

# KENAI PENINSULA BOROUGH SCHOOL DISTRICT

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## SCHOOL BOARD COMMUNICATION

**Title:** Post School Outcomes Study for 2001 and 2010 Graduates

**Date:** November 22, 2011

**Item Number:** Worksession

**Administrator:** Steve Atwater, Ph.D.  
Superintendent of Schools



**Attachments:** Outcomes Study

☐ Action Needed ☒ For Discussion ☐ Information ☐ Other: \_\_\_\_\_

## BACKGROUND INFORMATION

One of the variables that is used to gauge the success of a school district and hence, drive improvement efforts is post graduate information. Unfortunately, we do not have detailed information of what our graduates do after finishing school. As a way to learn more on this, last spring, using American Recovery and Reinvestment Act funds, we commissioned a post school outcomes study of our 2001 and 2010 graduates. At our worksession, Dr. David Tarcy of Alaska Research and Evaluation Services will review the study's findings and suggest how the district can use them.

## ADMINISTRATIVE RECOMMENDATION

N/A

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# **KENAI PENINSULA BOROUGH SCHOOL DISTRICT POST-SCHOOL OUTCOMES STUDY 2001 and 2010 Graduates**

Submitted to:

Dr. Steve Atwater, Superintendent  
and Timothy Vlasak, Director of Secondary Education and Assessment  
Kenai Peninsula Borough School District

Submitted by:

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**Table of Contents:**

Executive Summary .....	4
Background.....	5
Methodology .....	5
Recruitment of Participants.....	5
Data Collection Instrument .....	6
Data Collection .....	6
Analysis.....	6
Employment Categories Defined.....	6
Living Wage Earner .....	6
Competitively Employed.....	7
Some Other Employment .....	7
Employment Outcome Characteristics .....	7
Education Categories Defined .....	8
Higher Education .....	8
Some Other Education.....	8
Education Outcome Characteristics .....	8
Outcomes for 2001 Graduates .....	9
Summary of Primary Results, 2001 Graduates.....	9
Response Rate and Representativeness of Respondents, 2001 Graduates .....	10
Employment Outcomes, 2001 Graduates .....	11
Living Wage Earners .....	12
Employment Types by School.....	13
Employment Characteristics.....	13
Work History.....	13
Type of Current Job .....	15
Unemployment.....	15
Wage Type and Benefits.....	16
Education Outcomes, 2001 Graduates.....	17
Higher Education Characteristics.....	18
Living Characteristics, 2001 Graduates.....	19
Post-Graduation Expectations and Perceptions of High School .....	19
Outcomes for 2010 Graduates .....	20
Summary of Primary Results, 2010 Graduates.....	20
Response Rate and Representativeness of Respondents, 2010 Graduates .....	21
Employment Outcomes, 2010 Graduates .....	23
Employment Characteristics.....	23
Living Wage Earners .....	23
Competitively Employed and Some Other Employment .....	23
Type of Job Held, Previous 12 Months .....	24
Unemployment.....	24
Wage Type and Benefits .....	24
Education Outcomes, 2010 Graduates.....	25
Higher Education Characteristics.....	26
Living Characteristics, 2010 Graduates.....	27
Post-Graduation Expectations and Perceptions of High School, 2010 Graduates .....	28
Discussion .....	28
Limitations of the Study.....	29

Appendices .....	30
Appendix A: Announcement Postcard.....	30
Appendix B: 2001 Post-School Outcome Survey .....	31
Appendix C: 2010 Post-School Outcome Survey .....	36
Addendum .....	40

### List of Tables

Table 1: KPBSD 2001 Graduates Post-School Outcomes, Summary of Results .....	9
Table 2: Representativeness of Respondents by Gender, 2001 Graduates .....	10
Table 3: Representativeness of Respondents by Race/Ethnicity, 2001 Graduates .....	10
Table 4: Representativeness of Respondents by School Attended, 2001 Graduates.....	11
Table 5: Living Characteristics, 2001 Graduates .....	19
Table 6: Post-Graduation Expectations, Perceptions of High School .....	19
Table 7: KPBSD 2010 Graduates Post-School Outcomes, Summary of Results .....	20
Table 8: Representativeness of Respondents by Gender, 2010 Graduates .....	21
Table 9: Representativeness of Respondents by Race/Ethnicity, 2010 Graduates .....	21
Table 10: Representativeness of Respondents by School Attended, 2010 Graduates.....	22
Table 11: Living Characteristics, 2010 Graduates .....	27
Table 12: Post-Graduation Expectations, Perceptions of High School, 2010 Graduates.....	28

### List of Figures

Figure 1: Employment Outcomes, KPBSD 2001 Graduates .....	12
Figure 2: Living Wage and Gender, KPBSD 2001 Graduates.....	12
Figure 3: Employment Type Counts by School, 2001 Graduates.....	13
Figure 4: Number of Different Jobs Held Since Graduation .....	14
Figure 5: Longest Term of Employment in Years .....	14
Figure 6: Type of Current Job, 2001 Graduates .....	15
Figure 7: Reason for Unemployment, 2001 Graduates .....	15
Figure 8: Wage Type and Benefits in Current Employment .....	16
Figure 9: Summary of Post-Secondary Education, 2001 Graduates .....	17
Figure 10: Higher Education and Gender, 2001 Graduates.....	18
Figure 11: Higher Education and School, 2001 Graduates .....	18
Figure 12: Employment Outcomes, KPBSD 2010 Graduates .....	23
Figure 13: Employment and Economically Disadvantaged, 2010 Graduates .....	24
Figure 14: Type of Job Held During Previous Year.....	24
Figure 15: Wage Type and Benefits During Previous Year .....	25
Figure 16: Summary of Post-Secondary Education, 2010 Graduates .....	25
Figure 17: Post-Secondary Education and the Economically Disadvantaged.....	26
Figure 18: Higher Education and School, 2010 Graduates .....	26
Figure 19: Current Engagement, 2001 Graduates .....	40
Figure 20: Engagement in Previous Year, 2010 Graduates.....	40

## EXECUTIVE SUMMARY

The Kenai Peninsula Borough School District contracted with Alaska Research and Evaluation Services in Anchorage, Alaska to conduct post-school outcomes studies for the district's 2001 and 2010 graduating classes. Post-school outcomes focused primarily on post-secondary education experiences and employment outcomes. Employment outcomes were defined by three, rank-ordered categories; Living Wage Earners, Competitively Employed, and Some Other Employment. Education outcomes were defined as participation in Higher Education, Vocational-Technical Training, and Short-Term Employment Training.

A census was conducted of former graduates in both cohorts. There were 636 graduates in 2001 and 597 in 2010. Telephone surveys were completed by 240 of the 2001 graduates and 233 of the 2010 graduates, yielding response rates of 38% and 39% respectively. Respondent groups were compared to the Target Populations based on Gender, Race/Ethnicity, and School of graduation. The high rate of response for survey research coupled with the strong representativeness of Respondents to Target Populations provides a greater sense of confidence in the accuracy and reliability of the survey results.

Post-secondary educational outcomes were remarkably consistent across the ten-year time frame. Survey results indicated 56.6% of 2010 Respondents and 54.2% of 2001 Respondents enrolled in Higher Education, with 38% of the 2001 Respondents graduating. An additional 16% of 2010 Respondents and 20% of 2001 Respondents enrolled in a Vocational-Technical School or Short-Term Employment program. Twenty-six percent of the 2001 Respondents and 27% of the 2010 Respondents did not participate in any type of post-secondary education.

Post-school employment outcomes reflect the changing nature of work experiences and opportunities between 2001 Respondents and 2010 Respondents. 2010 Respondents reported similar rates, but lower levels of employment than the 2001 Respondents. None of the 2010 Respondents were in the highest employment level, Living Wage, while 24% of the 2001 Respondents met the criteria for this category.

Descriptive analyses of education and employment outcome characteristics appear within this report. When comparisons between naturally-occurring groups within a graduating class suggested a systematic bias or inherent inequality, the results were included in this report. Proportions of sub-categories of respondents and their outcome characteristics were compared to proportions of other respondents' specific outcome characteristics in a relative rates ratio analysis. For example, results were included that displayed disparities between education and employment outcomes based on gender and whether a respondent was economically disadvantaged.

## BACKGROUND

In April of 2011, the Kenai Peninsula Borough School District contracted with Dr. David Tarcy of Alaska Research and Evaluation Services to conduct a post-school outcomes study of former graduates across the school district. The 2010 and 2001 graduating classes were identified as populations of interest, accounting for post-school experiences 1-year and 10-years after graduation.

The KPBSD Post-School Outcomes Study resulted from a desire of school board and administration officials to assess the efficacy of educational endeavors beyond academic achievement in the classroom. The primary goals of the survey were to provide an accurate description of post-school outcomes in terms of post-secondary education and employment.

Alaska Research and Evaluation Services has conducted post-school outcome research in Alaska since 2006 for Alaska's Special Education Program, housed within the state's Department of Education and Early Development's Division of Teaching and Learning Support. The current KPBSD study expands on a 5-year follow-up study of 2003 graduates conducted in 2009 by personnel associated with the district.

## METHODOLOGY

### Recruitment of Participants

A census of all graduates from 2001 and 2010 was conducted. The Kenai Peninsula Borough School District provided the names, last known contact information, and select demographic information to Alaska Research and Evaluation Services in order to complete the study. The last known contact information for 2010 graduates was sufficiently accurate to contact and interview 39% of graduates. The last known contact information for 2001 graduates was less accurate. The KPBSD secured a Memorandum of Agreement with the Permanent Fund Dividend Division (PFDD) in order to access the most recent contact information for former students. These data were shared with Alaska Research and Evaluation Services. Former students were identified in the PFDD dataset through last name and date of birth. Students whose last names were changed were identified through date of birth, first name and locality. The PFDD dataset does not contain information for former graduates who live out of the state of Alaska or for those who did not apply for the Permanent Fund Dividend in the previous year. Approximately 56% of the 2001 graduates were located in the PFDD dataset.

