LIFE AFTER HIGH SCHOOL

Idaho High School Seniors and their Decisions about Post-Secondary Education

FINAL METHODOLOGY

December, 2015

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Life After High School: Idaho High School Seniors and their Decisions about Post-Secondary Education

SSRU Methodology Document

Study Objective:

The main study goals are to better understand what Idaho's high school seniors are doing four months after graduating from high school, and what factors influenced their decisions about life after high school. More specifically, the study seeks to identify the characteristics and perceptions of those who do and do not enroll in post-secondary education programs following graduation.

The primary audience for this study includes Idaho's policy makers, educators, employers, and others with a stake in improving Idaho's go-on rates. Study findings will inform: (a) how and when universities, colleges, and technical professional programs engage with potential students and their families, and (b) how universities and colleges can support go-on goals by preparing and training teachers, counselors, and educational leaders. Findings from the study are intended to inform policies and programs and may also serve as a foundation for future research.

The surveys were conducted via the web by the University of Idaho's Social Science Research Unit. High schools from which seniors were recruited were selected using a stratified cluster sampling design.

Sampling Design:

The SSRU built a sample frame of eligible high schools in Idaho from a list of 232 schools, which was obtained from the National Center for Education Statistics[1]. Schools that do not belong to a public school district, schools at correctional facilities, online schools and programs, and academies/schools providing professional or technical training to students enrolled at district high schools were ineligible to participate in the study. In addition to these criteria, we also excluded any schools with a senior class size of less than seven students, which corresponds to the bottom 10th percentile of schools according to senior class size. In total, 66 schools were excluded from the study based on these criteria[2]. Our final sample frame consisted of 165 schools across Idaho with a total senior student population of 17,806, [3]and a mean go-on rate of 51.6%.

In order to meet study objectives, increase the efficiency of data collection efforts, and maximize resources, our study utilized a stratified cluster design. The primary sampling units, or clusters, are the schools. Because of their relative importance to the study as a whole, we stratified across two variables: "area" and "district size." In order to ensure representativeness across these characteristics, schools

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[1] The original data from NCES were provided to SSRU by McClure. These data were from 2012-2013 academic year and contained school-level information for grades taught, district, city, county, school size, and senior class size at each school. Senior class size will be updated using preliminary enrollment numbers for the 2014-2015 school year from the State Department of Education. Go-on rates for each school district from the 2012-13 academic year were also provided by McClure. Lastly, information on school district size was obtained from the State Department of Education's ethnicity data for 2013-2014 academic year.

[2] See Appendix A for list of schools that have been excluded.

[3] This number is based on senior class size information provided within the NCES data and may be different from current estimates of senior class sizes at each of the schools included in our frame.

were allocated in proportion to the size of strata. Within each strata, schools were selected using probability proportional to size (PPS) for senior class size.

In this sampling design, "area" is stratified into three strata based on the State Board of Education's six statistical regions[4]. "District size" is stratified into four strata using a ranking method, which allowed us to account for multiple schools within a district. Stratifying both these variables allowed us to control for representativeness across district size and area in our list of high schools selected. Furthermore, our use of PPS allowed us to have *slight* control for senior class size.

The final sample of high schools selected for participation included 30 schools and a total of 5,020 seniors, with a go-on rate of 53.3%. Tables 1 and 2 illustrate how our selected sample of schools compare to our overall sample frame across the two stratified variables. Additionally, in order to ensure confidentiality and anonymity, non-anonymized list of selected schools were made available on an as-needed basis.

Table 1- Geographical representativeness of final sample to sample frame

Number of Schools by Area				
		Sample		Frame
Stratified Area	SBOE Regions	Frequency	Percent	Percent
1	1	4	13.33	12.73
1	2	3	10.00	10.91
2	3	10	33.33	32.73
3	4	5	16.67	16.97
3	5	2	6.67	10.91
3	6	6	20.00	15.76

Table 2- District size representativeness of final sample to sample frame

Number of Schools by District Size		
Sample		Frame
	Frequency	Percent	Percent
Small(80-622)	7	23.33	25.85
Median(650-1768)	8	26.67	25.45
Large(2163-5941)	7	23.33	25.85
XLarge(6844-38925)	8	26.67	25.85

SSRU also pulled a sample of replacement schools. This sample contained 30 schools and 4, 826 students. In the instance that a school selected in the first round refused to participate, McClure was provided with a replacement school that fell into the same strata of area and district size as the refusal. A replacement school was only provided upon request from McClure. Of the 30 schools in the initial sample, 17 agreed to participate, eight refused, and five did not provide a response. Of the eight that refused, replacement schools were provided for five of them. Replacements were not provided for three

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[4] See Appendix B for maps of the original statistical regions and our stratified areas.

of the schools that refused because their refusal was received too late in the time allotted for recruitment. Of the five replacement schools, only four responded during the time allotted for recruitment. As such, a total of 21 schools, with a cumulative senior student count of 3,152 students, across the state of Idaho agreed to participate in the study.

