
Results of the 2012 Post-High School Follow-Up Survey

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Results of the Indiana Department of Education's *2012 Post-High School Follow-Up Survey*

In fulfillment of its contract with the Indiana Department of Education (IDOE), the Center for Evaluation & Education Policy (CEEP) at Indiana University conducted a multi-stage survey of young adults who are no longer in an Indiana high school, and who had individualized education programs (IEPs) in effect at the time they left school, to determine whether they were enrolled in post-secondary education or employed within one year of leaving high school. In accordance with U.S. Department of Education, Office of Special Education Programs, performance and reporting mandates (Indicator 14), CEEP worked collaboratively with IDOE staff to develop a survey to examine the effectiveness of Indiana's special education services in enabling IEP students' success after they had exited the K-12 educational system. This study is a fact-based effort to collect post-high school follow-up data and prepare them for federal reporting by the Indiana Department of Education, Division of Differentiated Learners. The questions were adapted from federal guidelines with the goal of determining the employment and/or educational status of former IEP students (per 20 U.S.C. 1416(a)(3)(B)), regardless of whether they had received their diploma or not. The IDOE *2012 Post-High School Follow-Up Survey* represents the third year CEEP has conducted this survey on behalf of the IDOE.

Concurrently with the development of the survey instrument, and in collaboration with IDOE staff, the CEEP Project Team requested that all 315 school corporations and charter high schools in the state forward contact information on former IEP high school students via e-mail to CEEP (charter high schools with no students exiting or graduating in the 2010-11 school year did not need to submit student contact data). Contact information requested included the student's first and last name, home address, and telephone number. As the survey's target population was former high school students there was a fairly high probability that a significant percentage of contact information would be inaccurate, and with it some risk of sample bias. Student phone number information did prove to be inaccurate with 5,855 phone numbers, of 11,766 student contacts, identified as unusable by subcontractor Stone Research Services. However, student mailing address information submitted by school corporations proved to be highly accurate information. Only approximately 17 survey envelopes of 11,766 mailed were returned as undeliverable.

Objectives of Study Methodology

This research study has three primary methodological objectives:

- Serve as a standardized approach for reliable measurement of special needs students who have exited an Indiana high school and entered the workplace and/or postsecondary education within one year of leaving high school;
- Allow for reliable comparisons to results of similar survey research projects;

- Provide a research methodology that facilitates replication in the future and comparison of results.

Survey Development

Dr. Nathan Burroughs, former Visiting Research Associate at the Center for Evaluation & Education Policy, developed the 2010 survey questionnaire using questions similar to those of other post-education surveys and with the expert input of Teresa Grossi, Director of the Center for Community Living and Careers at the Indiana Institute on Disability and Community (IIDC). In particular, information and a data collection protocol developed by the National Post-School Outcomes Center were carefully reviewed in preparation of the survey questionnaire. Questions were reviewed by John Hill, Exceptional Learners Specialist with the Indiana Department of Education. The 2010 survey questionnaire was reused in 2011 and once again in 2012 with only minor modifications to the wording as determined by Terry Spradlin, Project Manager, and based on prior-year data and response patterns.

Phase 1: Mail Survey

The implementation of the survey was organized into two phases. The first phase included an online and a mail survey, and the second, a phone survey. In phase 1, a paper copy of the survey was mailed by CEEP subcontractor Brilljent, LLC, to the last known address of the entire population of 11,766 former IEP students. A bulk of the surveys was mailed on May 14, 2012, with the remainder of the surveys mailed on May 22, 2012 and May 30, 2012, as additional student contact lists were obtained from school corporations and charter high schools. Due to some delays in the receipt of student contact information from school corporations, the mailing was issued in three waves according to when the contact information was received. Recipients were invited to either fill out the paper copy of the survey and return it to CEEP via a pre-paid postage envelope included with the survey, or to fill out a web version of the survey. The results of the web and hard copy surveys were compiled by CEEP staff, who entered responses into a central database. Data entry was cross-checked to guarantee accuracy. A total of 814 responses were received (791 by mail and 23 online) and validated in phase 1 (received surveys which indicated that the respondent had *neither* graduated *nor* exited high school were excluded).

Phase 2: Phone Survey

In phase 2, the remaining students (those who had yet to respond to the survey) were contacted through the phone survey. The phone survey was conducted by CEEP subcontractor Stone Research Services. Stone Research Services provided suggestions for survey introduction and screening and qualifying questions. The original project design called for a “census” approach in an attempt to gather information from the largest possible number of former IEP students. However, due to the low response rate to the mailing survey it was decided to interview a sample of all students who had not replied to the mailing.

An initial attempt and up to five additional attempts were made to complete a contact. Sample records were classified as exhausted after the sixth attempt. Successful contacts occurred in two ways: contact with the specified individual or contact with a household member when the specified individual was not available and would not be available during the duration of the study. (In cases of contacts with household members when the individual would be available in the future, additional attempts were scheduled to reach her/him at an agreeable time. Such contacts with other household members were classified as unsuccessful.)

Successful contacts with the former students resulted in one of three possible outcomes:

- Initial refusal to begin interview;
- Interview initiated but not completed – individual refused to complete during the time frame of the project;
- Completed interview with individual.

Successful contacts with other household members resulted in three possible outcomes:

- Initial refusal to begin interview;
- Interview initiated but not completed – respondent refused to complete during the time frame of the project;
- Completed interview with household member.

Unsuccessful contacts were classified as “live sample - further action” and “dead sample – no further action.” Live samples were eligible for additional attempts if the maximum of six attempts was not yet met. Live sample dispositions included callbacks, no answers, answering machines, and busy signals. Dead sample dispositions were not eligible for additional attempts. Dead sample dispositions include operator intercepts for disconnected numbers, fax numbers, and specified graduate no longer available at that number with no replacement telephone number.

Telephone surveys were conducted in a controlled environment to ensure consistency of questionnaire administration among all respondents. Operational controls employed:

- Professional, experienced market research interviewers;
- CATI (Computer-Assisted Telephone Interviewing) questionnaire administration;
- CATI sample administration.

The CATI sample administration managed scheduling of attempts so that second and subsequent attempts on each sample record were made during different “day parts” and on different days of the week. “Day parts” were classified as “Day Time” (9:00 a.m. to 5:00 p.m.) and “Weekend/Evening” (Saturday noon to 5:00 p.m.; Sunday 5:00 p.m. to 9:00 p.m.; weekday evenings 5:00 p.m. to 9:00 p.m.). All times were based on the respondent’s local time. Field

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status reports were prepared each day to summarize interviewing activity on a daily and cumulative basis.

Data from all survey methods (mailing, phone, and online) were compiled and aggregated to a single master data file. A data file of close-ended responses for each respondent was prepared in a mutually agreed upon format (Excel). Text responses to any open-ended questions were coded, edited, and formatted in an Excel file with one record per respondent. Survey results were tabulated on a question-by-question basis with up to 18 cross-tabulations per banner. Both un-weighted and weighted tabulation banners were provided. The weighted banner was created using the most recent U.S. Census population counts for each of Indiana’s 92 counties. Tabulated tables were annotated with results of statistical testing between sub-sets of specified sample segments and with mean scores and standard deviations for rating questions. Responses were weighted, as appropriate, by geographic classification to replicate the proportional distribution of special education students graduating in each region and county of the state. However, only the regional classifications (defined as northern, southern, and central Indiana) possess substantial validity – county-level data carry a much higher risk of sample bias due to smaller sample sizes and the response rate.