An introductory postcard (Appendix A) was sent to each graduate to introduce the study and announce a future telephone call to conduct the survey. The postcards contained a telephone number recipients could use to contact the researchers. Three levels of incentives were used to encourage participation. The first incentive was altruistic in nature and stated that respondent answers may be used to help current and future students in the KPBSD. The second incentive ensured potential respondents that their answers were important because we are interested in their personal experiences. The third incentive offered a possible reward; respondents were entered into a drawing for the opportunity to receive a prize. The prizes were selected based on their perceived desirability and utility in the target population. They were an iPad2 and five, \$100 gift cards to Best Buy. The incentives appeared in written form on the postcard sent prior to the telephone survey. The incentives were also articulated in the interviewer scripts used when a potential respondent was contacted.



## Data Collection Instrument

KPBSD Post-School Outcome Surveys for 2001 graduates (Appendix B) and 2010 graduates (Appendix C) were developed by Alaska Research and Evaluation Services in conjunction with KPBSD administrators. Individual questions were reviewed and approved by the KPBSD administration. The survey elicited responses in the areas of post-secondary education, employment, living characteristics, and respondent perceptions of their preparedness for life after high school. The survey asked questions about the uniquely Alaskan experience of subsistence activities in order to account for productive engagement within the individual's community outside of traditional definitions of employment.

## Data Collection

The data collection period began in May 2011 and continued through the end of August 2011. Survey data was collected through a telephone interview. Representatives of Alaska Research and Evaluation Services maintained strict adherence to survey protocols. Each contact attempt was recorded on the "call sheet" designated for a specific individual. The date, time, disposition code per attempt, and pertinent notes were recorded on the call sheet.

## ANALYSIS

Analyses of survey results are descriptive and include simple counts, percentages of the whole, averages, and measures of association expressed as relative odds or rates ratios. The rates ratios analyses are compelling in that they provide measures of contrasting proportions between outcome characteristics within the respondent group. For example, 2010 graduates who were not in the category of Economically Disadvantaged were 2 times more likely to be enrolled in higher education. Stated another way, 2010 graduates who were economically disadvantaged were less than half as likely to attend a 2- or 4-year college or university. The relative rates ratios compare proportions of outcome characteristics of a specific sub-group within the Respondents to proportions of the remaining sub-groups. For example, proportions of Caucasian students in the category of Competitively Employed were compared to all other ethnic sub-groups who also were Competitively Employed, relative to their proportions among all respondents. This affords a view of proportionality, disproportionality, and the relative rate ratio of any differences that exist.

## Employment Categories Defined

Three categories of employment were defined for the purposes of this study; Living Wage Earner, Competitively Employed, and Some Other Employment. They are rank order categories that reflect levels of employment based on earnings, with those in the category of Living Wage Earner at the top level of annual income and those in the category of Some Other Employment at the lowest level of income. As a rank order level of measurement, employment levels did not distinguish 'how much' greater the income level was for those earning a Living Wage compared to those in the category of Competitively Employed. The difference may be slight or large. The categories were created to gain a better understanding of employment outcomes without asking potentially intrusive questions to respondents.

### Living Wage Earner

The concept of a "living wage" typically refers to the minimum income necessary to attain a specified standard of living. There are no criteria or standards that define a national 'living wage'

in the same manner that defines the poverty level. The poverty level is the minimum income required to maintain a tolerable life and usually refers to the amount of money needed in one year for consumables essential to sustain life. The living wage is a similar concept, but extends the idea to mean the amount of income necessary to meet basic needs of shelter, nutrition, and clothing at a significantly higher, more comfortable level. A living wage is generally earned by a person working forty hours a week, with no additional income, and is sustained over an extended period of time. It is typically tied to the cost of living in specific areas and often uses either the mean or median price of a home as one of the factors in calculating how much a person would need to earn to afford a certain standard of living. For this study, the ability to own a home was used as one of the criteria to determine the living wage threshold. There are various “rules of thumb” used to estimate the ratio between the cost of a home and gross annual income, with home prices ranging from 1.5 to 5 times annual income. The average sales price for a single-family home in the Kenai Peninsula Borough during 2010 was \$229,000 (Source: Alaska Department of Labor and Workforce Development, Research and Analysis Section; Alaska Housing Finance Corporation, Alaska Quarterly Survey of Mortgage Lending Activity). The living wage threshold was set at \$60,000 and placed the price of a single-family home at slightly less than 4 times the gross annual income. Placing the living wage threshold at more than \$60,000 would decrease the percentage of respondents counted in this category. Conversely, setting the living wage threshold to less than \$60,000 would increase the percentage of respondents counted in this category, and perhaps create a meaningless distinction between the categories of Living Wage Earner and Competitively Employed. Living Wage, as defined by this study, required a respondent to be currently employed, work more than 20 hours a week, and have a yearly income in excess of \$60,000. Keep in mind that the primary purpose of defining a living wage was to differentiate between levels of employment. It is not a reliable or valid metric for other economic analyses, it is used here as an ad-hoc measure to define employment categories.

#### Competitively Employed

For a respondent from the 2010 graduating class to be counted in the category of Competitively Employed, he or she had to meet three criteria; in the previous year he or she worked for pay making more than the minimum wage, for a period of 20 hours a week or more, for at least 90 days. This definition is a more meaningful indicator of employment activity for the cohort of 2010 graduates as they are only one year removed from secondary school. This definition was amended for the cohort of 2001 graduates who were not asked if they worked for at least 90 days. They were asked to identify in years and months the longest period of time they worked since leaving high school.

#### Some Other Employment

A respondent counted in the Some Other Employment category worked at a job that did not pay more than minimum wage, or worked fewer than 20 hours a week, or the length of employment was less than 90 days in the previous year. It also includes individuals who engaged in subsistence activities for more than 20 hours a week for at least three months, if these individuals were not already counted in one of the other employment categories.

### **Employment Characteristics**

A more complete description of employment characteristics was sought through questions about:

1. Work history,

2. Whether the currently held job was a Salary or Hourly position, and
3. Whether the job provided Health Care or Retirement Benefits

Employment categories and characteristics were disaggregated by select demographic variables in the Outcomes sections of this report.

### **Education Categories Defined**

Three categories of post-secondary educational outcomes were defined for the purposes of this study; Higher Education, Vocational-Technical School, and Short-Term Employment Training. These categories reflect levels of educational engagement based on type, duration, and purpose of the educational experience.

#### Higher Education

For a 2010 survey respondent to be counted in the category of Higher Education, he or she enrolled in a 2- or 4-Year College or University and completed at least one full-term. For a 2001 survey respondent to be counted in the category of Higher Education, he or she enrolled, graduated, or left the program of a 2- or 4-year College or University. 2001 graduates were asked if they had ever attended any school, job training, or education program since leaving school, and then to describe the kind of school or job training in which they participated. If they attended a 2- or 4-Year College or University, they were asked if they graduated, were still enrolled, or left the program. If they attended a Vocational/Technical School or participated in a Short-Term Training program, they were asked if they completed the program.

#### Some Other Education

Participation in a short-term education or employment training program or participation in a mission or service-oriented field experience qualifies as Some Other Education. Participants were asked if they completed the job or training program.

### **Education Outcome Characteristics**

Characteristics of educational outcomes were developed through analyses of the educational categories defined above in combination with demographic variables. Naturally-occurring groups within each cohort of graduates served as comparison groups. Educational outcomes were examined for differences between gender, ethnicity, the economically disadvantaged, and school attended.

## OUTCOMES FOR 2001 GRADUATES

### Summary of Primary Results, 2001 Graduates

A summary of education and employment results for 2001 KPBSD graduates appear in Table 1. The table displays education results in two categories; Higher Education and Some Other Education. Higher Education is defined as participation in a 2- or 4-Year College or University. Some Other Education consists of participation in a Vocational-Technical Training program or a short-term employment or education program.

Employment results consists of five distinct categories; currently employed, competitively employed, a 'living wage' earner, some other employment, and currently unemployed. Definitions of each appear in the center column of the table.

**Table 1: KPBSD 2001 Graduates Post-School Outcomes, Summary of Results**

Measure	Definition	Result
Higher Education: 2 or 4-Year College or University experience	A. Attended B. Graduated C. Continued Enrollment D. Left Program	A. 130/240 = 54.2% B. 90/130 = 69.2% C. 12/130 = 9.2% D. 28/130 = 21.5%
Employment: A. Currently Employed B. Competitively Employed C. "Living Wage" Earner D. Some Other Employment E. Currently Unemployed	A. Currently Employed B. Works 20 or more hours/wk making more than minimum wage C. Works 20 or more hours /wk and makes more than \$60,000 per year D. Employment less than definition of "Competitively Employed" E. Currently Unemployed	A. 199/240 = 82.9%* B. 121/240 = 50.4% C. 58/240 = 24.2% D. 20/240 = 8.3% E. 32/240 = 13.3%*  *3.8% did not respond to Current Employment Question
Some Other Education: Training Other than 2 or 4-Year College	A. Attended Vocational – Technical Training B. Completed Vocational-Technical Training C. Attended Short-term education or employment program D. Completed short-term education or employment program	A. 29/240 = 12.1% B. 20/29 = 68.9% C. 18/240 = 7.5% D. 16/18 = 88.9%

### Response Rate and Representativeness of Respondents, 2001 Graduates

Complete survey and demographic information was collected for 240 respondents from a target population of 636. This constitutes a 37.7% response rate, a very strong rate of return for surveys conducted with a population of individuals who graduated 10 years prior. The response rate, when coupled with select demographic analyses of respondents, provides a clearer understanding of the validity and accuracy of the survey data. Table 2, Table 3, and Table 4 below display the representativeness of respondents by gender, race/ethnicity, and school. The Respondents closely reflect the Target Population in ethnicity and gender. Skyview High School was over-represented in the respondents by 4.6% and Seward High School was under-represented by 4.0%. All other characteristics of Respondents were within +/- 3% of the same characteristics in Target Population. Percentages of male and female students who graduated in 2001 (Table 2) also reflect gender proportions in the general population within Alaska.