Methodology:

This was a longitudinal panel study with data collection at two points in time (referred to as Phase 1 and Phase 2 data collection). This design was used to test the hypothesis of "summer melt"; a phenomenon whereby students leave high school with plans to attend a post-secondary education program in the fall but fail to do so. There was also an interim phase during which respondents from Phase 1 were contacted to update their contact information and remind them of the upcoming Phase 2 survey. Phase 1 took place during the spring 2015 semester prior to students' graduation from high school. Students were asked to provide their contact information for a follow-up survey and indicate their intended plans for fall 2015. Phase 2 took place in fall 2015 after students had graduated from high school. Students were be asked to complete a web survey on their post-secondary education life, and what factors they considered in their decision-making process.

In order to understand the possible coverage error in conducting the survey in web mode, SSRU reviewed research on internet connectivity and home computer use in Idaho. US Census statistics from 2013 show that 91% of Idahoans live in a household with a computer, and 78.6% live in a household with *high-speed* internet use (U.S. Census Bureau, 2013 American Community Survey). Based on these statistics, we were confident that a web survey would not negatively impact our response rates or bias our sample to any substantive degree. However, to ensure that all units in the sample are able to participate, respondents without internet could provide consent or information over the telephone at SSRU's toll free number.

In this study, we also used incentives to encourage higher response rates. Generally, use of incentives in web surveys has been shown to increase response rates. Laguilles, Williams, & Saunders (2011) found that the experimental group that received incentive offers had response rates that were five to ten percentage points higher than the control group. As such, a $10 incentive in Phase 1 and a $20 incentive in Phase 2 were offered to respondents.

Furthermore, we also used a modified consent process to mitigate the burden of obtaining parental consent for a large group of minors. Because of the large sample size, the Institutional Review Board at the University of Idaho allowed the investigators to use an "opt-out" consent process wherein parents only had to fill out a form if they did not want their student to be included in the study. In order to ensure that parents had alternative methods for learning about the study and their right to refuse their student's participation, school contacts were asked to publicize the study in their parental communications.

Methodology – Phase 0, Pre-Data Collection (March 4 – April 10)

As noted previously, SSRU provided McClure with the final list of 30 high schools that were selected for participation in the study. McClure contacted the corresponding school districts' superintendents, and the schools' principals to recruit them for participation. During this process, McClure also confirmed that the schools will cooperate by distributing the study letters to their senior students and publicizing the

study within the school and to parents. School principals' agreement to participating in the study were documented by McClure. Eight schools were unable or unwilling to participate and SSRU provided the name of a replacement school to McClure for five of those schools. To encourage cooperation from selected schools, each school was offered a monetary incentive of $300 for their assistance in distributing study materials to all the seniors at their school.

Additionally, in order to ensure that SSRU mailed the appropriate number of study letters to each school, McClure confirmed senior class size with some school contacts during the initial contact and communicated the updated class size to SSRU.

Methodology – Phase 1, Data Collection (April 27 – May 20)

SSRU prepared individual envelopes with study letters and unique web-survey links for each student and parent, and shipped bulk mailings to participating high schools. School personnel provided the envelopes to all high school seniors at their school. Students and parents had from April 27 until May 20 to consent and provide contact information for the follow-up study. Drawing from the methodology of STEM MicroOn study, this study used an "opt-out" consent process. Surveys filled out by students in Phase 1 were used unless their parent completed a corresponding survey indicating their refusal for student's participation.

A total of 3, 152 students were sampled for Phase 1. At school, students received a study envelope that contained a study letter to the student (Appendix C), a study letter to the parent (Appendix D), a unique URL link, login ID, and password for the student, and a unique URL link, login ID, and password for the parent/guardian. We provided separate links for the parent/guardian and student so that each party could complete the survey at their convenience. Parents/guardians only needed to participate in Phase 1 if they did not want their student(s) to participate in the study. Parents/guardians also had the option to call SSRU in order to provide their dissent to their student's participation, in case web completion was a barrier.