A total of 1,532 telephone interviews were completed from a pre-identified list of respondents assembled by CEEP staff.

Sample Statistics

Table 1. Sample Statistics from Phase 2

Sample Statistics	Number	Percent
Unusable records (disconnect/wrong number/fax number)	5,855	
Useable records	5,093	100%
Total separate telephone numbers dialed	10,948	
Respondents Not Screened		
Initial refusal	744	15%
No contact made/No contact with eligible respondent (no answer/answering machine/busy/callback/more than six attempts)	2,420	48%
Communication barrier/language barrier	122	2%
Respondents Screened		
Respondents not qualified (still in high school)	191	4%
Respondents qualified but not interviewed (respondent did not complete entire interview)	84	1%
Respondent qualified and interview completed	1,532	30%
Total dialings	48,297	

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Total dialings of useable number	32,442	
Average dialings per useable number	8.33	
Maximum attempts per useable number	10	

- Screening interviews were completed with 1,807 respondents resulting in 1,616 respondents qualified to complete a survey and 191 respondents not qualified (still in high school). A total of 84 respondents started, and were qualified for the interview, but refused to complete all survey questions.
- The ratio of initial refusals to completed screening interviews (744/1,807) was 0.4:1 which is well below the average random digit dialing ratio of 2.5:1 and the 1:1 ratio generally seen for pre-identified sample files.

Margin of Error

Statistical accuracy of survey findings based on a 1,532 pre-identified but randomly interviewed sample is approximately plus or minus three percentage points at the 95% confidence level. This means that if the survey was replicated 100 times, the results of this survey will fall within plus or minus three percentage points of the average results in 95 out of 100 times.

Respondent Selection and Sample Control

- Participants were asked for by name listed on the sample file.
- Participants were screened to be out of high school.
- The sample file was randomly sorted to ensure young adults from a mix of school corporations were interviewed.

Response Rate

When combining all survey responses (paper, online, phone), approximately 19.9 percent of students (2,346 of 11,766 students) completed the survey. This high response rate can be attributed in part to working directly with local education authorities (LEAs) and parent advocacy organizations. Before the survey was distributed, both the Indiana Department of Education and CEEP informed schools and parents about the upcoming survey and the importance of participation. Parents were informed that it would be an opportunity for them to provide feedback to the state in regards to the quality of special education services that their child had received. The statewide parent advocacy organization helped increase awareness by including information via their website and newsletters regarding the importance of completing the surveys.

Survey Results

(n=2,346 respondents; includes phase 1 and 2 responses combined)

*Percentages are based on the total number of responses per question. Not all 2,346 survey respondents were required to answer each question. A total of 30 respondents submitted incomplete surveys and the responses they did provide are included in the results; however, the distribution of those incomplete responses had a negligible statistical effect on the survey results and data analysis.

- 1. Have you graduated from high school or left high school for some other reason?**
0% answered NO (individuals who indicated that they were still in high school were excluded from the sample and the subsequent survey results.)
100% (2,346) answered YES

- 2. In the 12 months after leaving high school, have you enrolled and participated in any school, job training, college or other education program?**
40.4% (948) answered NO (these respondents were then directed to question 5)
59.6% (1,398) answered YES¹

- 3. (If yes to previous question) Did you complete an entire term? (A term can be quarter, semester, inter-session, summer, or on-line)**
16.0% (223) answered NO
84.0% (1,172) answered YES

- 4. Describe the kind of school or job training program in which you were enrolled.**
 - a. High school completion program (e.g., adult basic education, GED)**
91.5% (1,278) answered NO
8.5% (119) answered YES
 - b. Short-term education or employment training program (WIA, Job Corps)**
94.5% (1,320) answered NO
5.5% (77) answered YES
 - c. Vocational, technical, trade school**
86.1% (1,203) answered NO
13.9% (194) answered YES
 - d. 2-or 4-year college or university**
37.7% (527) answered NO
62.3% (870) answered YES

¹ All of these respondents should have also responded to Questions 3 and 4. Three did not respond to Question 3 and one did not respond to Question 4, a statistically insignificant 0.2% and 0.07% of the sample of 1,398.

e. Religious or church sponsored mission

99.6% (1,392) answered NO

0.4% (5) answered YES

f. Other (specify)_____

90.6% (1,265) answered NO

9.4% (132) answered YES

Table 2. Analysis of Question 4F

“Other” Category	Number of Respondents
Short-term education or employment training program (WIA, Job Corps, Work One)*	39
<i>Don't Know</i>	15
2 or 4 year college or university*	13
Army/National Guard	12
Vocational, technical, trade school*	10
A life skills program	10
Apprenticeship/Internship	9
Alternative school program	8
I have a job.	7
Home Schooled	6
High school completion program (e.g., adult basic education, GED)*	1
<i>None/Nothing</i>	1
<i>Other</i>	1
Total	132

* Coding by subcontractor, Stone Research Services, indicated that some “Other” responses were, in fact, one of the pre-set responses.

5. In the 12 months after leaving high school, have you ever worked?²

29.0% (673) said NO (note: the survey was completed for anyone answering “no”)

71.0% (1,646) said YES³

² While all 2,346 respondents should have responded to Question 5, 27 respondents did not. These respondents represent 1.2% of the overall survey sample; however this statistically insignificant amount does not impact the validity of the survey results.

³ These 1,646 respondents should have also responded to Questions 6, 7, 8, and 9. Two (0.1% of 1,646) did not respond to Question 7 or 8, and four (0.2% of 1,646) did not respond to Question 9, having negligible impact on the survey results.

- 6. Since leaving high school, have you worked for a total of 3 months (about 90 days)? (Days do not need to be in a row)**
17.0% (279) said NO
83.0% (1,367) said YES
- 7. Did you work an average 20 or more hours per week? (Hours may vary from week to week)**
17.2% (282) said NO
82.8% (1,362) said YES
- 8. Were you paid at least the minimum wage of \$7.25 an hour?**
6.3% (104) said NO
93.7% (1,540) said YES
- 9. Describe the job you have or have had.**
- a. In a company, business, or service with people with and without disabilities**
41.3% (678) said NO
58.7% (964) said YES
 - b. In the military**
98.2% (1,613) said NO
1.8% (29) said YES
 - c. In supported employment (paid work with support services to you and the employer)**
95.2% (1,563) said NO
4.8% (79) said YES
 - d. Self-employed**
97.1% (1,594) said NO
2.9% (48) said YES
 - e. In your family's business (farm, store, fishing, ranching, catering)**
92.4% (1,517) said NO
7.6% (125) said YES
 - f. In sheltered workshop (where most workers have disabilities)**
99.0% (1,626) said NO
1.0% (16) said YES
 - g. Employed while in jail or prison**
99.9% (1,641) said NO
0.1% (1) said YES
 - h. Other (specify) _____**
76.9% (1,262) said NO
23.1% (380) said YES

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Table 3. Analysis of Question 9H

“Other” Category	Number of Respondents
In a company, business, or service with people with or without disabilities*	300
<i>Don't Know</i>	28
Working through my university/school	17
Babysitting/child care	10
Farm work (other than family farm)	6
Camp counselor/Boys and Girls Club	4
<i>Other</i>	3
Volunteer	3
Landscaping	3
In the military*	2
In your family’s business (farm, store, fishing, ranching, catering)	2
Cleaning houses	2
Self-employed*	1
Mechanic	1
<i>None/Nothing</i>	1
<i>Refused</i>	1
Total	384

* Coding by subcontractor, Stone Research Services, indicated that some “Other” responses were, in fact, one of the pre-set responses.

