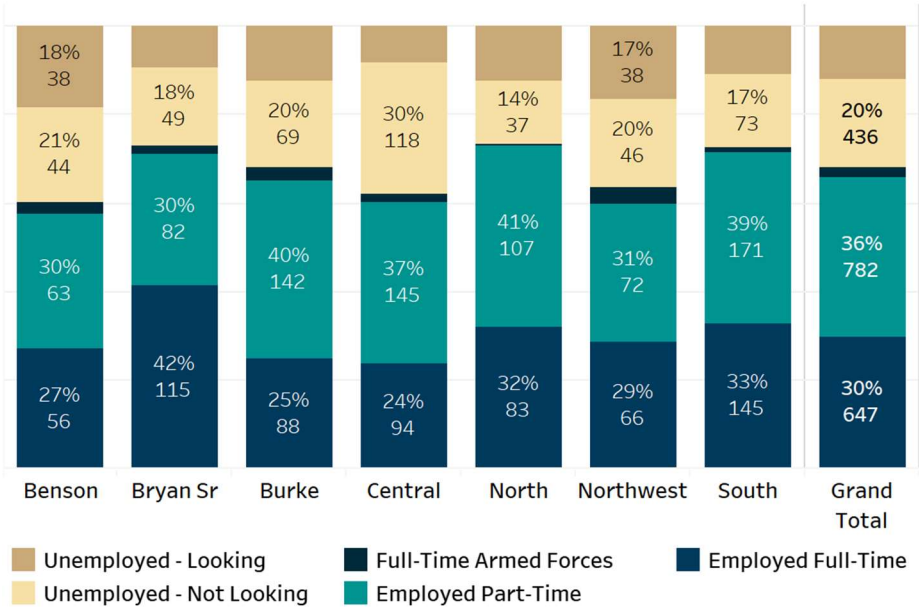
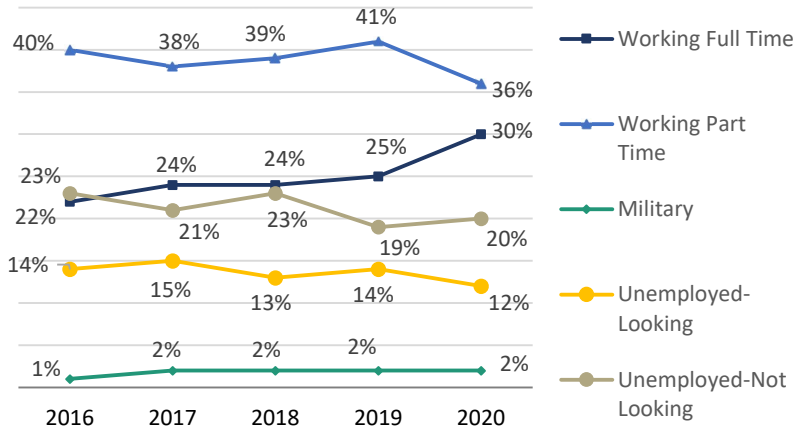
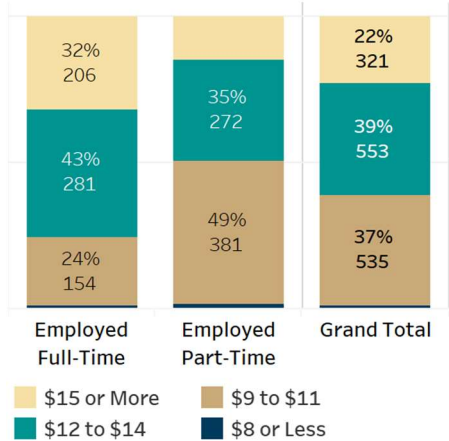


Figure 12. Five Years of Graduates' Employment



As illustrated in Figure 13, the vast majority of graduates who were employed were earning \$9 or more per hour. As shown in Figure 13, graduates working full time were much more likely than those working part time to earn \$12 or more per hour.