Students who completed the survey received a $10 Amazon Gift Card, even if their parent/guardian refused or did not respond (see Appendix E for Phase 1 survey instrument). Gift cards were purchased by SSRU in the form of bulk gift card codes. Once SSRU received the list of gift codes from Amazon, they were emailed to Phase 1 respondents.

In the process of cleaning the Phase 1 data prior to sending incentives to respondents, several forms of duplication of surveys were discovered.

Overall, we received 697 completes, identified 87 duplicates, for a Phase 1 response rate of 19.4%.

Methodology – Phase 1.5, Midpoint Contact (July 13 – July 24)

In order to verify that contact information obtained in Phase 1 was still accurate, respondents were contacted in July. In a brief web survey, respondents were able to review and update their contact information. This midpoint contact was also used to inform Phase 1 respondents that the incentive for completion of the Phase 2 survey was increased to $20.

Of the 610 respondents that completed Phase 1 survey, 307 completed the mid-point survey.

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Methodology – Pilot Test of Phase 2 Instrument

In order to vet the final survey instrument with the population of interest, cognitive interviews were conducted with six respondents using the think aloud method. By conducting these interviews, researchers were able to receive valuable feedback from respondents regarding question wording, saliency of the topic, and length of the questionnaire. Respondents were asked to complete the survey in the company of a researcher so that the researcher could document respondents' reactions to the instrument. In the instance that a researcher could not be physically present, respondents were able to provide their feedback via phone or through annotations on the survey instrument.

Methodology – Phase 2, Data Collection (September 15 – September 30)

For Phase 2 data collection, SSRU sent email invitations to all Phase 1 respondents. Each invitation contained a unique URL link, login ID, and password specific to that respondent. Attaching these unique pieces of information to each email invitation helps deter falsification of respondent's credentials.

The Phase 2 survey instrument (Appendix F) asked respondents several questions pertaining to their life after graduation from high school, use of various resources during the decision-making process, and consideration of financial and other factors during the same.

The survey took approximately 5 minutes to complete. $20 gift cards were purchased by SSRU in the form of bulk gift card codes from Amazon. Once SSRU received the gift codes from Amazon, they were emailed to respondents at various intervals during data collection.

Of the 610 respondents that completed the Phase 1 survey, 385 completed the Phase 2 survey for a Phase 2 response rate of 63.1%.

Weighting Methodology:

The weighting methodology took into consideration complex stratified cluster design and adjusted the sample to match known characteristics of high school seniors in Idaho.

Weighting samples is important because it reflects sample design decisions made at the planning stage. Specifically, the weighting methodology accounts for the sampling design and probability of selection at Phase 1 and Phase 2 of the study. Additionally, weighting incorporates the use of auxiliary data to improve the efficiency of estimators to ensure that the sample more accurately reflects the characteristics of the population of interest (Kimberly, 2012). Our weighting process has 3 stages of development: design weights, raking, and trimming. Design weights should reflect the sample design and respondents' selection procedure. Raking (i.e. sample balancing or iterative proportional fitting) adjusts the design weights so that the weighted sample aligns with the external population distribution for multiple categorical variables simultaneously (Izrael, 2000). The approach aims to reduce non-response (Brick et al., 2003) and sampling errors through the use of the benchmark data that correlate to the outcome variable, which is defined in this study as enrollment or non-enrollment in a post-secondary education program following graduation. Benchmark data were collected from the National Center for Education Statistics and the Idaho State Board of Education. We raked by region to ensure geographic coverage of the state; and by sex and race (white and Latino) because they were moderately to mildly correlated with the outcome variable. Lastly, trimming was used to reduce extreme weights to cutoffs, thereby improving variance properties (Rizzo, 2014).

The key variable considered in the study design and analysis was the rate at which graduating seniors enroll in a post-secondary education program after high school graduation. This is informally referred to as the 'go on' rate. The most recent estimate of 'go on' rate in Idaho is 46%, according to the Idaho State Board of Education. In our study, our final, unweighted sample had a 'go on' rate of 77.4%, much higher than Idaho's estimate. Adjusting for design weights (probability of selection and probability of non-response) brought the rate down to 75.5%. After adjusting our sample to match benchmark data (sex, race, and region) and trimming to reduce extreme weights, our sample had a 'go on' rate of 71.7%, still greater the state estimate. This indicates that even after accounting for the complex study design, and adjusting our sample to match the population of seniors in Idaho in terms of sex, race, and region, there continues to be bias in the sample. After studying the survey results, we determined the bias in the sample is due to response error introduced within each school, meaning most schools received a higher proportion of respondents who 'go on' than estimated by the state. For example, one school has a documented 'go on' rate of 50%, thus we would expect half our respondents from this school to 'go on'. However, approximately 7 out of 10 respondents from this school indicated that they are enrolled in a post-secondary education program. Response error is one of the most common forms of error in survey research. Fortunately, in this study we were able to understand our population target and incidence of our variable of interest, 'go on' status. Many studies do not have available data to compare their samples and understand the degree to which they may be experiencing this type of error. Because of how extreme the response error in this study was, it could not be corrected. There were no other benchmark data that were highly correlated with 'go on' rate to include in our weighting scheme in the effort to obtain a 'go on' rate closer to the known population. Furthermore, we could not adjust for 'go on' status directly because it is the outcome variable and adjusting our sample to match the 'go on' rate for the state could create other hidden biases. Such unknown biases would also hinder our ability to explore complex relationships between the 'go on' rate and characteristics of students.