Statewide Aggregate Data Analysis

Data on Mutually Exclusive Categories of “Leavers”

1. Enrolled in Higher Education:

A total of 37.6% or 883 of all survey respondents were enrolled in a 2- or 4-year college or university within one year of leaving high school. Of those, **796, or 33.9% of all respondents, were enrolled in higher education for at least one complete term.** This figure represents respondents who replied with “2- or 4-year college or university” in Question 4 (including the four from the “Other” responses coded as “2- or 4-year college or university) and also replied “yes” to Question 3.

2. Competitively Employed:

A total of 1,646 or 71.0% of respondents were employed. Of those, 985, or 42.0% of all respondents were employed at or above minimum wage and worked 20 hours per week or more for at least 90 days, excluding respondents who were self-employed, working in a family business, working in sheltered employment, or working while in jail (competitively employed). Of those, **660 or 28.1% of the 2,346 respondents were competitively employed but were not enrolled in higher education as defined in category #1.**

3. Enrolled in Some Other Form of Post-Secondary Education or Training:

A total of 376, or 16.0%, of all respondents were enrolled in some other form of post-secondary education for at least one term, excluding 2- or 4-year college or university. Of those, **208, or 8.9% of all respondents, were enrolled in some other form of post-secondary education or job training for at least one semester but not competitively employed.**

4. Some Other Employment:

A total of 1,367, or 58.3%, of all respondents were employed for at least 90 days at any time in the previous year (some other employment). **Of those, 164, or 7.0% of all respondents were in some other form of employment but not enrolled in higher education (#1), not competitively employed (#2), nor in some other form of post-secondary education or job training (#3).**

Table 4. Summary of Data on Mutually Exclusive Categories of “Leavers”*

Category	Number of Respondents	Percent of All Respondents (n=2,346)
Enrolled in Higher Education	796	33.9%
Competitively Employed	660	28.1%
Enrolled in Some Other Form of Education or Training	208	8.9%
Some Other Employment	164	7.0%

*518, 22.1 % of all respondents, do not fit into these mutually exclusive categories of leavers. For example, a respondent not enrolled at least one term or not employed at least 90 days would be excluded from these categories.

Data for Measures/Indicators

Further analysis generates a number of findings. **Measurement A** as described by 20 U.S.C. 1416(a)(3)(B) asks for the percentage of young adults enrolled in a 2- or 4-year college. A total of 870 respondents indicated they were enrolled in such a school, while 13 responses in the “other” category also indicated this type of enrollment, for a total of 883 or 37.6% of the 2,346 responses. Measurement A also specifies that students should be enrolled for at least one full term. Of the 883 responses, **796, or 33.9%, of all 2,346 respondents were enrolled for at least one full term.**

Measurement B of 20 U.S.C. 1416(a)(3)(B) asks for the number of youth enrolled in higher education (as described in Measurement A) or competitively employed. Competitive employment includes pay at or above the minimum wage for 20 hours a week or more for at least 90 days during the year since leaving high school. Military employment and other settings with others who are nondisabled are included. Family business, self-employment, and employment in jail or in a sheltered workshop are excluded.

A total of 1,139, or 48.6%, of all respondents indicated that they were employed at or above the minimum wage for 20 hours per week for at least 90 days in the previous year since leaving high school. Once students working in family business, self-employment, and employment while in jail or in a sheltered workshop are excluded, 985, or 42.0% of all respondents, are considered “competitively employed.” Of these, 660 were not also enrolled in higher education as described by Measurement A. Adding these to Measure A, **1,456, or 62.1%, of all respondents were competitively employed or enrolled in higher education** (this number also includes those that were both competitively employed and enrolled in higher education).

Measurement C computes the percentage of young adults who were enrolled in higher education or some other postsecondary education or training program, or competitively employed or held some other employment during the year after leaving high school. Any “yes” response to Question 3 was included as the type of education specified (as both definitions of enrollment in higher education and enrollment in some other form of post-secondary education

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or job training program was limited to those enrolled for at least one complete term) . Likewise, any “yes” response to Question 6 was considered as being competitively employed or holding employment of some form (as both definitions are limited to those employed for at least 90 days). To prevent double-counting respondents, any persons who responded “yes” to both questions were subtracted from the total employed (as they are already counted in the enrolled total). **Of the 2,346 total respondents, 1,828, or 77.9%, were enrolled in higher education or some other postsecondary education or training program or competitively employed or held some other employment during the year after leaving high school.**

Of the 2,346 respondents to the post-graduate survey, 711, or 30.3%, indicated that they were both enrolled in higher education or some other form of post-secondary education or job training *and* competitively employed or in some other form of employment.

Table 5. Summary of Data for Measures/Indicators

Category	Number of Respondents	Percent of All Respondents
Measurement A	796	33.9%
Measurement B	1,456	62.1%
Measurement C	1,828	77.9%

Weighted Geographic Data Analysis

In surveys of this type it is important to weight the data by region so as to adjust for any regional skew in the response rate. If there are significant differences in the answers given by respondents by region, and respondents from some regions happen to be more likely to respond, the overall estimates can be quite misleading. In this particular study, the differences in the response rates and the answers to questions between regions were relatively modest, so that weighting by region had only a very small effect on the overall results (less than 0.1% for each region). Note that some numbers in the following tables will not sum to the amount noted in the “total” column due to the discrepancies from multiplying by the percentage used for weighting and due to some respondents answering with “Don’t know.”

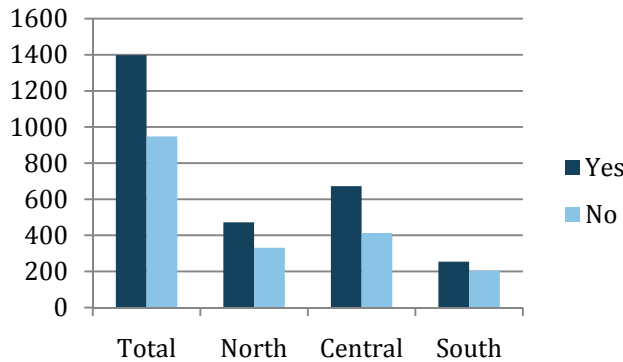
1. Have you graduated from high school or left high school for some other reason?

	Total	North	Central	South
Yes*	2,346	803	1085	458
No	-	-	-	-

*Individuals who indicated that they were still in high school were excluded from the sample and the subsequent survey results.

2. In the 12 months after leaving high school, have you enrolled and participated in any school, job training, or education program?

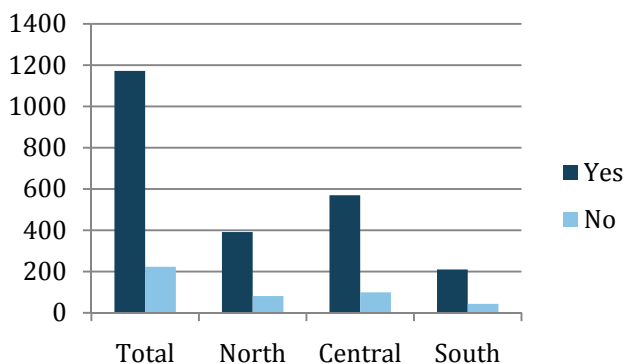
	Total	North	Central	South
Yes	1,398	472	672	254
No	948	331	413	204



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3. If you went to college or a job training program, did you complete an entire term?