Figure 13. Hourly Wage for 2020 Graduates Working Full or Part Time

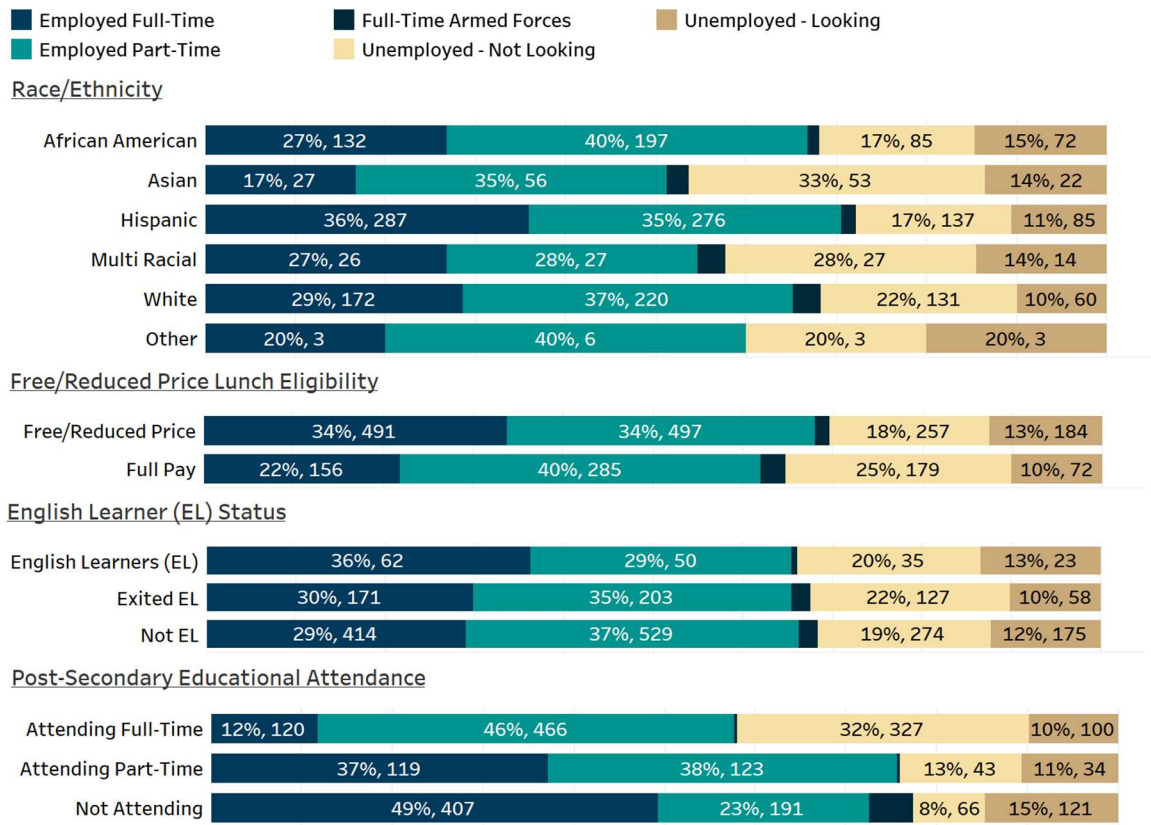


Variability in Employment Status Across Demographic Groups

Figure 14 illustrates the employment status of the 2020 graduates varied considerably across differing racial, socioeconomic, English language proficiency, and post-secondary educational attendance groups. Asian American graduates were the least likely ethnic group to be working full time. Asian graduates were also most likely to be unemployed. Hispanic and White graduates were the most likely ethnic groups to be working full time, followed by African American

and Multi Racial graduates. Though the proportion of graduates who were unemployed varied widely across ethnic groups, one half or more of the unemployed graduates within each group were not looking for employment. Graduates who were eligible for free/reduced price lunch while in high school were slightly more likely to be working overall and more likely than those who were not eligible to be working full time. The percentage of graduates who were working was very similar for those who were ELs, former ELs, and non-ELs; however, EL graduates were more likely to be working full time.