Analytical Methodology:

Analysis included basic frequency and cross-tabulation to assess the relationship between demographics and graduating seniors' decisions and activities. Mean, median, and 95% confidence interval were computed where appropriate. Data analysis was conducted using SAS[5] statistical software packages. SAS SURVEY PROCEDURES, especially SURVEY FREQ and SURVEY MEAN, were used to account for sampling design and weighting. SAS SURVEY PROCEDURES use the Taylor Series linearization to correctly compute variance estimates.

A frequency table for each question asked on the survey includes the following statistics: weighted frequency, weighted percent, and Wald 95% confidence limits for Percentages. Key statistical findings are explained based on the 95% confidence intervals for percentages. Non-overlapping confidence limits are noted as significant.

Cross tabulations (demographic variable by question) include statistically weighted frequencies, and when possible, report Rao-Scott chi-square statistic, degrees of freedom, and p-value. Chi-square statistic measures if there is an association between the question and the demographic variable. To better understand the direction or trend of the association, the 95% CI row percentages can be examined.

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[5] SAS, Version 9.4. 2012. SAS Institute, Inc.

Multivariate analysis will be explored to understand complex relationship in the data (e.g. likelihood, correlation).

Appendix A: List of Schools Excluded from the Study

Obs	County Name	Region	School type
1	BENEWAH COUNTY	1	Regular Public School
2	BONNER COUNTY	1	Charter School - Private School District
3	IDAHO COUNTY	1	Professional/Technical School
4	KOOTENAI COUNTY	1	Charter School - Private School District
5	KOOTENAI COUNTY	1	Professional/Technical School
6	KOOTENAI COUNTY	1	online school
7	LATAH COUNTY	1	online school
8	KOOTENAI COUNTY	1	Charter School - Private School District
9	ADA COUNTY	2	Professional/Technical School
10	ADA COUNTY	2	Professional/Technical School
11	ADA COUNTY	2	Charter School - Private School District
12	ADA COUNTY	2	Charter School - Private School District
13	ADA COUNTY	2	Charter School - Private School District
14	CANYON COUNTY	2	Charter School - Private School District
15	CANYON COUNTY	2	Professional/Technical School
16	CANYON COUNTY	2	Charter School - Private School District
17	CANYON COUNTY	2	online school
18	GEM COUNTY	2	Charter School - Private School District
19	IDAHO COUNTY	2	Alternative School
20	NEZ PERCE COUNTY	2	Alternative School
21	WASHINGTON COUNTY	2	Alternative High School
22	ADA COUNTY	2	Charter School - Private School District
23	ADA COUNTY	2	Charter School - Private School District
24	ELMORE COUNTY	2	Charter School - Private School District
25	ELMORE COUNTY	2	Charter School - Private School District

Obs	County Name	Region	School type
26	ADA COUNTY	2	Charter School - Private School District
27	ADA COUNTY	2	Charter School - Private School District
28	CANYON COUNTY	2	Charter School - Private School District
29	CANYON COUNTY	2	Charter School - Private School District
30	ADA COUNTY	2	Charter School - Private School District
31	ADA COUNTY	2	Charter School - Private School District
32	ADA COUNTY	2	Charter School - Private School District
33	CANYON COUNTY	2	Charter School - Private School District
34	CANYON COUNTY	2	Specialty School
35	ADA COUNTY	2	Correctional Facility School
36	CANYON COUNTY	2	Correctional Facility School
37	CANYON COUNTY	2	Charter School - Private School District
38	ADA COUNTY	3	Professional/Technical School
39	BANNOCK COUNTY	3	Professional/Technical School
40	BANNOCK COUNTY	3	Alternative High School
41	BONNEVILLE COUNTY	3	Alternative High School
42	BONNEVILLE COUNTY	3	Professional/Technical School
43	BONNEVILLE COUNTY	3	Online school
44	CANYON COUNTY	3	Regular Public School
45	CANYON COUNTY	3	Regular Public School
46	CASSIA COUNTY	3	Professional/Technical School
47	GEM COUNTY	3	Regular Public School
48	MINIDOKA COUNTY	3	Charter School - Private School District
49	WASHINGTON COUNTY	3	Regular Public School
50	BONNEVILLE COUNTY	3	Charter School - Private School District
51	TWIN FALLS COUNTY	3	Charter School - Private School District
52	GOODING COUNTY	3	Charter School - Private School District