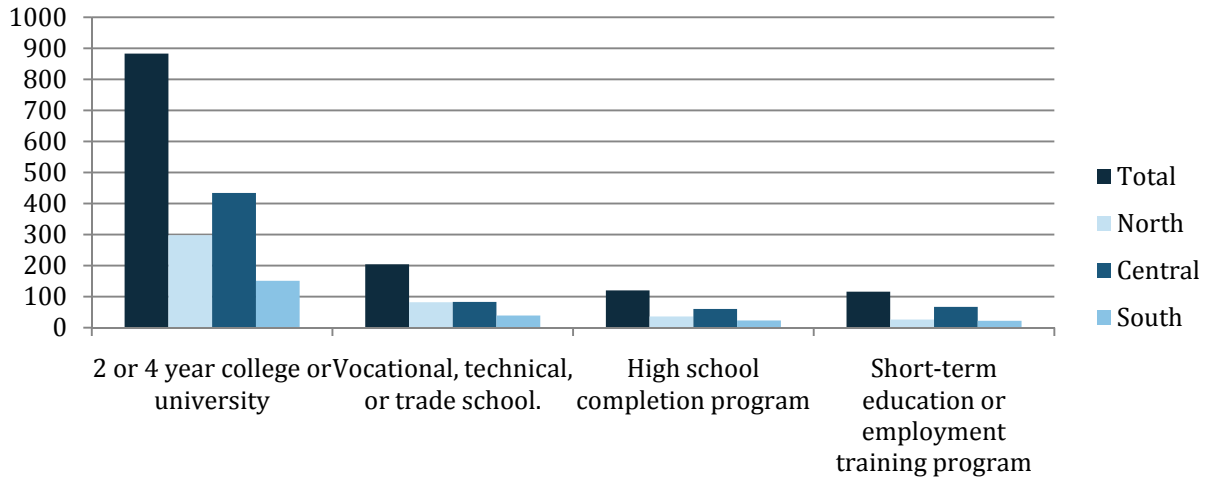
	Total	North	Central	South
Yes	1,172	391	570	210
No	223	81	99	43



4. Please describe the kind of school or job training program you were enrolled

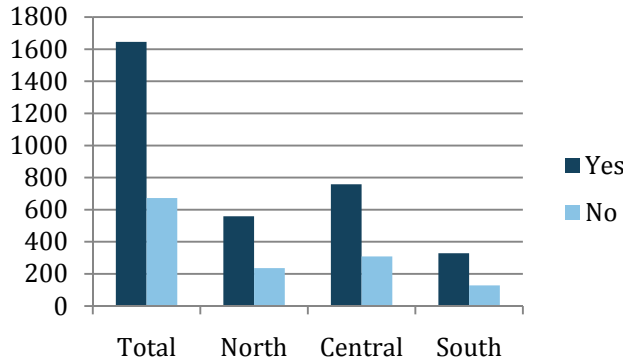
	Total	North	Central	South
2-or 4-year college or university	883	298	434	151
Vocational, technical, trade school	204	82	83	39
High school completion program	120	36	60	23
Short-term education or employment training program	116	26	67	22
Don't Know	15	6	7	2
Army/National Guard	12	5	4	3
A life skills program	10	4	3	3
Apprenticeship/internship	9	3	2	4
Alternative school program	7	2	4	1
I have a job	7	3	2	2
Home schooled	6	2	4	0
Religious or church sponsored mission	5	3	0	2
None	1	1	0	0
Other	1	0	1	0

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5. In the 12 months after leaving high school, have you ever worked?

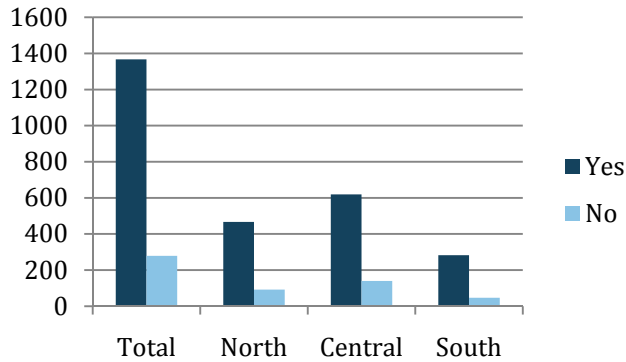
	Total	North	Central	South
Yes	1,646	559	758	329
No	673	236	309	128



6. Since leaving high school, have you worked for a total of 3 months (about 90 days)? (days do not need to be in a row)

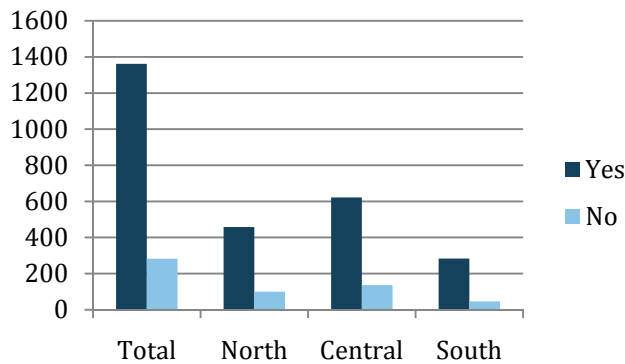
	Total	North	Central	South
Yes	1,367	467	619	282
No	279	92	140	47

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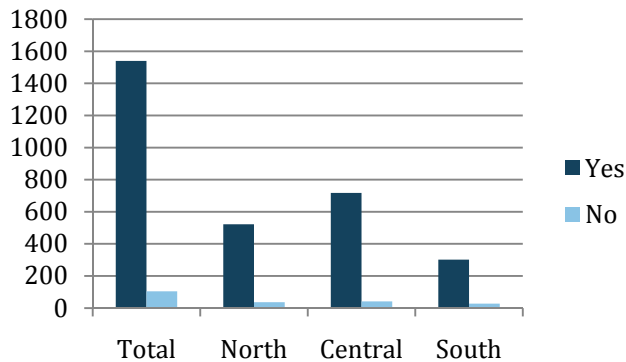
7. Did you work an average 20 or more hours per week? (Hours may vary from week to week)

	Total	North	Central	South
Yes	1,362	458	622	283
No	282	100	136	46



8. Were you paid at least the minimum wage of \$7.25 an hour?

	Total	North	Central	South
Yes	1,540	522	717	302
No	104	36	41	27



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9. Describe the job you have or have had.

	Total	North	Central	South
In a company, business, or service with people with and without disabilities	1264	421	600	242
In your family's business	128	41	59	28
In supported employment	79	24	36	19
Self-employed	49	18	17	14
In the military	31	13	12	6
Don't Know	24	11	7	6
Working through my university/school	17	4	11	2
In sheltered employment	16	8	4	4
Babysitting/child care	10	5	4	1
Farm work	6	3	2	1
Camp counselor/Boys and Girls club	4	2	2	0
Other	3	2	0	1
Volunteer	3	2	0	1
Landscaping	3	1	0	2
Cleaning houses	2	0	1	1
Employed while in prison or jail	1	1	0	0
Mechanic	1	0	1	0
None	1	0	1	0
Refused	1	0	1	0



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An analysis of the results of the survey disaggregated by region suggests that there may be variations in the behavior of IEP students who have left school. These differences could be due to either demographic differences, such as income and race, substantial policy differences at the LEA level, or differences in employment opportunities by region for the general population that also affect former IEP students. For example, the survey results show that respondents from the south were less likely to have pursued some form of post-secondary job training or education (55.4%) than respondents in the north or central regions (58.8% and 62.0%, respectively). Respondents from the southern region were also more likely to have been employed since leaving high school (71.8%) than respondents in the north or central regions (69.6% and 69.9%, respectively).