Figure 14. Employment Status for Various 2020 Graduate Demographic Groups



Finally, employment status differed significantly for graduates depending on whether or not they were attending post-secondary education. Graduates who were attending post-secondary education full time were significantly less likely to be working full time and if unemployed, significantly more likely to not be looking for employment. Graduates who were not attending post-secondary education were most likely to be working full time and if unemployed, more likely to be looking for a job. Graduates who were attending post-secondary education part time were nearly as likely as those not attending, to be working either full or part time.

**Current Jobs, Career Goals, and Fields of Study**

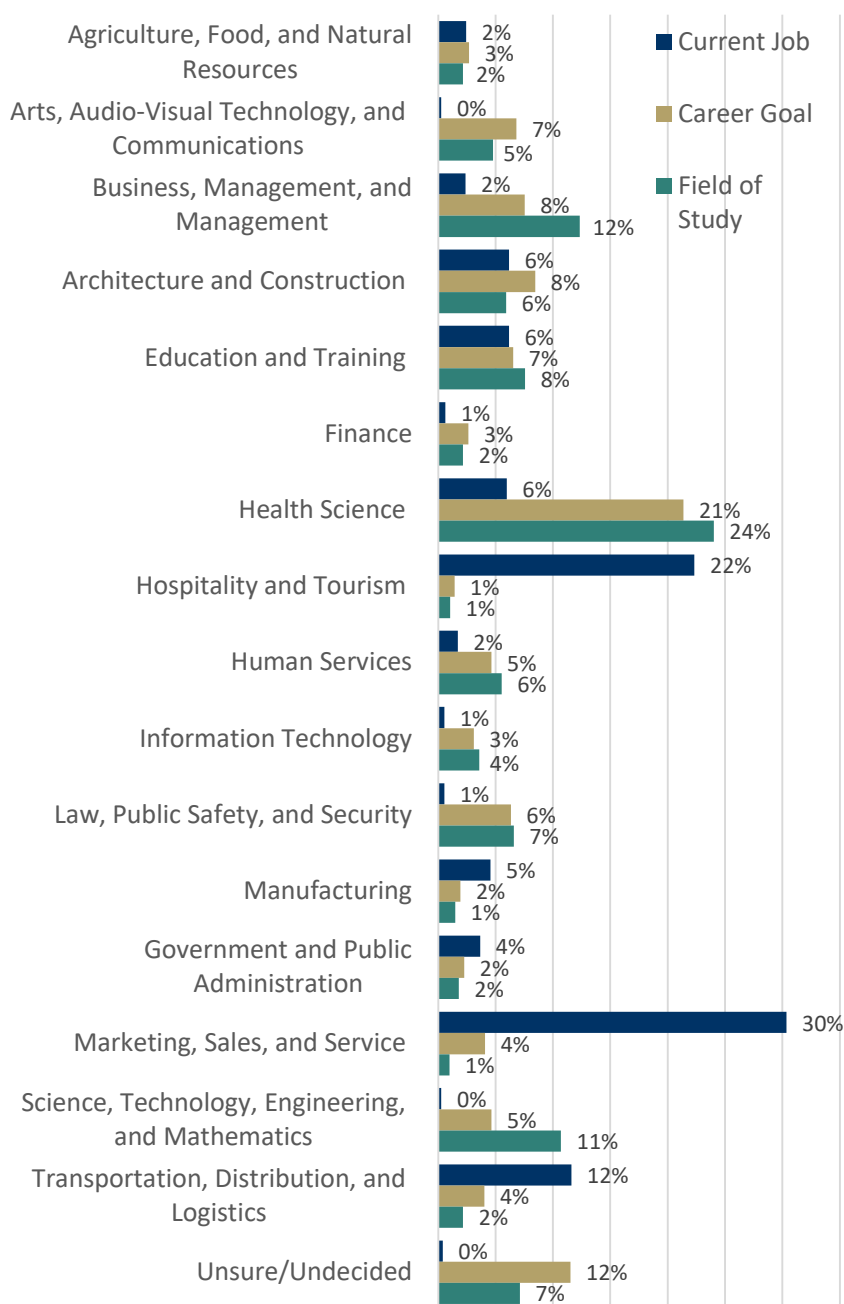
Many of the jobs held by the 2020 graduates tended to be entry level or low skill jobs. Many working graduates are also attending post-secondary education and likely require the flexibility offered by these types of jobs.