Obs	County Name	Region	School type
53	GOODING COUNTY	3	Specialty School
54	FREMONT COUNTY	3	Correctional Facility School
55	CAMAS COUNTY	4	Regular Public School
56	GOODING COUNTY	4	Magnate School
57	GOODING COUNTY	4	Alternative School
58	JEROME COUNTY	4	Alternative School
59	LINCOLN COUNTY	4	Regular Public School
60	TWIN FALLS COUNTY	4	Regular Public School
61	BEAR LAKE COUNTY	5	Charter School
62	ONEIDA COUNTY	5	Regular Public School
63	BONNEVILLE COUNTY	6	Alternative School
64	CLARK COUNTY	6	Regular Public School
65	LEMHI COUNTY	6	Regular Public School
66	MADISON COUNTY	6	Alternative School

Appendix B: Map of Statistical and Stratified Regions

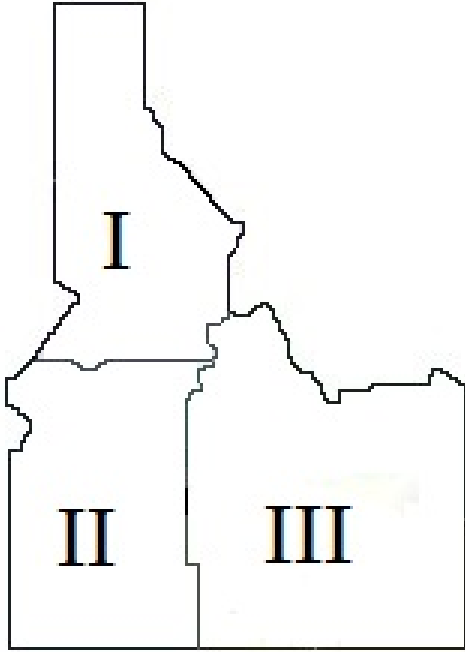*Figure 1- Original Six Statistical Regions in Idaho (State Department of Education)*

Figure 2 - Stratified Areas in Idaho (SSRU)

Appendix C: Phase 1 Study Letter to Students

What will <u>you</u> be doing next fall?

Your school is part of the first-ever statewide study on what Idaho's seniors do after they graduate. The goal of the study is to learn how schools can help students – *much like you* – achieve the future they want.

- ➢ Share the enclosed letter with your parents or guardian in case they want you to opt out of the study. If together you decide to participate …
- ➢ Go online to xxx.xxxxxxx.xxxx/xxxxx, enter _____ for your login, enter _____ for your password, and tell us how to reach you in mid-September. Compete this by May 15, and we will email you a **$10 Amazon gift card.**
- ➢ This September, we'll get in touch and explain how to take our short online survey. We'll ask what you've done since graduating or getting your GED. Are you working, in the military, back in school, or something else? And how did you make that decision? Complete the survey and we'll email you a **$15 Amazon gift card.**
- ➢ ***Your participation in this study is voluntary and all the information you provide will be confidential.***

It's that simple!

Earn $25 and help Idaho schools be the best they can

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Appendix D: Phase 1 Study Letter to Parents

April 26, 2015

Dear Parent or Guardian,

I'm writing to invite your high school senior to participate in a statewide study. This letter describes the purpose of the study, explains what is involved in participating, and asks for your permission to participate.

Purpose of the study
The purpose of the study is to learn what seniors are doing four months after they graduate from high school. The study also aims to understand what considerations influence students' decisions about life after graduation. Your student's high school is one of 30 across Idaho that have been randomly selected for the study. Results will be used by high schools, colleges and universities, and policy makers to support Idaho's students in achieving their goals for the future.

What's involved?
With your permission, your student is invited to provide contact information that we can use to reach him or her in mid-September. We know some students won't be reachable in the fall because they'll be on a mission or at basic training, for example, so we'll also ask what their plans are. In return for going online and providing this information, we'll email your student a $10 Amazon gift card.