Survey Challenges and Areas for Improvement

Two key challenges continue during the implementation of the 2012 survey. Some school corporations were very slow to respond to IDOE and CEEP requests for student contact information. School corporations were provided with multiple notifications and a template in which to enter and return the data. In addition, several school corporations did not use the template provided and failed to provide certain requested information (though these situations were remedied relatively quickly by the school corporations). Further, some school corporations provided contact information for people who did not qualify as former IEP students, such as currently enrolled K-12 IEP students, although this was reduced from the previous year through more explicit instructions provided to the school corporations. To remedy this for the *2013 Post-High School Survey*, the preliminary plan is for the IDOE to supply necessary student contact information directly to CEEP from the state's student database and for CEEP to only contact school corporations and charter high schools when necessary to acquire all of the necessary information to contact former students.

The second difficulty during the survey administration was the low response rate. For the survey, the response rate was approximately 20%. However, this increased from last year's survey response rate of approximately 18%. This increase in the overall response rate is primarily due to the decrease in the overall number of former IEP students reported by school corporations from 13,378 in last year's survey administration to 11,766 in this year's survey administration. It should be noted, however, that the number of contacts in the 2011 survey was inflated due to the inclusion of students still in school and thus ineligible for the survey. The number of disconnected or otherwise inaccurate telephone numbers also reduced the response rate for the phone survey. While the nature of the target population creates inherent challenges to data quality, the results of the survey likely have some degree of sample bias.

Appendix A: Survey Document

The 2012 Post-High School Follow-Up Survey

Name
Address
City, State, Zip

Please take a moment to complete the Indiana Post-High School Outcome Survey, which is being conducted for the Indiana Department of Education. This survey is to be completed by or for former students who completed or left high school during or at the end of the 2010-11 school year (including summer school in 2011). Your information will be used to measure how well Indiana is preparing students who had Individualized Education Plans before leaving or finishing high school. The results of this survey will be given to the U.S. Department of Education. Your answers will be kept private and the results will be combined with others taking the survey so that your information will remain confidential. You may either fill out the survey and return it in the self-addressed and postage-paid envelope included with this letter **OR** fill it out on the web at <http://ceep.indiana.edu/post/>. If completing the survey on the web, please use the following school corporation #: (insert here). Please return the survey as soon as possible. Thank you for your help in completing the survey!

POST-HIGH SCHOOL OUTCOME SURVEY

1. Have you graduated from high school or left high school for some other reason?

- YES → GO TO QUESTION 2
 NO → STOP: THE SURVEY IS FINISHED

2. In the 12 months after leaving high school, have you enrolled and participated in any school, job training, or education program?

- YES → GO TO QUESTIONS 3 AND 4
 NO → GO TO QUESTION 5

3. Did you complete an entire term? (A term can be quarter, semester, inter-session, summer, or on-line)

- YES
 NO

4. Describe the kind of school or job training program in which you were enrolled. (*CHECK ONE OPTION ONLY!* If you enrolled in multiple programs, check only your primary one, or the one you were enrolled in the longest.)

- High school completion program (e.g., Adult Basic Education, GED)
 Short-term education or employment training program (e.g., WIA, Job Corps)
 Vocational, technical, trade school
 2- or 4-year college or university

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- Religious or church sponsored mission
 Other (Specify): _____

5. In the 12 months after leaving high school, have you ever worked?

- YES → GO TO QUESTION 6 AND CONTINUE THE SURVEY
 NO → STOP: THE SURVEY IS FINISHED

6. Since leaving high school, have you worked for a total of 3 months (about 90 days)?
(Days do not need to be in a row)

- YES
 NO

7. Did you work an average 20 or more hours per week (or about half time of a 40-hour week)?
(Hours may vary week to week)

- YES
 NO

8. Were you paid at least the minimum wage of \$7.25 an hour?

- YES
 NO

9. Describe the job you have or have had. (*CHECK ONE OPTION ONLY! If you have held more than one job, please select only your primary or most recent job.*)

- In a company, business, or service with people with and without disabilities
 In the military
 In supported employment (paid work with services and wage support to the employer)
 Self-employed
 In your family's business (e.g., family farm, store, fishing, ranching, catering)
 In sheltered employment (where most workers have disabilities)
 Employed while in jail or prison
 Other (Specify) _____

Thank you very much for your participation in this survey. If you have any questions, please contact Terry Spradlin at tspradli@indiana.edu or call 812-855-4438.

Appendix B: Mutually Exclusive Categories of Leavers by District

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Note: School corporations and charter schools are sorted by their school corporation number.

SCHOOL CORP	SCHOOL CORP NUMBER	TOTAL RESPONDENTS	ENROLLED IN HIGHER ED	COMPETITIVELY EMPLOYED	SOME OTHER EDUCATION OR TRAINING	SOME OTHER EMPLOYMENT
ADAMS CENTRAL COMMUNITY SCHOOLS	0015	1	0	0	0	1
NORTH ADAMS	0025	8	4	0	0	2
SOUTHWEST ALLEN COUNTY SCHOOL	0125	16	11	3	0	1
NORTHWEST ALLEN COUNTY SCHOOLS	0225	5	2	2	0	0
FT. WAYNE COMMUNITY SCHOOLS	0235	88	32	19	7	6
EAST ALLEN COUNTY SCHOOLS	0255	17	7	4	0	3
BARTHOLOMEW CONSOLIDATED SCHOOL CORPORATION	0365	21	11	6	1	2
FLAT ROCK-HAWCREEK SCHOOL CORP.	0370	4	2	0	1	0
BENTON COMMUNITY SCHOOL CORPORATION	0395	8	4	2	1	0
BLACKFORD COUNTY	0515	7	0	3	1	1
WESTERN BOONE COUNTY COMMUNITY SCHOOL CORP.	0615	2	1	0	0	1
ZIONSVILLE COMMUNITY SCHOOLS	0630	13	9	1	1	0
LEBANON COMMUNITY SCHOOL CORPORATION	0665	7	2	4	0	0
BROWN COUNTY SCHOOLS	0670	5	2	1	0	1
CARROLL CONSOLIDATED SCHOOL CORPORATION	0750	1	0	0	1	0
DELPHI COMM. CORP.	0755	5	1	3	1	0
PIONEER REIONAL SCHOOL CORP.	0775	1	1	0	0	0
SOUTHEASTERN	0815	1	1	0	0	0
LOGANSFORT COMM. SCH. CORP.	0875	5	0	2	0	0
WEST CLARK COMM. SCHOOL CORP.	0940	12	3	2	1	3
CLARKSVILLE COMM SCHOOL CORP	1000	1	1	0	0	0
GREATER CLARK COUNTY SCHOOLS	1010	14	6	4	1	1
CLAY COMMUNITY SCHOOLS	1125	7	3	2	0	0