**Table 2: Representativeness of Respondents by Gender, 2001 Graduates**

Gender	Frequency and % of Population	Frequency and % of Respondents	Response Rate Differential
Male	337 (53.0%)	124 (51.7%)	-1.3%
Female	299 (47.0%)	116 (48.3%)	1.3%
<b>Total</b>	<b>636 (100%)</b>	<b>240 (100%)</b>	

The number of individuals within each ethnic/racial category in both the target population and the respondent group appears in Table 3. The cohort of 2001 graduates was 88.2% Caucasian, the group of survey respondents was 89.2% Caucasian. The difference between the percentage of Caucasians in the Target Population and the percentage of Caucasians in the Respondent group was 1.0%. Percentages of ethnic categories among Respondents in this study closely reflect the percentages of those categories in the Target Population.

**Table 3: Representativeness of Respondents by Race/Ethnicity, 2001 Graduates**

Race /Ethnicity	Frequency and % of Population	Frequency and % of Respondents	Difference in Response Rate
Caucasian	558 (88.2%)	214 (89.2%)	1.0%
African American	3 (0.5%)	0 (0.0%)	-0.5%
Hispanic	0 (0.0%)	0 (0.0%)	0.0%
Asian	20 (3.2%)	6 (2.5%)	-0.7%
Native American	9 (1.4%)	4 (1.7%)	0.3%
Alaska Native	46 (7.3%)	16 (6.7%)	-0.6%
Multi-Ethnic	0 (0.0%)	0 (0.0%)	0.0%
Native Hawaiian or Pacific Islander	0 (0.0%)	0 (0.0%)	0.0%
<b>Total</b>	<b>636 (100%)</b>	<b>240 (100%)</b>	

The number of individuals who graduated from a specific school in both the target population and the respondent group appears in Table 4. The list of schools is ordered by size of graduating class, from largest to smallest. Skyview High School was over-represented in the respondent group by 4.6% and Seward High School was under-represented in the respondent group by 4.0%.

**Table 4: Representativeness of Respondents by School Attended, 2001 Graduates**

School Name	Frequency and % of Population	Frequency and % of Respondents	Difference in Response Rate
Skyview High School	119 (18.7%)	56 (23.3%)	4.6%*
Soldotna High School	115 (18.1%)	41 (17.1%)	-1.0%
Homer High School	112 (17.6%)	42 (17.5%)	-0.1%
Kenai Central High School	83 (13.1%)	32 (13.3%)	0.2%
Seward High School	68 (10.7%)	16 (6.7%)	-4.0%*
Nikiski High School	59 (9.3%)	24 (10.0%)	0.7%
Kenai Alternative High School	26 (4.1%)	5 (2.1%)	-2.0%
Homer Flex School	16 (2.5%)	4 (1.7%)	-0.8%
Ninilchik School	15 (2.4%)	10 (4.2%)	1.8%
Connections	6 (0.9%)	3 (1.3%)	0.4%
Nikolaevsk School	4 (0.6%)	2 (0.8%)	0.2%
Susan B English School	4 (0.6%)	3 (1.3%)	0.7%
Spring Creek School	4 (0.6%)	1 (0.4%)	-0.2%
Voznesenka School	2 (0.3%)	1 (0.4%)	0.1%
Nanwalek School	1 (0.2%)	0 (0.0%)	-0.2%
<b>Totals</b>	<b>636 (100%)</b>	<b>240 (100%)</b>	

\* Response greater than +/- 3% indicates presence of possible response/non-response bias.

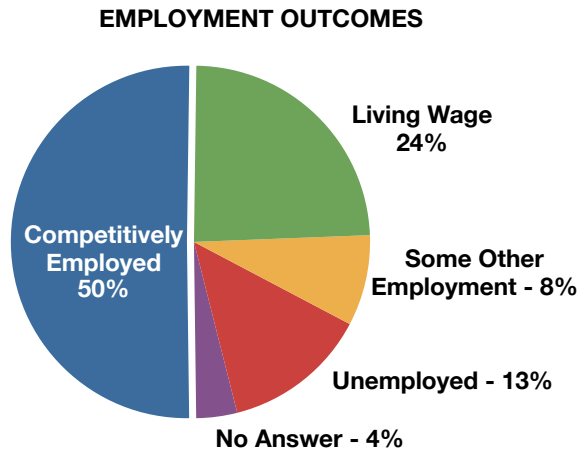
### Employment Outcomes, 2001 Graduates

Figure 1, Employment Outcomes for KPBSD 2001 Graduating Class displays the percentages of levels of employment derived from interview responses. Definitions for Living Wage, Competitively Employed, and Some Other Employment appear in the Analysis section of this report. They are rank-ordered categories with Living Wage Earners earning more than \$60,000 a year, the Competitively Employed earning more than minimum wage and working more than 20 hours a week, while those in Some Other Employment are currently employed but do not meet the criteria for inclusion in Competitively Employed. The standard to be included in Competitively Employed is relatively low, but as a rank-order level of measurement the characteristics of employment within this category may range from a minimum wage position worked for only 20 hours a week to a position that is just under the \$60,000 annual income threshold for the category of Living Wage.

**Figure 1: Employment Outcomes, KPBSD 2001 Graduates**

Total Respondents, 240.

- Respondents currently employed, 199.
- Respondents competitively employed, 121.
- “Living Wage” Respondents, 58.
- Respondents engaged in Some Other Employment, 20.
- Unemployed Respondents, 32.
- No Answer, 9.



### Living Wage Earners

There were 58 self-reported Living Wage Earners in the sample of 2001 respondents. These individuals are currently working, work more than 20 hours a week, and have a yearly income that exceeds \$60,000.

Among respondents currently employed, 24% were Living Wage Earners. A disparity exists between Male and Female Living Wage Earners (Figure 2). 81% of Living Wage Earners were Male, 19% were Female. **Among all respondents, Males were four times more likely to be Living Wage Earners than Females. Among those who were employed at the time of the survey, Males were 3.4 times more likely to be in the category of Living Wage Earner.**

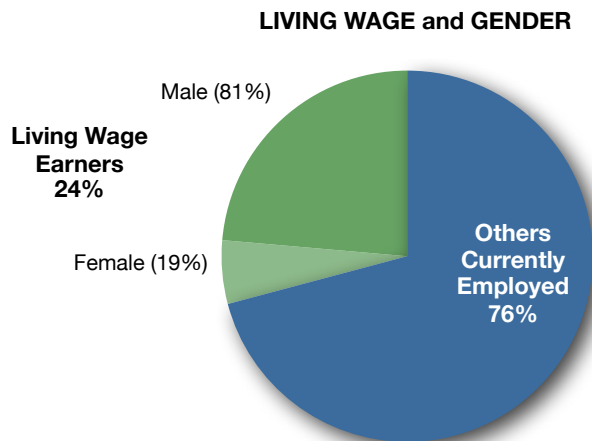
**Figure 2: Living Wage and Gender, KPBSD 2001 Graduates**

Total Respondents currently employed, 199.

Total Living Wage Earners of those currently employed, 58.

Males comprise 47 of the 58 Living Wage Earners, or 81%.

Females comprise 11 of the 58 Living Wage Earners, or 19%.



### Employment Types by School

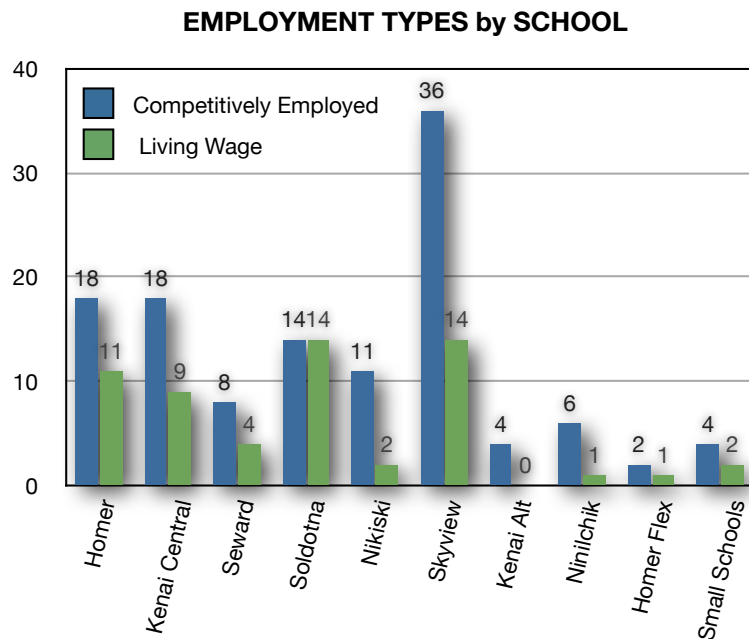
A limited comparison of employment outcomes by schools appears in Figure 3. The comparison consists of simple counts in the categories of Competitively Employed and Living Wage between schools. The employment category of Some Other Employment was omitted because of the small number of individuals in the category. Simple counts were used to display differences between employment outcomes by school in order to show size differentials. The use of percentage differences was not used as a basis of comparison due to the small number of respondents from many of the schools. The rates ratio analysis of schools with more than 10 respondents revealed that Soldotna High School was a third less likely to place graduates in the Competitively Employed category while 1.5 times more likely to place them in the Living Wage category. Nikiski and Ninilchik were less likely to have graduates in the Living Wage category by two-thirds and more than half, respectively.

**Figure 3: Employment Type Counts by School, KPBSD 2001 Graduates**

Total Respondents  
currently employed, 179.

Total Living Wage  
Earners, 58.

Total Competitively  
Employed, 121.