In mid-September, we'll send all students who gave us their contact information a link to a 10-minute online survey. We'll ask what they're doing – working, serving in the military, continuing school, or something else. We'll also ask a short series of questions about how they made their decision. In return for completing the survey, we'll email them a $15 Amazon gift card.

This study has been approved by the Institutional Review Board at University of Idaho. Your student's participation in the study is entirely voluntary and all the information they provide will be kept strictly confidential.

Permission to participate
If you prefer that your student does not participate in the study, please opt him or her out by going online to bit.ly/idseniorparent by May 15, 2015, enter «RespondentNumber» for login, and «ParentPASS» for password and follow the instructions on the screen.

If you have any questions or trouble completing this step online, please call 877-542-3019. If you do give permission for your student to participate, ***you don't have to do anything***. He or she can go online by May 15, 2015, provide the information, and be contacted again in September.

Thank you in advance,

Priscilla Salant

Priscilla Salant, Director
McClure Center for Public Policy Research

Appendix E: Phase 1 Survey Instrument

Your school is part of the first-ever statewide study on what Idaho's seniors do after they graduate or get their GED. The goal of the study is to learn how schools can help students – *much like you* – achieve the future they want.

We're pleased to offer you a $10 Amazon gift card in return for letting us know how to contact you in September for a follow-up survey. Your participation in this study is entirely voluntary. All the information you provide will be kept confidential.

By completing this survey, I consent to the information being used for research purposes.

[BEGIN SURVEY]

What is your first name? _____

By the end of the summer, do you plan to be working, going to school, in the military, on a mission, or something else? (Please select all that apply.)

1. Working
2. Going to school
3. In the military
4. On a mission
5. Something else [please specify]*
6. Undecided

What are the best ways to contact you **in September of 2015?**

1. Primary telephone number*
2. Alternate telephone number
3. Primary email address*
4. Alternate email address

*Fields marked with * are required to move on to the next question.*

Will you have access to this phone and email in **September of 2015?**

___ Yes

___ No [please specify why not]

What high school do you currently attend? [please specify]

Thank you for your time. You will be receiving your $10 Amazon gift card through the email you have provided.

If you provided contact information, we'll be back in touch in mid-September for the follow-up survey so you can earn your $15 Amazon gift card.

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Appendix F: Phase 2 Survey Instrument

SECTION 1

Thank you for participating in this important survey. Now that you've finished high school, we'd like to ask what you're doing and how you made your decision.

If you come to a question that you do not want to answer, you may select "I prefer not to answer" but we encourage you to respond to as many of the questions as possible. *If you prefer not to tell us what you are currently doing now that you've finished high school, we cannot ask you follow up questions and you will be unable to complete the survey to receive your $20 Amazon Gift Card.*

Please click next to begin the survey.

1. Do you live in Idaho now?

    a. Yes
    b. No
    c. I prefer not to answer

2. Now that you've finished high school, what are you doing?
    [CHOOSE ALL THAT APPLY]

    a. Working
    b. In the military or preparing for boot camp
    c. Enrolled in a certificate or trade program (for example, to be trained as a plumber, hair stylist, CNA, or mechanic)
    d. Enrolled in a 2-year college degree program to earn an Associate's Degree
    e. Enrolled in a 4-year college degree program to earn a Bachelor's Degree
    f. Preparing for a religious mission
    g. Something else → what is that? _____
    h. I prefer not to answer

    IF (Q2h = yes)]

    Without knowing what you are currently doing, we cannot ask you follow up questions about your life after high school or send you your gift card for completing this survey.

    Please confirm that you prefer not to answer what you are doing now that you have finished high school.

    a. Yes, I prefer not to answer **[SKIP TO END OF SURVEY]**
    b. Go back to Q2

3. Did you know where to find information about what to do after high school?

    a. Yes

    b. No

    c. I prefer not to answer

4. **[ASK ONLY IF (Q2A = yes)]**
   Do you work:

       a. Less than 35 hours per week
       b. 35 hours per week or more
       c. I prefer not to answer

5. **[ASK ONLY IF (Q2B = YES)]**
   What is the <u>most</u> important reason you decided to enlist in the military? **[CHOOSE ONE]**

       a. To serve my country
       b. They will pay for college
       c. My family expected me to
       d. To get away from home
       e. To gain specific skills
       f. To push myself mentally and physically
       i. Other (specify) _____
       j. I prefer not to answer

6. **[ASK ONLY IF (Q2B = YES)]**
   Do you plan to make the military your career, or serve only for a few years?