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CLINTON CENTRAL SCHOOL CORPORATION	1150	2	1	1	0	0
CLINTON PRAIRIE SCHOOL CORPORATION	1160	3	2	1	0	0
COMMUNITY SCHOOLS OF FRANKFORT	1170	5	1	2	1	0
CRAWFORD COUNTY COMMUNITY SCHOOLS	1300	5	1	2	0	1
BARR-REEVE	1315	1	1	0	0	0
NORTH DAVIESS HIGH SCHOOL	1375	6	2	3	0	0
WASHINGTON COMMUNITY SCHOOLS	1405	15	7	6	1	0
SUNMAN-DEARBORN	1560	20	10	4	0	2
SOUTH DEARBORN	1600	12	1	8	0	1
LAWRENCEBURG	1620	4	2	0	0	2
DECATUR COUNTY COMM SCHOOLS	1655	6	1	2	0	3
GREENSBURG COMMUNITY SCHOOLS	1730	7	0	2	0	1
DEKALB COUNTY EASTERN COMMUNITY SCHOOL DISTRICT	1805	3	1	1	0	0
GARRETT-KEYSER-BUTLER SCHOOL CORPORATION	1820	7	1	2	2	1
DEKALB COUNTY CENTRAL UNITED SCHOOL DISTRICT	1835	5	0	1	2	1
DELAWARE COMMUNITY SCHOOLS	1875	20	4	7	2	2
WES-DEL COMMUNITY SCHOOLS	1885	2	1	0	0	0
LIBERTY-PERRY SCHOOLS	1895	2	1	1	0	0
YORKTOWN COMMUNITY SCHOOLS	1910	6	2	1	0	1
MUNCIE COMMUNITY SCHOOLS	1970	28	4	4	3	2
NORTHEAST DUBOIS CORP.	2040	3	1	0	1	0
SOUTHEAST DUBOIS CORP.	2100	4	1	2	0	0
SOUTHWEST DUBOIS CORP.	2110	7	0	4	0	1
GREATER JASPER CONSOL.	2120	8	2	3	1	1
FAIRFIELD COMMUNITY SCHOOLS	2155	2	2	0	0	0
BAUGO COMMUNITY SCHOOLS	2260	3	2	0	0	0
CONCORD COMMUNITY SCHOOLS	2270	16	5	5	2	2
MIDDLEBURY COMMUNITY SCHOOLS	2275	9	3	1	2	2
WANEE COMMUNITY SCHOOLS	2285	4	1	1	1	0
ELKHART COMMUNITY SCHOOL	2305	27	7	11	1	1
GOSHEN COMMUNITY SCHOOLS	2315	19	8	5	1	1
FAYETTE COUNTY SCHOOL	2395	11	2	3	2	1

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CORPORATION						
NEW ALBANY FLOYD COUNTY SCHOOL CORPORATION	2400	11	7	1	1	1
COVINGTON	2440	5	1	0	0	0
SOUTHEAST FOUNTAIN	2455	4	2	2	0	0
FRANKLIN CO. SCHOOLS	2475	6	1	2	1	1
ROCHESTER SCHOOL CORP	2645	4	1	1	0	0
CASTON SCHOOL CORP.	2650	5	2	0	3	0
EAST GIBSON SCHOOL CORPORATION	2725	3	2	0	1	0
NORTH GIBSON SCHOOL	2735	6	1	1	2	0
SOUTH GIBSON SCHOOL CORPORATION	2765	9	4	3	0	1
EASTBROOK COMMUNITY SCHOOLS	2815	3	1	0	1	1
MADISON-GRANT UNITED SCHOOL CORP.	2825	2	0	1	0	0
MISSISSINAWA COMMUNITY SCHOOLS	2855	4	1	1	1	0
MARION COMMUNITY SCHOOLS	2865	17	2	3	8	1
BLOOMFIELD SCHOOL DISTRICT	2920	2	1	1	0	0
EASTERN GREENE SCHOOLS	2940	3	0	2	0	0
LINTON-STOCKTON	2950	6	2	4	0	0
MSD SHAKAMAK	2960	2	0	1	0	0
WHITE RIVER VALLEY	2980	1	0	0	0	1
HAMILTON SOUTHEASTERN SCHOOLS	3005	18	11	2	2	2
HAMILTON HEIGHTS SCHOOL CORP	3025	4	0	0	0	0
WESTFIELD WASHINGTON SCHOOLS	3030	14	8	6	0	0
SHERIDAN COMMUNITY SCHOOLS	3055	4	1	0	1	1
CARMEL CLAY SCHOOLS	3060	28	15	6	3	1
NOBLESVILLE SCHOOLS	3070	25	7	11	6	0
SOUTHERN HANCOCK	3115	2	1	1	0	0
GREENFIELD-CENTRAL	3125	3	2	1	0	0
MOUNT VERNON	3135	2	1	0	0	1
EASTERN HANCOCK	3145	4	3	0	0	1
LANESVILLE COMMUNITY SCHOOL CORPORATION	3160	3	1	1	0	0
NORTH HARRISON COMMUNITY SCHOOL CORPORATION	3180	8	0	3	3	0
SOUTH HARRISON COMMUNITY SCHOOL CORPORATION	3190	10	2	4	0	1
NORTH WEST HENDRICKS COUNTY SCHOOL CORPORATION	3295	2	1	0	1	0

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BROWNSBURG COMMUNITY SCHOOL CORPORATION	3305	11	3	3	1	2
AVON COMMUNITY SCHOOL CORPORATION	3315	16	11	4	0	0
DANVILLE COMM. SCHOOLS	3325	6	3	3	0	0
PLAINFIELD COMMUNITY SCHOOL CORPORATION	3330	11	5	2	0	1
MILL CREEK COMMUNITY SCHOOL CORPORATION	3335	9	3	4	1	0
BLUE RIVER VALLEY SCHOOLS	3405	3	0	2	0	1
SOUTH HENRY	3415	4	1	1	0	1
SHENANDOAH	3435	8	1	3	1	2
NEW CASTLE	3445	17	7	3	1	1
C. A. BEARD	3455	2	0	0	0	0
TAYLOR COMMUNITY SCHOOLS	3460	4	0	1	2	1
NORTHWESTERN SCHOOL CORP	3470	2	0	2	0	0
EASTERN HOWARD SCHOOL CORP	3480	3	1	2	0	0
WESTERN SCHOOL CORP	3490	8	3	1	0	1
KOKOMO CENTER TOWNSHIP CONSOLIDATED SCHOOL CORPORATION	3500	11	5	1	1	3
HUNTINGTON CO. COMMUNITY SCHOOL CORP	3625	19	3	9	1	0
MEDORA COMMUNITY SCHOOL CORPORATION	3640	2	1	1	0	0
SEYMOUR COMMUNITY SCHOOLS	3675	10	3	6	0	0
BROWNSTOWN CENTRAL COMMUNITY SCHOOLS	3695	5	0	2	2	0
CROTHERSVILLE COMM. SCHOOLS	3710	2	0	1	0	1
KANKANKEE VALLEY SCHOOL CORPORATION	3785	6	2	2	1	0
RENSSELAER CENTRAL SCHOOL CORPORATION	3815	7	1	3	0	0
JAY SCHOOL CORPORATION	3945	6	1	4	0	0
MADISON CONSOLIDATED SCHOOLS	3995	8	5	2	0	0
JENNINGS COUNTY SCHOOLS	4015	11	3	2	0	1
CLARK PLEASANT COMMUNITY SCHOOL CORPORATION	4145	3	1	2	0	0
CENTER GROVE COMMUNITY SCHOOL CORPORATION	4205	19	11	5	1	0
EDINBURGH COMMUNITY SCHOOLS	4215	6	2	2	1	1
FRANKLIN COMMUNITY SCHOOLS	4225	15	3	5	2	1