### Employment Characteristics

#### Work History

##### *Number of Different Jobs Held Since Graduation*

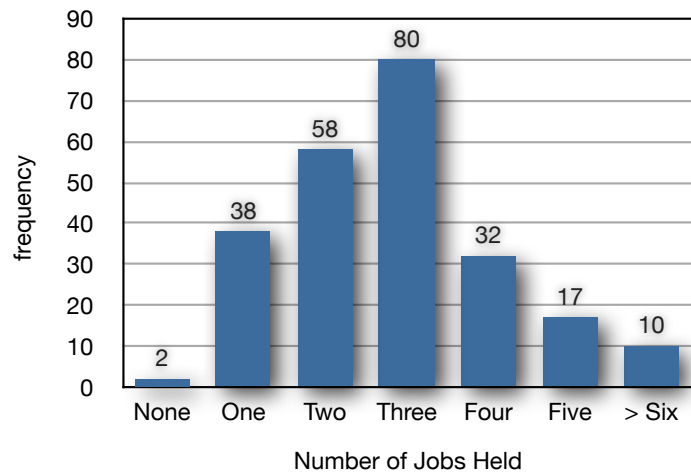
Sixty-four percent of Respondents reported to have held three or more jobs since graduation. Seventeen percent held only one job. Figure 4 displays the number of different jobs held by Respondents since graduation.



**Figure 4: Number of Different Jobs Held Since Graduation**

n = 218

(three non-responses)

*Length of Longest Employment*

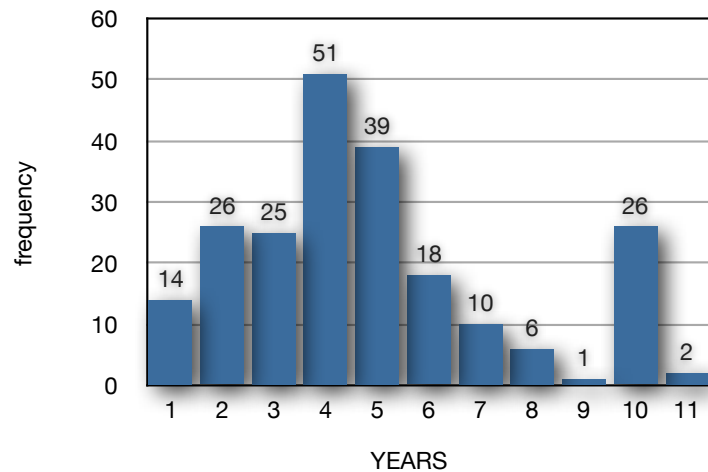
Two-hundred and eighteen respondents reported having worked for more than one year as the length of longest term of employment. The average length of employment was 4.85 years.

Figure 5 displays the number of respondents reporting longest term of employment in years.

**Figure 5: Longest Term of Employment in Years**

n = 218

mean = 4.85 years



### Type of Current Job

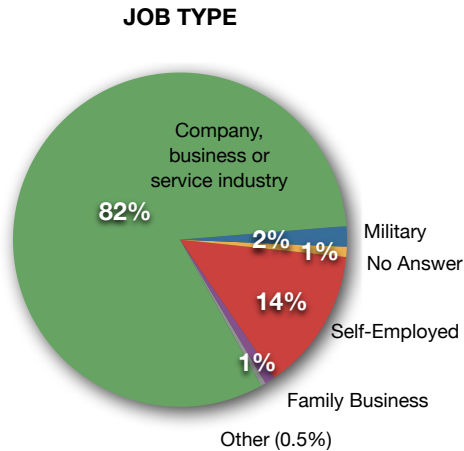
Respondents employed at the time of the survey were predominantly engaged in a company, business or service industry. Self-employment was the second largest job category at 14%.

**Figure 6: Type of Current Job, 2001 Graduates**

Respondents with a job at time of survey, 203.

Job Type:

- In a company, business or service industry, 166.
- Self-employed, 28.
- Military, 4.
- Family Business, 2.
- No Answer, 2.
- Other, 1.



### Unemployment

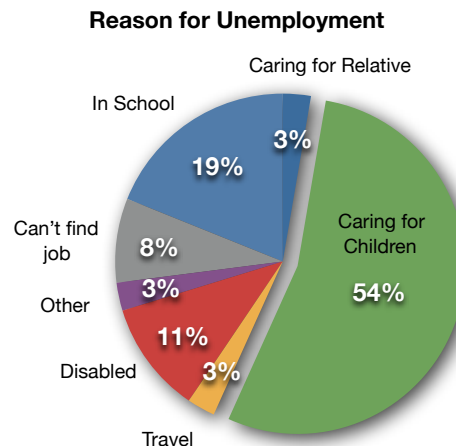
Figure 7 displays percentages of reasons provided by Respondents for unemployment. Thirty-two 2001 Respondents reported being unemployed. Counts of the reasons appear in the left hand column of Figure 7.

**Figure 7: Reason for Unemployment, 2001 Graduates**

Unemployed at time of survey, 32.

Reasons:

- Caring for children, 20.
- In School, 7.
- Medical Issues/disabled, 4.
- Can't find a job, 3.
- Caring for a relative, 1.
- Travel, 1.
- Other, 1.



### Wage Type and Benefits

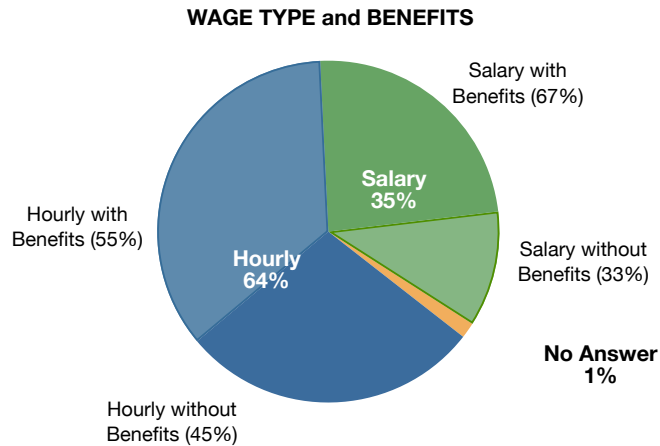
Figure 8 below displays the type of wage received and whether respondents received either health care insurance or retirement benefits. Two-thirds of salaried workers received benefits compared to just over half of hourly-wage workers. An analysis of the sample size and proportions within each group revealed that salaried workers are no more likely to receive benefits than hourly workers.

**Figure 8: Wage Type and Benefits in Current Employment**

Respondents, 201.

Wage Type and Benefits:

- Hourly without benefits, 57.
- Hourly with benefits, 71.
- Salary without benefits, 22.
- Salary with benefits, 48.
- No answer, 3.



### Education Outcomes, 2001 Graduates

Figure 9 below displays post-secondary education results for the 240 survey respondents. Fifty-five percent reported attendance at a 2- or 4-Year College or University after graduation. Another 12% attended a vocational-technical school, 8% participated in a short-term training for employment program, and 26% did not participate in any post-secondary educational experience.

Of the 130 who attended a 2- or 4-Year College or University, 69% graduated (38% of the total respondent group), 9% are currently enrolled (5% of the respondent group), and 22% left the program without completing it (11% of respondent group).

Of the 29 who attended a vocational-technical school, 69% percent completed it (8% of the total respondent group). Of the 18 who participated in a short-term, training program, 89% completed it (7% of the total respondent group).

**Figure 9: Summary of Post-Secondary Education, 2001 Graduates**

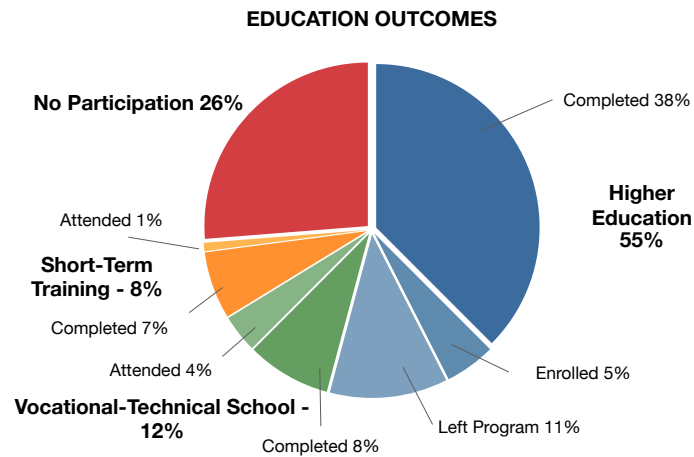
Total Respondents, 240.

Respondent participation in Post-Secondary Education, 177.

Respondent participation in Higher Education, 130.

Respondent participation in Vocational-Technical School, 29.

Respondent participation in Short-Term Employment Training, 18.



### Higher Education Characteristics

Of the 130 participants in Higher Education, 62% were female and 38% were male. **Females were 1.7 times more likely to participate in Higher Education than males.**

**Figure 10: Higher Education and Gender, 2001 Graduates**

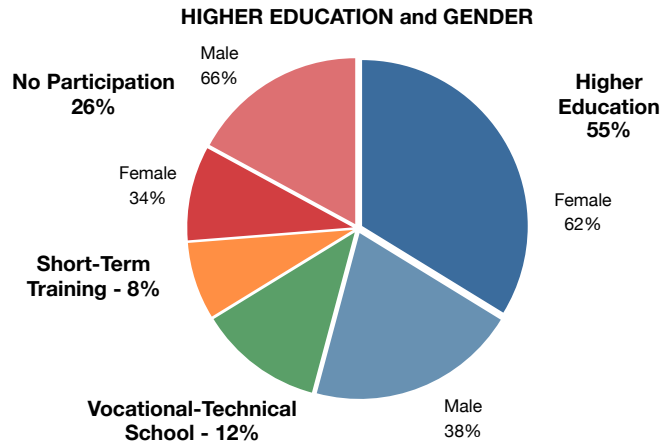
Total Respondents, 240.

Respondent participation in Post-Secondary Education, 177.

Respondent participation in Higher Education, 130.

Female participation in Higher Education, 81.

Male participation in Higher Education, 49.