Figure 15 illustrates the 2020 graduates who were working when contacted held jobs in every career field; however, the majority (64%) of jobs held by graduates fell into only three career fields.

- 30% of working graduates held jobs in the Marketing, Sales, and Service career field. This field includes jobs such as cashiers, supermarket clerks, telemarketing, and retail sales.

- 22% of working graduates held jobs in the Hospitality and Tourism career field. This field includes jobs such as cooks, wait staff, host/hostesses, and hotel/motel front desk and housekeeping staff.
- 12% of working graduates held jobs in the Transportation, Distribution, and Logistics. This field includes jobs such as delivery services and package handling, warehouse workers, auto mechanics and collision repair, carwash attendants, and auto detailing.

Figure 15. Current Jobs, Career Goals, and Fields of Study of the 2020 Graduates



The current jobs and the career goals of the 2020 graduates were very similar to those of past graduating classes. Health Sciences was the most popular field for graduates' career goals, followed by Architecture and Construction, and Business, Management, and Administration. Though most graduates were not working in their chosen career fields, overall, there was a relatively close alignment between the graduates' career goals and the fields of study (i.e., college majors) in which they were participating. A sizable proportion of graduates (12%) continued to be undecided or unsure of their career goal at the time of contact and 7% of graduates attending post-secondary education were undecided with respect to their field of study/major.

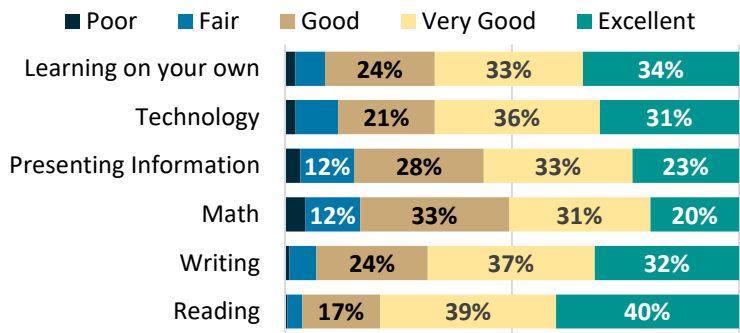
ADDITIONAL QUESTIONS FOR THE GRADUATES

Graduates were asked to rate themselves on several skills/abilities related to their experiences at OPS as well as several features of their OPS education. They were also asked to give suggestions on what OPS could have done to better prepare them for life after high school. Their responses are summarized below.

Graduates’ Ratings of Their Skills and Abilities

Graduates rated their skills/abilities using a 5-point scale ranging from poor to excellent. Overall, graduates were more likely to rate their skill/abilities favorably; graduates did not rate their skills/abilities as poor or fair very

Figure 16. 2020 Graduates' Ratings of Their Skills

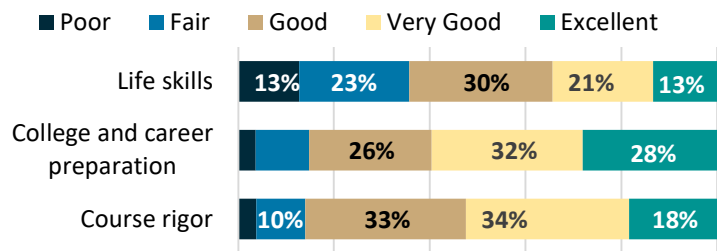


often (see Figure 16). Out of the six skills/abilities addressed in the survey, graduates were most confident regarding their reading skill, writing skill, and ability to learn on their own. At least 67% of the graduates rated their skills/abilities in these three areas as very good or excellent. Graduates were least confident regarding their skills in mathematics and presenting information. Over 15% of graduates rated their skills/abilities in these two areas as poor or fair.