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GREENWOOD COMMUNITY SCHOOL CORPORATION	4245	5	3	2	0	0
NINEVEH-HENSLEY-JACKSON UNITED SCHOOL CORPORATION	4255	2	1	1	0	0
NORTH KNOX SCHOOL CORP.	4315	4	2	1	0	0
SOUTH KNOX SCHOOL CORP.	4325	1	1	0	0	0
VINCENNES COMM SCHOOL CORP.	4335	7	2	3	1	0
WAWASEE COMMUNITY SCHOOL CORPORATION	4345	4	2	2	0	0
WARSAW COMMUNITY SCHOOLS	4415	13	3	6	0	1
TIPPECANOE VALLEY SCHOOL CORPORATION	4445	7	3	3	0	0
WHITKO COMMUNITY SCHOOL CORPORATION	4455	7	2	1	1	0
PRAIRIE HEIGHTS COMMUNITY SCHOOL CORPORATION	4515	7	1	2	1	1
WESTVIEW SCHOOL CORPORATION	4525	4	2	1	1	0
LAKELAND SCHOOL CORPORATION	4535	2	0	1	0	0
NORTHWEST INDIANA SPEC ED COOP	4570	1	0	0	1	0
HANOVER COMMUNITY SCHOOL CORP	4580	4	2	1	0	0
RIVER FOREST COMMUNITY SCHOOL CORPORATION	4590	6	0	3	1	0
MERRILLVILLE COMMUNITY SCHOOL CORPORATION	4600	7	4	1	0	0
LAKE CENTRAL SCHOOL CORPORATION	4615	14	5	2	0	2
TRI-CREEK SCHOOL CORPORATION	4645	9	2	4	0	0
LAKE RIDGE SCHOOLS	4650	2	0	0	0	0
CROWN POINT COMMUNITY SCHOOL CORPORATION	4660	14	6	2	2	1
SCHOOL CITY OF EAST CHICAGO	4670	9	2	1	1	0
LAKE STATION COMMUNITY SCHOOL CORPORATION	4680	6	0	2	1	2
GARY COMMUNITY SCHOOL CORPORATION	4690	17	4	2	1	1
GRIFFITH PUBLIC SCHOOLS	4700	7	4	1	1	1
SCHOOL CITY OF HAMMOND	4710	9	2	0	2	0
SCHOOL TOWN OF HIGHLAND	4720	8	2	2	1	1
SCHOOL CITY OF HOBART	4730	2	1	0	0	0
SCHOOL TOWN OF MUNSTER	4740	10	8	1	1	0
SCHOOL CITY OF WHITING	4760	2	1	1	0	0
CASS TOWNSHIP SCHOOLS	4770	1	0	1	0	0

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(LAPORTE CSC)						
NEW PRAIRIE UNITED SCHOOL CORP.	4805	3	0	1	0	2
MSD OF NEW DURHAM TOWNSHIP	4860	3	0	2	0	0
MICHIGAN CITY AREA SCHOOLS	4925	25	7	4	4	4
SOUTH CENTRAL COMM. SCHOOL CORP.	4940	1	0	0	1	0
LAPORTE COMM. SCHOOL CORP.	4945	11	2	4	1	0
NORTH LAWRENCE COMMUNITY SCHOOLS	5075	8	1	0	2	2
MITCHELL COMMUNITY SCHOOLS	5085	8	1	2	1	1
FRANKTON-LAPEL SCHOOLS	5245	3	2	1	0	0
SOUTH MADISON	5255	13	8	2	0	1
ALEXANDRIA COMMUNITY SCHOOLS	5265	3	0	2	0	0
ANDERSON COMMUNITY SCHOOL CORPORATION	5275	21	6	6	0	1
ELWOOD COMMUNITY SCHOOLS	5280	3	2	1	0	0
MSD OF DECATUR TOWNSHIP	5300	17	3	6	3	0
FRANKLIN TOWNSHIP COMMUNITY SCHOOL CORPORATION	5310	18	7	6	0	1
MSD LAWRENCE TOWNSHIP	5330	29	6	10	4	3
MSD PERRY TOWNSHIP	5340	30	5	9	4	3
MSD OF PIKE TWP	5350	11	5	1	0	1
MSD WARREN TOWNSHIP	5360	45	14	11	3	1
MSD OF WASHINGTON TOWNSHIP	5370	24	13	4	2	1
MSD WAYNE TOWNSHIP	5375	16	7	5	1	2
BEECH GROVE CITY SCHOOLS	5380	2	2	0	0	0
INDIANAPOLIS PUBLIC SCHOOLS	5385	60	14	13	7	4
SCHOOL TOWN OF SPEEDWAY	5400	3	3	0	0	0
CULVER COMMUNITY SCHOOL CORP	5455	4	1	1	1	1
ARGOS COMMUNITY SCHOOLS	5470	4	0	0	1	2
BREMEN	5480	5	2	2	0	0
TRITON SCHOOL CORP	5495	7	2	1	1	1
SHOALS COMMUNITY SCHOOLS	5520	1	0	0	1	0
LOOGOOTEE	5525	2	2	0	0	0
MACONAQUAH SCHOOL CORP	5615	3	1	2	0	0
NORTH MIAMI COMM. SCHOOLS	5620	1	0	0	0	0
OAK HILL UNITED SCHOOL CORPORATION	5625	2	1	1	0	0
PERU COMM. SCHOOLS	5635	4	2	0	1	0
RICHLAND-BEAN BLOSSOM	5705	10	4	3	0	1

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MONROE COUNTY COMMUNITY SCHOOL CORPORATION	5740	54	20	14	6	6
NORTH MONTGOMERY	5835	2	1	1	0	0
SOUTH MONTGOMERY	5845	8	0	4	0	1
CRAWFORDSVILLE	5855	6	0	2	0	1
EMINENCE COMMUNITY SCHOOLS	5910	3	0	1	1	0
MSD OF MARTINSVILLE	5925	9	4	4	0	0
MOORESVILLE CONSOLIDAATED SCHOOLS	5930	8	3	2	2	0
NORTH NEWTON SCHOOL CORPORATION	5945	4	0	2	0	0
SOUTH NEWTON SCHOOL CORPORATION	5995	4	1	2	1	0
CENTRAL NOBLE COMMUNITY SCHOOL CORPORATION	6055	8	2	4	1	1
EAST NOBLE SCHOOL CORP.	6060	12	1	4	3	0
WEST NOBLE SCHOOL CORPORATION	6065	4	2	2	0	0
RISING SUN-OHIO COUNTY	6080	5	0	4	0	0
ORLEANS COMMUNITY SCHOOLS	6145	2	1	1	0	0
PAOLI COMMUNITY SCHOOLS	6155	7	2	3	1	1
SPRINGS VALLEY COMMUNITY SCHOOLS	6160	2	0	1	0	0
SPENCER-OWEN COMM SCHOOLS	6195	9	2	2	0	0
SOUTHWEST PARKE COMM SCHOOL CORP	6260	1	0	0	1	0
ROCKVILLE COMMUNITY SCHOOL CORP	6300	3	2	0	0	0
TURKEY RUN	6310	4	1	0	1	0
PERRY CENTRAL COMM. CORP.	6325	4	0	3	1	0
CANNELTON CITY SCHOOL	6340	2	0	1	0	0
TELL CITY-TROY TOWNSHIP	6350	1	0	1	0	0
PIKE COUNTY SCHOOL CORPORATION	6445	13	4	5	0	1
DUNELAND	6470	9	6	1	0	1
EAST PORTER COUNTY	6510	3	1	2	0	0
PORTER	6520	2	1	1	0	0
UNION	6530	2	2	0	0	0
PORTAGE	6550	4	2	0	0	2
VALPARAISO	6560	13	4	4	0	2
M.S.D. MT. VERNON	6590	8	0	3	1	0
M.S.D. OF NORTH POSEY COUNTY	6600	2	2	0	0	0
NEW HARMONY TOWN AND TWP CONS. SCHOOLS	6610	2	2	0	0	0
E.PULASKI SCH. CORP.	6620	4	0	2	0	1