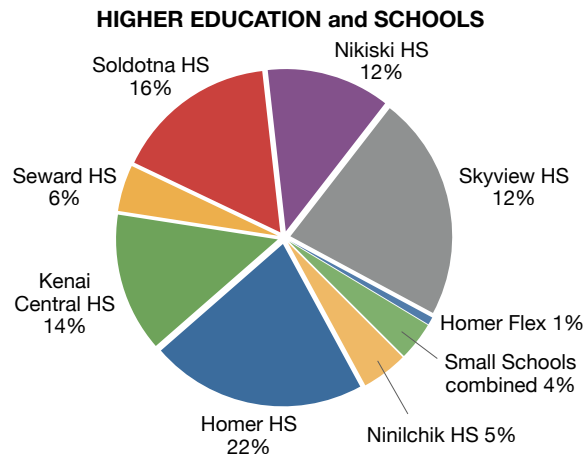
With the exception of Homer Flex School and Kenai Alternative School, graduates from any single school were just as likely to attend a 2- or 4-Year College or University as graduates from all the other schools. Schools with graduating classes of less than 15 students were combined for this analysis.

**Figure 11: Higher Education and School, 2001 Graduates**

Total Respondents participating in Higher Education, 130.

Numbers by School:

- Homer HS, 28.
- Kenai Central HS, 18.
- Seward HS, 6.
- Soldotna HS, 21.
- Nikiski HS, 16.
- Skyview HS, 29.
- Homer Flex, 1.
- Ninilchik, 6.
- Schools with graduating classes of less than 15 combined, 5.



### Living Characteristics, 2001 Graduates

Living characteristics of 2001 Respondents reveal that 86% of Respondents continued to reside in the state of Alaska, with 58% of Respondents remaining within the Kenai Peninsula Borough. Among those who left the state, 42% did so for school, 18% for work, and 18% left for both school and work. The Living Situation of Respondents reflects adult self-sufficiency with a combined 93% living with a spouse, roommate, alone, or in military housing.

**Table 5: Living Characteristics, 2001 Graduates**

Characteristic	Response Percentages and Frequencies
Currently residing in Alaska	YES – 86.2% (n = 207) NO – 13.8% (n = 33)
Currently residing in Kenai Peninsula Borough	YES – 58.3% (n = 162) NO – 27.9% (n = 39) (plus 13.8% out of state = 100%)
Reasons for leaving state	School – 42.4% (n=23) Work – 18.2% (n = 6) Both – 18.2% (n = 6) Other – 21.2% (n=1)
Living Situation	With Parent or Guardian – 4.6% (n = 11) With Spouse or Roommate – 69.2% (n = 166) With other family members – 2.9% (n = 7) Alone – 21.7% (n = 52) Military housing – 1.7% (n = 4)

### Post-Graduation Expectations and Perceptions of High School, 2001 Graduates

**Table 6: Post-Graduation Expectations, Perception of High School**

Topic	Response Percentages and Frequencies
Are you where you thought you would be after graduation?	YES – 62.9% (n = 151) NO – 34.2% (n = 82) No Answer – 2.9% (n = 7)
Do you feel high school prepared you for school or work after graduation?	YES – 57.9% (n = 139) NO – 17.5% (n = 42) SOMEWHAT – 23.8% (n = 57) No Answer – 0.8% (n = 2)

## OUTCOMES FOR 2010 GRADUATES

### Summary of Primary Results, 2010 Graduating Class

Table 7 below provides a summary table of salient Education and Employment Outcomes for the Kenai Peninsula Borough School District's 2010 graduating class. The summary table provides a quick-reference and bird's eye view of the study's results. Specific characteristics of employment and education outcomes are examined in two separate sections that appear below; "Employment Outcomes, 2010 Graduates," and "Education Outcomes, 2010 Graduates."

**Table 7: KPBSD 2010 Graduates Post-School Outcomes, Summary of Results**

Measure	Definition	Result
Higher Education: Participation in a 2- or 4-Year College or University program	A. Enrolled B. Completed at least one full term	A. 132/233 = 56.6% B. 128/233 = 54.9%
Employment: A. Worked within last year B. Competitively Employed C. "Living Wage" Earner D. Some Other Employment	A. Worked within last year B. Worked 90 days or more, 20 or more hours/wk for at least minimum wage C. Works 20 or more hours /wk and makes more than \$60,000 per year D. Employment less than definition of "Competitively Employed"	A. 220/233 = 94.4% B. 141/233 = 60.5% C. 0/233 = 0.0% D. 79/233 = 33.9%
Some Other Education: Participation in a Vocational-Technical Training or Short-Term education or employment training program	A. Enrolled Vocational – Technical Training. B. Completed one full term in Vocational-Technical Training. C. Enrolled in Short-term education or employment program. D. Completed one full term in Short-term education or employment training program.	A. 18/233 = 7.7% B. 12/233 = 5.2% C. 19/233 = 8.2% D. 13/233 = 5.6%
Other Participation Indicators: Post-Secondary Education, Employment, Both, and Neither	A. Did not participate in post-secondary education. B. Did not work within last year. <b>C. Participated in both post-secondary education and employment at any level.</b> D. Did not work or attend post-secondary education.	A. 64/233 = 27.5% B. 13/233 = 5.6% <b>C. 159/233 = 68.2%</b> D. 3/233 = 1.3%

### Response Rate and Representativeness of Respondents, 2010 Graduates

A response rate of 39.0% was achieved for the KPBSD graduating class of 2010. Complete survey and demographic information was collected for 233 respondents from a target population of 597.

Confidence in the validity and reliability of the results is strengthened through an examination of how similar the Respondents are to the Target Population. Table 8, Table 9, and Table 10 below display the representativeness of respondents by gender, ethnicity, and school. Respondents were within +/- 3% of the Target Population in terms of ethnicity and gender. Homer High School and Skyview High were slightly over-represented among the respondents, and Kenai Alternative High School was slightly under-represented.

**Table 8: Representativeness of Respondents by Gender, 2010 Graduates**

Gender	Frequency and % of Population	Frequency and % of Respondents	Response Rate Differential
Male	315 (52.8%)	117 (50.2%)	-2.5%
Female	282 (47.2%)	116 (49.8%)	2.5%
<b>Total</b>	<b>597 (100%)</b>	<b>233 (100%)</b>	

**Table 9: Representativeness of Respondents by Race/Ethnicity, 2010 Graduates**

Race /Ethnicity	Frequency and % of Population	Frequency and % of Respondents	Difference in Response Rate
Caucasian	505 (84.6%)	203 (87.1%)	2.5%
African American	7 (1.2%)	3 (1.3%)	0.1%
Hispanic	-	-	-
Asian	8 (1.3%)	2 (0.9%)	-0.4%
Native American	8 (1.3%)	1 (0.4%)	-0.9%
Alaska Native	68 (11.4%)	24 (10.3%)	-1.1%
Multi-Ethnic	-	-	-
Native Hawaiian or Pacific Islander	1 (0.2%)	0 (0.0%)	-0.2%
<b>Total</b>	<b>597 (100%)</b>	<b>233 (100%)</b>	



**Table 10: Representativeness of Respondents by School Attended, 2010 Graduates**

<b>School Name</b>	<b>Frequency and % of Population</b>	<b>Frequency and % of Respondents</b>	<b>Difference in Response Rate</b>
Soldotna High School	130 (21.8%)	54 (23.2%)	1.4%
Kenai Central High School	96 (16.1%)	31 (13.3%)	-2.8%
Skyview High School	87 (14.6%)	42 (18.0%)	3.5%*
Homer High School	83 (13.9%)	41 (17.6%)	3.7%*
Seward High School	48 (8.0%)	16 (6.9%)	-1.2%
Kenai Alternative High School	48 (8.0%)	11 (4.7%)	-3.3%*
Nikiski High School	34 (5.7%)	17 (7.3%)	1.6%
Ninilchik School	14 (2.3%)	6 (2.6%)	0.3%
Spring Creek School	14 (2.3%)	1 (0.4%)	-1.9%
Connections	12 (2.0%)	4 (1.7%)	-0.3%
Homer Flex School	12 (2.0%)	3 (1.3%)	-0.7%
River City Academy	8 (1.3%)	1 (0.4%)	-0.9%
Susan B English School	5 (0.8%)	4 (1.7%)	0.9%
Nanwalek School	2 (0.3%)	1 (0.4%)	0.1%
Hope School	2 (0.3%)	0 (0.0%)	-0.3%
Marathon School	1 (0.2%)	0 (0.0%)	-0.2%
Kachemak Selo School	1 (0.2%)	1 (0.4%)	0.2%
<b>Totals</b>	<b>597 (100%)</b>	<b>233 (100%)</b>	

\* Response greater than +/- 3% indicates presence of possible response/non-response bias.

## Employment Outcomes, 2010 Graduates

Employment measures for the 2010 graduating class were defined to include any employment activity within the last year since leaving high school. These measures are more inclusive of employment activity than a “single point in time” question such as “Are you currently working?” The nature of employment in the year immediately following high school is less stable and more likely to be influenced by the time of the year in relation to post-secondary school engagement compared to the 2001 group of respondents. While 95% of all respondents reported working within the last year, and 61% of respondents reported being Competitively Employed, it is unlikely that all of these former students were currently working at the time of data collection.

**Figure 12: Employment Outcomes, KPBSD 2010 Graduates**

Total Respondents, 233.

Respondents reporting employment within the last year, 220.

Respondents competitively employed, 141.

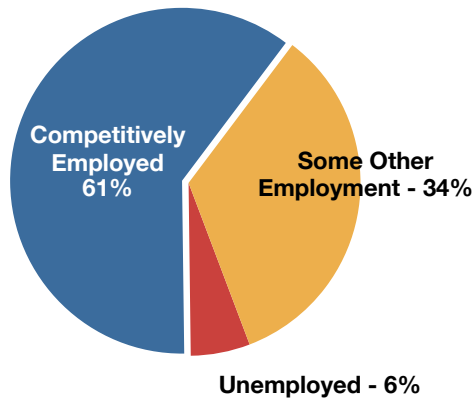
“Living Wage”

Respondents, 0.