       a. Make it my career
       b. Serve only for a few years
       c. Not sure
       d. I prefer not to answer

7. What is the highest level of education you expect to complete in your lifetime?

       a. High school
       b. Certificate or trade program
       c. 2-year college degree
       d. 4-year college degree or more
       e. Don't know
       f. I prefer not to answer

8. Here are some things people think about when they decide what to do after high school. Which ones were important to you when you made your decision? **[CHOOSE ALL THAT APPLY]** **[RANDOMIZE]**

    a. Being involved in my church
    b. Being near my family
    c. Expanding my horizons
    d. Having a job I love
    e. Making money
    f. Serving my country
    g. Staying in Idaho
    h. Other _____
    i. I prefer not to answer **[SKIP TO Q10]**

9. Which one was the <u>most</u> important when you were deciding?
[DISPLAY ONLY THOSE SELECTED IN Q8 AND RANDOMIZE]

    a. Being involved in my church
    b. Being near my family
    c. Expanding my horizons
    d. Having a job I love
    e. Making money
    f. Serving my country
    g. Staying in Idaho
    h. Other _____
    i. I prefer not to answer

10. Did you work during the school year when you were a senior?

    a. Yes
    b. No **(➔ SKIP TO Q12)**
    c. I prefer not to answer **[SKIP TO Q12]**

11. How many hours per week did you usually work?

    a. Less than 10 hours per week
    b. 10 to 19 hours per week
    c. 20 to 29 hours per week
    d. 30 hours or more per week
    e. I prefer not to answer

12. Did you change schools while you were in high school?

    a. Yes
    b. No [SKIP TO Q14, Q21, OR Q24 DEPENDING ON Q2 RESPONSE]
    c. I prefer not to answer [SKIP TO Q14, Q21, OR Q24 DEPENDING ON Q2 RESPONSE]

13. How many times did you change schools during high school?

    a. Once
    b. More than once
    c. I prefer not to answer

IF 'Working' or 'Other' only = YES → SKIP TO Q14

IF 'Mission' or 'Military' only = YES → SKIP TO Q24

IF 'PSed'= YES, SKIP TO Q21

SECTION 2: IF Q2a = YES

14. What type of job do you currently have?

    a. I am not currently working
    b. Food preparation or food service job (for example: cook, waiter, hostess)
    c. Other service job (for example: landscaping, child care, cleaning)
    d. Sales or office job (for example: retail sales, sales clerk, secretary, admin assistant)
    e. Farming, mining, or forestry job
    f. Construction or maintenance job (for example: mechanic, construction worker, house painter)
    g. Transportation or production job (for example: food processing, truck driving, machinist)
    h. Other _____
    i. I prefer not to answer

15. Did you apply to any certificate, trade, or college degree programs while you were in high school?

    a. Yes
    b. No
    c. I prefer not to answer

16. How likely are you to enroll in a certificate, trade, or college degree program in the next 12 months?

      a. Very likely
      b. Somewhat likely
      c. Neither likely nor unlikely **[→ SKIP TO Q20]**
      d. Somewhat unlikely **[→ SKIP TO Q20]**
      e. Very unlikely **[→ SKIP TO Q20]**
      f. I prefer not to answer **[SKIP TO Q20]**

17. Here are some reasons why people decide to postpone enrolling in a certificate, trade, or degree program. Which ones were important to you when you made your decision? **[CHOOSE ALL THAT APPLY]**

      a. Couldn't afford it
      b. Didn't have a plan
      c. Didn't know where to get help or find information
      d. Needed a break from school
      e. Needed to support my family
      f. Wanted to make money
      g. Other _____
      h. I prefer not to answer

18. Which one was the <u>most</u> important when you were deciding? **[DISPLAY ONLY THOSE SELECTED IN Q17]**

      a. Couldn't afford it
      b. Didn't have a plan
      c. Didn't know where to get help or find information
      d. Needed a break from school
      e. Needed to support my family
      f. Wanted to make money
      g. Other _____
      h. I prefer not to answer

19. Where are you <u>most</u> likely to enroll?

      a. Certificate or trade program **[→ SKIP TO Q21]**
      b. 2-year college **[→ SKIP TO Q21]**
      c. 4-year college **[→ SKIP TO Q21]**
      d. Don't know **[→ SKIP TO Q21]**
      e. I prefer not to answer **[→ SKIP TO Q21]**

20. Here are some reasons why people decide not to continue their education beyond high school. Choose the reasons that apply to you. **CHOOSE ALL THAT APPLY**