The Quality of Graduates’ Experience in OPS

Overall, graduates rated the three features of their educational experience, course rigor, college and career preparation, and life skills training relatively favorably (see Figure 17). The 2020 graduates were most satisfied with OPS’s efforts focused on college and career preparation. Well over half (60%) of the graduates rated this feature as very good or excellent. Graduates were least satisfied with OPS’s availability of life skills training. Though a third of the graduates rated this feature as very good or excellent, just over a third of the graduates rated it as poor or fair.

Figure 17. 2020 Graduates’ Rating of Features of Their Education



Suggestions on What OPS Can Do Better

The final question of the follow up survey asked graduates to suggest anything Omaha Public Schools could have done to better prepare the graduates. Fifty-eight percent (58%) of surveys were completed without the graduate leaving a suggestion. Suggestions were left by 887 graduates and were organized into topical categories. Figure 18 illustrates the percentage of suggestions that fell into each of the categories that emerged.

Forty-eight percent (48%) of graduates suggested a need to increase real world education. Graduates said they needed more “life skills training” particularly when it came to financial concerns (e.g., budgeting, banking, buying a house, taking out loans, doing taxes, paying bills, maintaining good credit, etc.). Graduates often mentioned their Personal Finance class and that it was insufficient and should be offered as a yearlong class



and/or earlier in high school. Other life skills mentioned by graduates were resume writing, finding a job, improving soft skills, maintaining vehicles, getting an apartment, and maintaining good mental health.

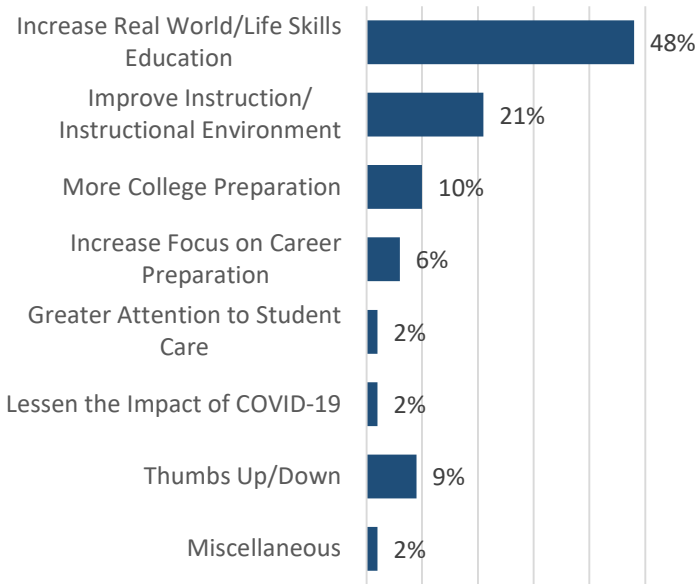
Twenty-one percent (21%) of comments suggested a need to improve instruction and/or the instructional environment. The largest proportion of these comments (29%) focused on instructional practices such as teaching note taking, study skills, and time management. Graduates often mentioned the need for diverse ways of teaching, better or no remote learning, and suggested altering the timing of some courses during high school. Twenty percent (20%) of instructional comments specifically asked for more rigorous coursework (i.e. more AP and/or honors) and greater emphasis on meeting deadlines and attending class. Eighteen percent (18%) requested more one on one time with teachers and counselors and a more personalized course path through high school. Seventeen percent (17%) of comments focused on the classroom environment and suggested smaller class sizes, fewer substitute teachers, more assistance for students with disabilities or EL students, teachers’ attitudes and experience, and greater care and respect for students. Five percent (5%) of instructional comments suggested teachers use better strategies to encourage students. The remaining 12% of instructional comments suggested better technology, changing the grading scale to match collegiate grading scales, and offering more writing practice, languages, sign language, reading, spelling, math, history, communication strategies, and giving presentations.