Respondents engaged in Some Other Employment, 79.

Respondents unemployed, 13.

### EMPLOYMENT OUTCOMES



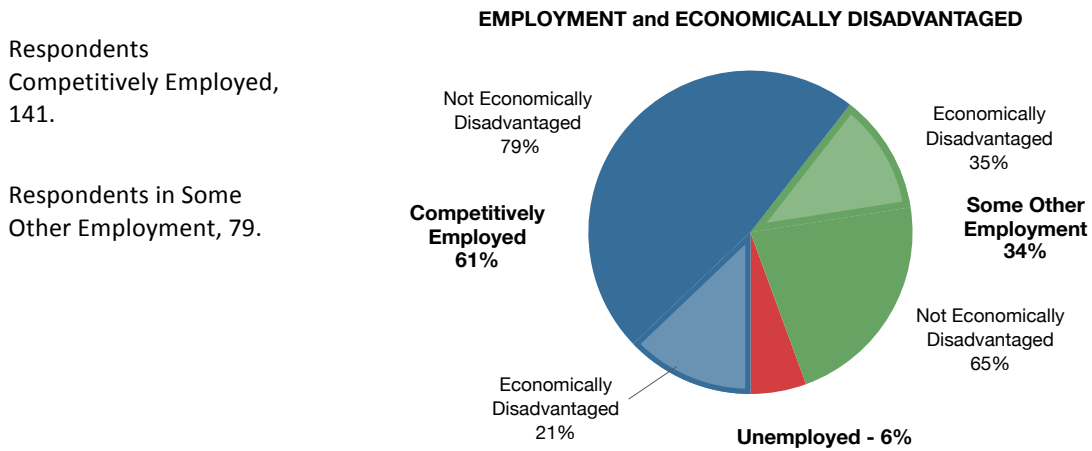
## Employment Characteristics

### Living Wage Earners

There were no self-reported Living Wage Earners in the sample of 2010 respondents.

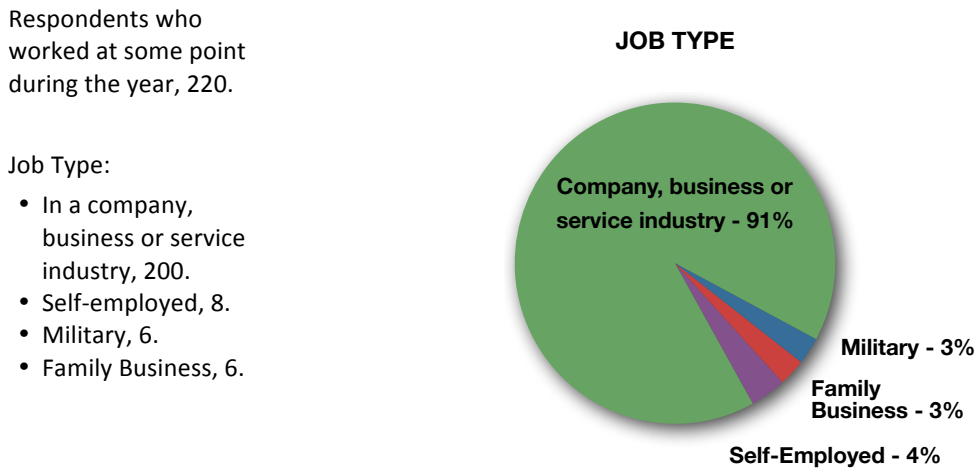
### Competitively Employed and Some Other Employment

Of the 220 respondents who reported some level of employment within the last year, 141 met the criteria for inclusion in the category of Competitively Employed and 79 found Some Other Employment. Former students in the category of Economically Disadvantaged were a quarter less likely to be competitively employed and 1.5 times more likely to find work below the definition of competitive employment.

**Figure 13: Employment and Economically Disadvantaged, 2010 Graduates**

#### Type of Job Held, Previous 12 Months

Respondents employed at the time of the survey were predominantly engaged in a company, business or service industry. Self-employment was the second largest job category at 14%.

**Figure 14: Type of Job Held During Previous Year**

#### Unemployment

Thirteen respondents reported not having worked within the last year. The reasons given for the unemployment were school (8), could not find a job (3), housewife (1), and no answer (1).

#### Wage Type and Benefits

Figure 15 below displays the type of wage received by respondents and whether they received either health care insurance or retirement benefits. Seventeen percent of salaried workers and 12% of hourly workers received benefits.

**Figure 15: Wage Type and Benefits During Previous Year**

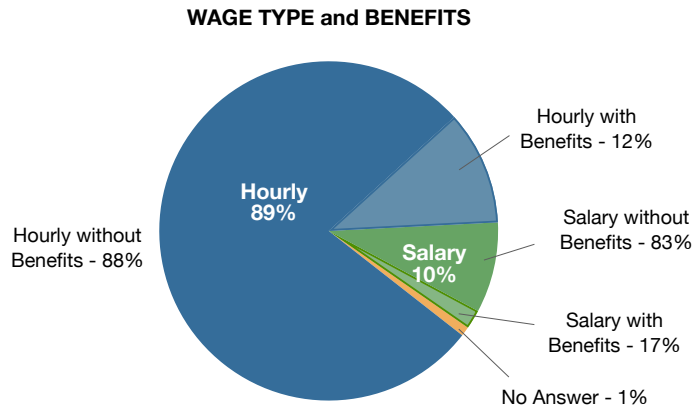
Respondents employed at some time since graduation, 220.

Hourly workers, 195.

Hourly workers with benefits, 24.

Salaried workers, 23.

Salaried workers with benefits, 4.



### Education Outcomes, 2010 Graduates

Figure 16 below displays post-secondary education results for the 233 survey respondents. Fifty-seven percent reported enrollment at a 2- or 4-Year College or University after graduation. Eight percent attended a vocational-technical school, 9% participated in a short-term training for employment program, and 27% did not participate in any post-secondary educational experience.

Of the 132 who attended a 2- or 4-Year College or University, all but four completed at least one full-term (55% of the total respondent group).

Of the 18 enrolled in a vocational-technical school, 66% percent completed at least one full-term (5% of the total respondent group). Of the 19 who participated in a short-term, training program, 67% completed at least one full-term.

**Figure 16: Summary of Post-Secondary Education, 2010 Graduates**

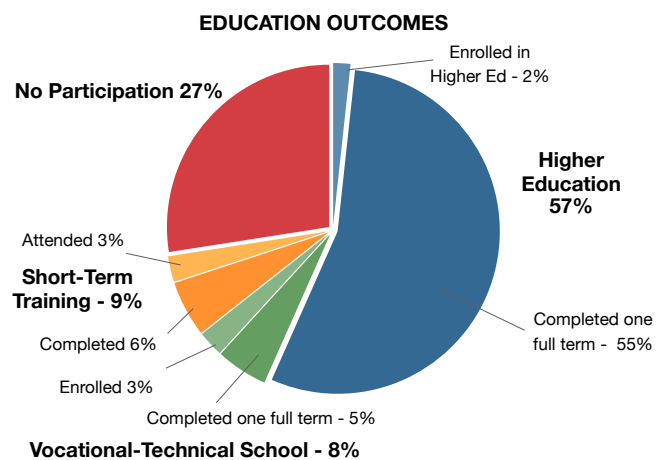
Total Respondents, 233.

Respondent participation in Post-Secondary Education, 169.

Respondent participation in Higher Education, 128.

Respondent participation in Vocational-Technical School, 18.

Respondent participation in Short-Term Employment Training, 19.



### Higher Education Characteristics

Of the 128 participants in Higher Education, 17% were Economically Disadvantaged and 83% were not. **Individuals in the category of Economically Disadvantaged were almost half as likely to participate in Higher Education than those who were not. Stated another way, those who were not Economically Disadvantaged were 1.7 times more likely to enroll in Higher Education.** Non-participation in post-secondary education also reflects economic differences. **Individuals who were economically disadvantaged were almost two times more likely to not participate in any form of post-secondary education.**

**Figure 17: Post-Secondary Education and the Economically Disadvantaged**

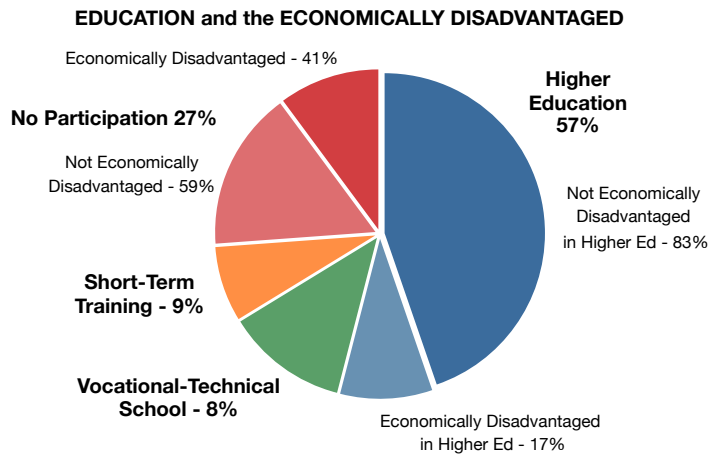
Total Respondents, 233.

Higher education participation by Economically Disadvantaged, 22.

Higher education participation by not Economically Disadvantaged, 106.

Non-participation by the Economically Disadvantaged, 26.

Non-participation by those not Economically Disadvantaged, 38.