I have family obligations
I live too far away from where the classes are offered
Most of my friends are not going on for more school
My grades are too low
I don't need more education for the job I want
I don't need more education to make money
I don't know what I want to do with my life
I don't know how to enroll
I can't afford it
The college environment doesn't match my values
I don't think college is a good fit for me
Other _____
I prefer not to answer

SKIP TO SECTION 4

SECTION 3:

21. Here are some reasons why people continue their education after high school. Which ones were important when you decided to go on for more school? **[CHOOSE ALL THAT APPLY]**

   a. To get a good job
   b. My parents expected me to
   c. To become a better person
   d. To get away from home
   e. All of my friends are going
   f. Other _____
   g. I prefer not to answer **[SKIP TO Q23]**

22. What was the <u>most</u> important reason when you were making your decision to go on? **[DISPLAY ONLY RESPONSE CHOICES MARKED YES ABOVE]**

   a. To get a good job
   b. My parents expected me to
   c. To become a better person
   d. To get away from home
   e. All of my friends are going
   f. Other _____
   g. I prefer not to answer

23. Who was <u>most</u> influential in your decision to continue your education after high school?

      a. My parents or guardians
      b. A teacher
      c. A school counselor or advisor
      d. Someone else _____
      e. I prefer not to answer

SECTION 4: ALL RESPONDENTS

24. How much do you agree or disagree with each of the following statements:

	Strongly Agree	Somewhat Agree	Neither Agree nor Disagree	Somewhat Disagree	Strongly Disagree	I prefer not to answer
More school will help me get a higher paying job						
I have money saved to pay for more education						
Idaho's certificate, trade, and college degree programs provide a good value for the money						
High school prepared me to succeed in a certificate, trade, or college degree program						
My family counts on me to help pay the bills						

Taking out student loans is a bad idea					
I don't qualify for scholarships or grants					

25. Next we'd like to ask about your family. Do you have an older brother or sister who continued their education beyond high school?

    a. Yes
    b. No
    c. I do not have any older brothers or sisters
    d. I prefer not to answer

26. What is the highest level of education any of your parents or guardians have completed?

    a. Less than high school
    b. High school or GED
    c. Certificate or trade program
    d. 2-year college degree
    e. 4-year college degree or more
    f. I don't know
    g. I prefer not to answer

27. Next we'd like to ask about high school. Did you meet with a school counselor when you were deciding what to do after high school?

    a. Yes
    b. No **[SKIP to Q30]**
    c. I prefer not to answer **[SKIP TO Q31]**

28. Were school counselors helpful in selecting a path to follow after high school?

    a. Yes **[SKIP TO Q31]**
    b. No
    c. I prefer not to answer

29. What would have made it more useful for you? **[OPEN ENDED] [SKIP TO Q31]**

30. Why didn't you meet with a school counselor? **CHOOSE ALL THAT APPLY**.
    a. We didn't have counselors at my school
    b. I couldn't get an appointment
    c. He or she wouldn't have helped me

    d. Other ____
    e. I prefer not to answer

31. Did you take any dual credit classes in high school?

    a. Yes
    b. No **[SKIP TO Q33]**
    c. I prefer not to answer **[SKIP TO Q33]**

32. What dual credit classes did you take? **[CHOOSE ALL THAT APPLY]**

    a. Math **[SKIP TO Q34]**
    b. Science **[SKIP TO Q34]**
    c. Other _____ **[SKIP TO Q34]**
    d. I prefer not to answer **[SKIP TO Q34]**

33. Why didn't you take dual credit classes in high school?
    a. They were not offered
    b. I did not want to
    c. Other
    d. I prefer not to answer

34. While you were in high school, did you visit any college campuses?

    a. Yes
    b. No
    c. I prefer not to answer

35. While in high school, did you or your parents fill out a FAFSA?

    a. Yes
    b. No
    c. I don't Know
    d. I prefer not to answer

36. While in high school, did you apply for any scholarships?

    a. Yes
    b. No
    c. I prefer not to answer

37. While you were in high school, did you receive free or reduced-price lunches?

    a. Yes

b. No
c. I prefer not to answer

38. Are you:

    a. Male
    b. Female
    c. I prefer not to answer

39. Do you consider yourself:
    [CHOOSE ALL THAT APPLY]

    a. American Indian or Alaska Native
    b. Asian
    c. Black or African American
    d. Hispanic
    e. Native Hawaiian or Pacific Islander
    f. White
    g. I prefer not to answer

40. Is there anything else you'd like us to know about your life after high school? **[OPEN ENDED]**

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