Fewer graduates (10% of comments) suggested more preparation for college. Twenty-seven percent (27%) of college prep comments focused on academic concerns such as a lack of rigorous coursework or the need for more ACT or SAT preparation. Another 27% of college prep comments focused on the need for greater encouragement and guidance with college applications, how to interact with professors, and more college visit opportunities. Eighteen percent (18%) were focused on more help with financial aspects (e.g., student loans, scholarships, FAFSA application). Eight percent (8%) of college prep comments suggested college preparations start much earlier in students’ high school careers and the remaining 20% of comments were either non-specific in nature or included multiple college preparation topics.

Another 6% of graduates’ comments suggested more career preparation. Forty-nine percent (49%) of these comments suggested greater emphasis on careers that do not require a college degree or require trade or technical school attendance. More career related courses and promotion of the programs at the Career Center were suggested by 29% of career prep comments. The remaining 22% of comments suggested more career counseling and exploration as well as more instruction on resume writing and job skills.

Two percent (2%) of graduates’ comments highlighted a need for teachers to focus more on mental health issues, patience, engagement with students, effectively addressing bullying, and honesty regarding expectations for students’ next steps.

**Figure 18. What OPS Can Do To Better Prepare Graduates**



Given that the 2020 graduates' senior year was cut short by COVID-19, it is not surprising that some of graduates' comments (2%) focused on pandemic related complaints. Graduates felt they missed out on graduation ceremonies and proms, but also on the final months of preparing/applying for college and the completion of their personal finance class. Graduates felt the district could have been more organized and more effective with communication. Several graduates suggested the counselors should have reached out to students to help with college applications and transitions.

Some comments (9%) were more wholistic, thumbs up or down types of comments. Most of these comments (90%) fell into the thumbs up category.

Finally, the miscellaneous category accounted for 2% of comments and consisted of many topics such as increasing extra-curricular activities like sports, music, or career related events, providing better facilities, better lunch options, more after school and refugee mentoring programs, and a greater number of people of color in district and school leadership as well as in teaching staff.

## APPENDIX A

### 2019 Graduate Follow-Up Survey Items

**1. Is the student unable to complete the survey?**

- ☐ Yes - Please state the reason (1) \_\_\_\_\_
- ☐ No (2)

If the graduate is unable to complete the survey (1), Skip to the end of the survey.

**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)
- ☐ Unemployed - Seeking Employment (4)
- ☐ Unemployed - NOT Looking For Employment (5)

If (3) Is Selected Then Skip To Q7

If (4) Is Selected, Then Skip To Q7

If (5) 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 2017), 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.**

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**12. What state is the school in?**

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**13. In what city is the school located?**

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**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.**

	Very Good	Excellent
Remedial Courses (1)	<input type="radio"/>	<input type="radio"/>
Co-requisite Courses (2)	<input type="radio"/>	<input type="radio"/>

- **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.

**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)
- ☐ Pursuing a career that requires a degree (6)
- ☐ The availability of financial resources (2)
- ☐ Parents/guardians 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.)**

- ☐ Want to take a break from school (3)
- ☐ Career doesn't require a degree (5)
- ☐ Unable to obtain enough funding (scholarships, loans) to pay for tuition (2)
- ☐ Grades/test scores too low (6)
- ☐ Family related issues or demands (5)
- ☐ Do not think school is worth it (time, effort, money, etc.) (9)
- ☐ Do not like school (8)
- ☐ 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)
- ☐ 6 months to 1 year from now (2)
- ☐ 1 to 2 years from now (3)
- ☐ 2 or more years from now (4)
- ☐ Undecided (5)

**23. Did either of your parents (or guardian) attend college?**

- ☐ 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?

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## APPENDIX B

### 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

## ***References***

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