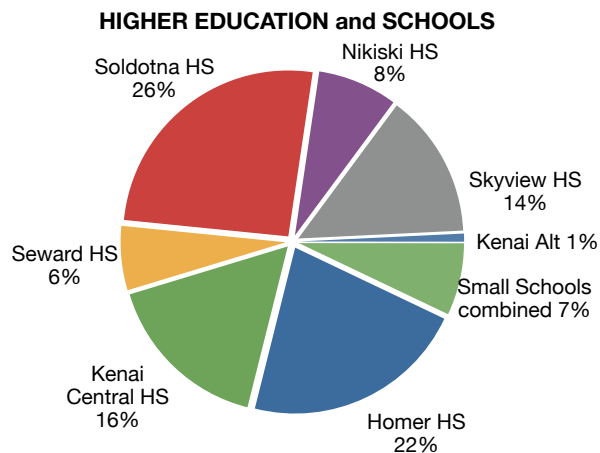
With the exception of Kenai Alternative School, graduates from any single school were just as likely to attend a 2- or 4-Year College or University as graduates from all the other schools combined. Schools with graduating classes of less than 15 students were aggregated for this analysis.

**Figure 18: Higher Education and School, 2010 Graduates**

Total Respondents completing at least one full-term in Higher Education, 128.

Numbers by School:

- Homer HS, 28.
- Kenai Central HS, 21.
- Seward HS, 8.
- Soldotna HS, 33.
- Nikiski HS, 10.
- Skyview HS, 18.
- Kenai Alternative, 1.
- Schools with graduating classes of less than 15 combined, 9.



### Living Characteristics, 2010 Graduates

Living characteristics of 2010 Respondents reveal that 86% of Respondents continued to reside in the state of Alaska, with 70% of Respondents remaining within the Kenai Peninsula Borough. Among those who left the state, 72% did so for school, 16% for work – which included the military, and 9% left for school and work. The Living Situation of Respondents reflects a late-adolescence emerging into a young adulthood. The majority of Respondents (54%) continued to live with a parent or guardian, and an additional 11 percent lived with other family members. The 13% living in a college dormitory might be considered transitional housing between their parents' homes and a greater expression of adult self-sufficiency. Fourteen percent lived with a spouse or roommate, 5% lived alone, four Respondents were in military housing, and one individual reported homelessness.

**Table 11: Living Characteristics, 2010 Graduates**

Characteristic	Response Percentages and Frequencies
Currently residing in Alaska	YES – 86.3% (n = 201)
	NO – 13.7% (n = 32)
Currently residing in Kenai Peninsula Borough	YES – 69.5% (n = 162)
	NO – 16.7% (n = 39)
	(plus 13.7% out of state = 100%)
Reasons for leaving state	School – 71.9% (n=23)
	Work – 15.7% (n=5, four in military)
	Both – 9.4% (n = 3)
	Missing Data – 3.1% (n=1)
Living Situation	With Parent or Guardian – 54.1% (n = 126)
	With Spouse or Roommate – 13.7% (n = 32)
	In a college dormitory – 13.3% (n = 31)
	With other family members – 11.2% (n = 26)
	Alone – 4.7% (n = 11)
	Military housing – 1.7% (n = 4)
	Homeless – 0.4% (n = 1)

### Post-Graduation Expectations and Perceptions of High School, 2010 Graduates

Respondents were asked two questions designed as proxy measures for satisfaction with their current situation and with their high-school experience. Seventy-seven percent reported doing that which they envisioned after graduation, while 22% did not. Sixty-eight percent reported satisfaction with high school preparation for post-secondary school and work.

**Table 12: Post-Graduation Expectations, Perception of High School Preparation, 2010 Graduates**

Topic	Response Percentages and Frequencies
Are you where you thought you would be after graduation?	YES – 76.8% (n = 179) NO – 22.3% (n = 52) No Answer – 0.9% (n = 2)
Do you feel high school prepared you for school or work after graduation?	YES – 68.2% (n = 159) NO – 15.5% (n = 36) SOMEWHAT – 16.3% (n = 38)

### DISCUSSION

Long-term adult self-sufficiency is the desired outcome for all students. Successful transition to adulthood is marked by the ability to support oneself and one's family financially without private or public assistance. Economic self-sufficiency and independence is often not achieved by young adults until their mid-twenties. A comparison of living situations between the 2001 and 2010 graduates reflects the transition from living with parents to more independent living situations.

Post-school educational and employment outcomes are key indicators in adult self-sufficiency. They are shaped by a wide array of influences at the community, family and school level. The economic climate of the region, state, and nation affect job opportunities, income potential, decisions to attend college or other types of post-secondary education, and where an individual might reside either through choice or necessity. Personal characteristics of motivation, family histories and expectations also affect outcomes. For many students, life-path trajectories are established early in their lives that predominantly define post-school outcomes.

The primary purpose of the post-school outcome study was to better understand the efficacy of the educational initiatives through an examination of educational and employment outcomes. The educational program encountered during school-aged years consists of varied initiatives, interventions, experiences, and relationships with adults and peers whose importance is difficult to overstate, and equally as difficult to quantify. Schools are tasked with developing the cognitive skills needed to succeed in post-secondary educational opportunities and in the workplace. In order to do this, schools are asked to address poverty, family instability, family dysfunction, and child maltreatment; all of which are risk factors for poor adult outcomes. Schools also afford a setting in which adolescents can be engaged in a structured environment, experience positive relationships with adult role models, and develop external systems of support; these are some of the protective factors that reduce the negative impact of risk factors.

It is within the context of so many other, intervening variables that the results of this study and its meaning must be interpreted. Due to the absence of a control group with similar population

and study parameters, comparisons were made between naturally occurring groups within the sample of Respondents. This approach to data analysis affords the examination of outcomes based on gender, ethnicity, school of graduation and whether a student was economically disadvantaged. The study results for 2010 Respondents suggest that individuals who are economically disadvantaged had different employment and educational outcomes compared to those who were not economically disadvantaged. The economically disadvantaged were less likely to enroll in a 2- or 4-Year College or University and more likely to not participate in any post-secondary educational activity. They were also less likely to be Competitively Employed and more likely to be employed at the lowest level than their counterparts. Among 2001 Respondents, females were more likely than males to have enrolled in Higher Education.

### **Limitations of the study**


This study was limited in its ability to gather data and generalize results to former students who reside outside the state of Alaska. Eighty-six percent (n = 207) of the respondents to the 2001 survey resided within Alaska, and sixty-seven percent of those individuals (n = 140) continued to live in the Kenai Peninsula Borough. An identical eight-six percent (n = 201) of 2010 survey respondents also continued to reside in Alaska, and eighty-one percent (n = 162) were within the Kenai Peninsula Borough. Access to the Permanent Fund Dividend Division database of addresses greatly enhanced the ability of the researchers to locate and contact individuals residing in Alaska, but not those living elsewhere.

An inadequate number of Respondents in specific demographic categories precluded a meaningful statistical comparison of their outcomes with others in the complete Respondent group. Most racial and ethnic categories did not occur in sufficient numbers in the Target Population, which resulted in far fewer Respondents in each of the same categories. Disability information was not available for 2001 graduates, and only 10% (23/233\*100) of the 2010 Respondents have an exceptionality code indicating they were eligible for or received special education services.

A significant predictor of post-school outcomes is school success. Distinctions between types of exits from school were not available. Outcome differences were unable to be conducted based on those who *Graduated with a Diploma*, *Graduated with a Diploma Under Waiver* of the High School Graduation Qualifying Examination, completed school with other credentials, reached maximum age for school services without graduating or attaining completion or attendance credentials, or dropped out.



APPENDIX A: Survey Announcement Postcard



Alaska Research & Evaluation Services  
10209 Jamestown Dr. #302  
Anchorage, AK 99507

<First Name> <Last Name>  
<Address>  
<City - State - Zip>


*IMPORTANT SURVEY coming your way!  
Someone will call you to ask a few questions.*

**More Info on Facebook, search "Kenai Peninsula Schools"!**

*Hello!*

As a former student in the Kenai Peninsula Borough School District, you'll soon have the opportunity to sound off and maybe help current high school students!

**We will call you** in the near future to ask a few questions about your school and work experiences after high school.



**Your answers will remain confidential.** The survey is very important. We'll talk to you soon!

**WIN an iPad2  
or a \$100 Best Buy Gift Card!**

If you complete the survey, you'll be entered into a drawing with a chance to win an iPad2 or one of five \$100 gift cards to Best Buy!

**New Number?**

**If you've changed your phone number since high school, please call this number to participate!**

↓

**907 - 727 - 5746**

## APPENDIX B: 2001 Survey Page 1 of 5

**KPBSD POST-SCHOOL OUTCOME SURVEY**  
**2001 Graduates (10-Year Exiters)**

## Telephone Script:

{Telephone number of Respondent is dialed and the telephone is answered}

Caller: "Hi. May I speak to &lt;NAME&gt;?"

**Outcome 1: DESIRED RESPONDENT IS REACHED** (Note to KPBSD Administrators: Other Outcomes and the scripted responses appear on the Telephone Script Sheet, this script appears here for context as an example.)

*INTRODUCTORY SCRIPT:*

Caller: "My name is <YOUR NAME>. I'm calling on behalf of the Kenai Peninsula Borough School District. We are trying to find out what our former students end up doing after they graduate. If you will answer a few questions, we will enter your name in a drawing for a chance to win an iPad2 or one of five \$100 gift cards to Best Buy. All of your answers will be kept confidential, we won't tell anyone your specific answers. Your answers will be merged with everyone else's. Will you help us by answering a few questions?"