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WEST CENTRAL SCHOOL CORPORATION	6630	1	0	0	0	1
SOUTH PUTNAM	6705	1	1	0	0	0
NORTH PUTNAM SCHOOL CORP.	6715	1	0	1	0	0
CLOVERDALE COMMUNITY SCHOOL CORP.	6750	4	0	0	1	0
GREENCASTLE	6755	5	0	3	1	0
RANDOLPH SOUTHERN	6805	1	0	1	0	0
RANDOLPH CENTRAL	6825	7	2	3	0	0
RANDOLPH EASTERN	6835	1	0	0	0	1
SOUTH RIPLEY	6865	2	0	1	0	1
BATESVILLE	6895	8	2	3	1	0
JAC-CEN-DEL	6900	2	0	1	0	0
MILAN	6910	5	1	4	0	0
RUSHVILLE CONSOLIDATED SCHOOL CORPORATION	6995	8	2	5	0	1
JOHN GLENN COMMUNITY SCHOOL	7150	1	0	0	1	0
PENN-HARRIS-MADISON	7175	22	12	4	2	1
MISHAWAKA	7200	13	6	1	1	0
SOUTH BEND COMM. SCHOOL CORP	7205	56	19	7	8	4
UNION NORTH UNITED SCHOOL CORP	7215	1	1	0	0	0
SCOTT COUNTY DIST 2	7255	2	0	0	0	0
SHELBY EASTERN SCHOOLS	7285	1	1	0	0	0
NORTHWEST SHELBY COUNTY	7350	2	0	1	0	0
SOUTHWESTERN CONS. SCHOOL DISTRICT OF SHELBY CO.	7360	1	1	0	0	0
SHELBYVILLE CENTRAL SCHOOLS	7365	7	1	3	1	0
NORTH SPENCER CORP.	7385	5	1	4	0	0
SOUTH SPENCER CORP.	7445	4	0	2	1	0
PLYMOUTH COMMUNITY SCHOOL CORP	7485	4	1	1	1	0
OREGON DAVIS COMMUNITY SCHOOL CORP	7495	2	2	0	0	0
NORTH JUDSON SAN PIERRE COMMUNITY SCHOOL CORP	7515	6	1	2	0	2
KNOX COMMUNITY SCHOOL CORP	7525	8	2	2	2	0
HAMILTON COMMUNITY SCHOOLS	7610	2	0	0	1	1
MSD OF STEUBEN COUNTY	7615	3	1	2	0	0
NORTHEAST SCHOOL CORPORATION	7645	2	1	1	0	0
SOUTHWEST SCHOOL	7715	7	2	5	0	0

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CORPORATION						
SWITZERLAND COUNTY SCHOOL CORPORATION	7775	2	0	1	0	0
LAFAYETTE SCHOOL CORPORATION	7855	21	5	8	1	1
TIPPECANOE SCHOOL CORPORATION	7865	30	19	4	1	1
WEST LAFAYETTE COMMUNITY SCHOOL CORPORATION	7875	5	4	1	0	0
TRI-CENTRAL COMMUNITY SCHOOLS	7935	6	4	0	0	0
TIPTON COMMUNITY SCHOOL CORP	7945	4	4	0	0	0
EVANSVILLE VANDERBURGH	7995	75	24	28	3	3
NORTH VERMILLION	8010	1	0	1	0	0
SOUTH VERMILLION COMM SCHOOL CORP	8020	4	1	2	0	1
VIGO COUNTY SCHOOL CORP	8030	42	13	13	4	2
MANCHESTER COMM. SCHOOLS	8045	3	1	1	0	1
MSD OF WABASH CO.	8050	10	4	2	3	0
WABASH CITY SCHOOLS	8060	5	3	1	0	0
MSD WARREN COUNTY	8115	4	1	2	1	0
WARRICK COUNTY	8130	26	11	6	2	1
SALEM COMMUNITY SCHOOLS	8205	3	1	1	0	0
EAST WASHINGTON SCHOOL CORPORATION	8215	3	0	2	1	0
WEST WASHINGTON SCHOOL CORPORATION	8220	1	0	0	0	0
NETTLE CREEK	8305	3	1	1	0	1
WESTERN WAYNE SCHOOLS	8355	1	0	1	0	0
CENTERVILLE ABINGTON SCHOOLS	8360	2	1	1	0	0
NORTHEASTERN WAYNE	8375	3	2	0	0	1
RICHMOND COMMUNITY SCHOOLS	8385	1	0	1	0	0
SOUTHERN WELLS	8425	2	1	1	0	0
NORTHERN WELLS	8435	7	6	1	0	0
BLUFFTON HARRISON	8445	1	1	0	0	0
N.WHITE SCH. CORP.	8515	6	0	3	0	2
FRONTIER SCHOOL CORPORATION	8525	3	2	1	0	0
TRI. COUNTY SCHOOL CORPORATION	8535	6	2	2	1	0
TWIN LAKES SCH.CORP.	8565	3	2	1	0	0
SMITH-GREEN COMMUNITY SCHOOLS	8625	8	6	2	0	0
WHITLEY COUNTY	8665	11	1	6	2	0

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CONSOLIDATED SCHOOLS						
SIGNATURE SCHOOL	9315	1	1	0	0	0
COMMUNITY MONTESSORI	9320	1	1	0	0	0
OPTIONS CHARTER SCHOOL-CARMEL	9325	4	1	1	1	0
IRVINGTON COMMUNITY SCHOOL, INC.	9330	6	0	2	2	0
FALL CREEK ACADEMY	9370	1	1	0	0	0
THEA BOWMAN	9460	4	1	0	1	0
FOUNTAIN SQUARE ACADEMY	9480	1	0	0	1	0
21ST CENTURY CHARTER SCHOOL @ GARY	9545	1	1	0	0	0
INDIANA SCHOOL FOR THE BLIND AND VISUALLY IMPAIRED	9605	11	5	0	0	1
BURRIS LABORATORY SCHOOL	9620	2	2	0	0	0
OPTIONS CHARTER SCHOOL NOBLESVILLE	9640	4	0	2	1	0
HERRON HIGH SCHOOL	9650	4	4	0	0	0
HOPE ACADEMY	9655	1	0	0	1	0
INDIANAPOLIS METROPOLITAN HIGH SCHOOL	9670	5	1	0	1	0
CAMPAGNA ACADEMY	9800	1	1	0	0	0
ROCK CREEK COMMUNITY ACADEMY	9875	2	0	1	0	0
THE EXCEL CENTER	9910	3	0	3	0	0
INDIANA SCHOOL FOR THE DEAF	C695	7	3	0	0	0
TOTALS		2,346	796	660	208	164