If YES: *Thank you very much.* → GO TO QUESTION 1If NO: *Thank you for your time. I apologize for the inconvenience. If you change your mind and would like to answer these questions, please call [PHONE NUMBER] and ask for \_\_\_\_\_.***ADULT LIVING**

1. Are you currently living in Alaska?

- (1) YES → If YES, GO TO QUESTION 2
- (2) NO → If NO, GO TO QUESTION 3
- (99) No Answer

2. Are you currently residing within the Kenai Peninsula Borough?

- (1) YES → If YES, GO TO QUESTION 4
- (2) NO → If NO, GO TO QUESTION 4
- (99) No Answer

3. Did you leave the state for school, work, both or some other reason?

- (1) SCHOOL
- (2) WORK
- (3) BOTH
- (4) OTHER \_\_\_\_\_
- (99) No Answer

## APPENDIX B: 2001 Survey Page 2 of 5

4. What is your **current living arrangement**? [Note: In a telephone survey, this question is asked as an open-ended question and interviewers are trained to mark appropriate response.] *PROMPT: "Do you live with your parents or a guardian? Other family members? A spouse or roommate?"*

- (1) With **parent or custodial guardian**
- (2) With **other family member** such as a grandparent, aunt or uncle, cousin, brother or sister
- (3) With a **spouse or roommate** in a home, apartment, college dorm, sorority or fraternity housing or other campus housing
- (4) **Alone** in an apartment or a home
- (5) Military Housing / Barracks
- (6) Institutional residence, such as medical, correctional, convalescent, mental health, supervised living residence such as assisted living center, group home, adult foster care
- (88) Other \_\_\_\_\_

**POSTSECONDARY SCHOOL**

5. At any time since leaving high school, *have you ever* attended any school, job training, or education program?

- (1) YES → GO TO QUESTIONS 6 AND 7
- (2) NO → GO TO QUESTION 9
- (99) No Answer

6. Describe the kind of school or job training program you attended. (*CHECK ONE OPTION*)  
[Note: In a telephone survey, this question is asked as an open-ended question and interviewers are trained to mark appropriate response.]

- \_\_\_ High school completion (Adult Basic Education, GED) (1)
- \_\_\_ Short-term education or employment training program (WIA, Job Corps, etc.)(2)
- \_\_\_ Vocational/Technical School - less than a 2-year program (3) → GO TO QUESTION 8
- \_\_\_ A 2- or 4-year college/university (4) → GO TO QUESTION 8
- \_\_\_ On a mission, in the Peace Corps, etc. (5)
- \_\_\_ Other (Specify): \_\_\_\_\_ (88)
- \_\_\_ No Answer (99)

[Note: Please pay close attention to coding of Question 6, it is necessary to determine categories of post-secondary training.]

7. Did you complete the job or training program?

- (1) YES
- (2) NO
- (99) No Answer

**APPENDIX B: 2001 Survey Page 3 of 5**

8. Did you graduate from the program, are you still enrolled, or did you leave the program?

- (1) Graduated
- (2) Still enrolled
- (3) Left the program
- (4) Other \_\_\_\_\_
- (99) No Answer

**EMPLOYMENT**

9. How many different jobs have you held in the last <THREE / FIVE> years?

- (1) One
- (2) Two
- (3) Three
- (4) Four
- (5) Five
- (6) Six or more
- (88) NONE → GO TO QUESTION 14
- (99) No Answer

10. What is the longest period of time you've worked since leaving school? [Prompt: If respondent is unsure, ask for an estimate, "Would you say it is more or less than six months?"]

- (1) \_\_\_\_\_ Circle MONTHS - YEARS
- (88) Unsure
- (99) No Answer

11. Are you currently working?

- (1) YES
- (2) NO → GO TO QUESTION 14
- (99) No Answer

11. Do you work on average 20 or more hours per week (or about half time of a 40-hour week)?

- (1) YES
- (2) NO
- (99) No Answer

12. Are you paid a salary or are you paid by the hour? [Prompt: Salaried positions are paid a specific amount each year, no matter how many hours you work.]

- (1) Salary → GO TO QUESTION 12B
- (2) Hourly → GO TO QUESTION 12A
- (99) No Answer

**APPENDIX B: 2001 Survey Page 4 of 5**

12A. Are you paid at least minimum wage?

- (1) YES → GO TO QUESTION 12B
- (2) NO → GO TO QUESTION 12C
- (99) No Answer

12B. Do you make more or less than \$60,000?

- (1) MORE
- (2) LESS
- (99) No Answer

12C. Do you receive health care insurance or retirement benefits through your job?

- (1) YES
- (2) NO
- (99) No Answer

13. Describe the job you currently have. (*CHECK ONE OPTION*) [Note: In a telephone survey, this question is asked as an open-ended question and interviewers are trained to mark appropriate response.]

- ☐ In a company, business, or service industry (1)
- ☐ In the military (2)
- ☐ Self-employed (3)
- ☐ In your family's business (e.g., farm, store, fishing, ranching, catering) (4)
- ☐ Employed while in jail or prison (5)
- ☐ Other (Specify) \_\_\_\_\_ (88)
- ☐ No Answer (99)

[ALL RESPONSES → GO TO QUESTION 15]

14. What is the main reason you are unemployed?

- ☐ Want a job, but cannot find one. (1)
- ☐ Disabled (2)
- ☐ In school (3)
- ☐ Other (Specify) \_\_\_\_\_ (88)
- ☐ No Answer (99)

15. Are you involved in subsistence activities like fishing or hunting?

- ☐ (1) YES → GO TO QUESTION 16
- ☐ (2) NO → GO TO QUESTION 17
- ☐ (99) No Answer

16. Did subsistence activities take at least 90 days of your time in the last year?

- ☐ (1) YES
- ☐ (2) NO
- ☐ (99) No Answer

[Note: 90 cumulative days, they do not need to be consecutive days of subsistence activity.]

**APPENDIX B: 2001 Survey Page 5 of 5**

17. Are you where you thought you would be after graduation?

\_\_\_\_\_ (1) YES

\_\_\_\_\_ (2) NO

\_\_\_\_\_ (99) No Answer

18. Do you feel high school prepared you for school or work after graduation?

\_\_\_\_\_ (1) YES

\_\_\_\_\_ (2) NO

\_\_\_\_\_ (99) No Answer

*SCRIPT: That was the last question. Thank you for answering these questions. We appreciate your help. You will be entered in a drawing for an iPad2 or one of five \$100 gift cards to Best Buy. The winners will be selected at random and contacted in August. Thank you again, good bye.*

**-- DATA COLLECTION COMPLETED --**

**APPENDIX C: 2010 Survey page 1 of 4**

**KPBSD POST-SCHOOL OUTCOME SURVEY**  
**2010 Graduates (1-Year Exiters)**

Telephone Script:

{Telephone number of Respondent is dialed and the telephone is answered}

Caller: "Hi. May I speak to <NAME>?"

**Outcome 1: DESIRED RESPONDENT IS REACHED** (Note to KPBSD Administrators: Other Outcomes and the scripted responses appear on the Telephone Script Sheet, this script appears here for context as an example.)

*INTRODUCTORY SCRIPT:*

Caller: "My name is <YOUR NAME>. I'm calling on behalf of the Kenai Peninsula Borough School District. We are trying to find out what our former students end up doing after they graduate. If you will answer a few questions, we will enter your name in a drawing for a chance to win an iPad2 or one of five \$100 gift cards to Best Buy. All of your answers will be kept confidential, we won't tell anyone your specific answers. Your answers will be merged with everyone else's. Will you help us by answering a few questions?"

If YES: *Thank you very much. The first question is: → GO TO QUESTION 1*

If NO: *Thank you for your time. I apologize for the inconvenience. If you change your mind and would like to answer these questions, please call [PHONE NUMBER] and ask for \_\_\_\_\_.*

**ADULT LIVING**

1. Are you currently living in Alaska?
  - (1) YES → If YES, GO TO QUESTION 2
  - (2) NO → If NO, GO TO QUESTION 3
  - (99) No Answer
  
2. Are you currently residing within the Kenai Peninsula Borough?
  - (1) YES → If YES, GO TO QUESTION 4
  - (2) NO → If NO, GO TO QUESTION 4
  - (99) No Answer
  
3. Did you leave the state for school, work, both or some other reason?
  - (1) SCHOOL
  - (2) WORK
  - (3) BOTH
  - (4) OTHER \_\_\_\_\_
  - (99) No Answer

## APPENDIX C: 2010 Survey page 2 of 4

4. What is your **current living arrangement**? [Note: In a telephone survey, this question is asked as an open-ended question and interviewers are trained to mark appropriate response.] *PROMPT: "Do you live with your parents or a guardian? Other family members? A spouse or roommate?"*

- (1) With **parent or custodial guardian**
- (2) With **other family member** such as a grandparent, aunt or uncle, cousin, brother or sister
- (3) With a **spouse or roommate** in a home, apartment, college dorm, sorority or fraternity housing or other campus housing
- (4) **Alone** in an apartment or a home
- (5) Military Housing / Barracks
- (6) Institutional residence, such as medical, correctional, convalescent, mental health, supervised living residence such as assisted living center, group home, adult foster care
- (88) Other \_\_\_\_\_

**POSTSECONDARY SCHOOL**

5. At any time since leaving high school, *have you ever* attended any school, job training, or education program?

- (1) YES → GO TO QUESTIONS 6 AND 7
- (2) NO → GO TO QUESTION 8
- (99) No Answer

6. Did you complete an entire term?

- (1) YES
- (2) NO
- (99) No Answer

7. Describe the kind of school or job training program you attended. (*CHECK ONE OPTION*)  
[Note: In a telephone survey, this question is asked as an open-ended question and interviewers are trained to mark appropriate response.]

- ☐ High school completion (Adult Basic Education, GED) (1)
- ☐ Short-term education or employment training program (WIA, Job Corps, etc.)(2)
- ☐ Vocational/Technical School - less than a 2-year program (3)
- ☐ A 2- or 4-year college/university(4)
- ☐ On a mission, in the Peace Corps, etc. (5)
- ☐ Other (Specify): \_\_\_\_\_ (88)
- ☐ No Answer (99)

[Note: Please pay close attention to coding of Question 7, it is necessary to determine categories of post-secondary training.]



**APPENDIX C: 2010 Survey page 3 of 4****EMPLOYMENT**

8. At any time since leaving high school, *have you ever* worked?
- (1) YES → GO TO QUESTION 9  
 (2) NO → GO TO QUESTION 13  
 (99) No Answer
9. Since leaving high school, have you worked for a total of 3 months (about 90 days)? Probe: Tell respondent that it does not need to be in a row.
- (1) YES  
 (2) NO  
 (99) No Answer
10. Did you work on average 20 or more hours per week (or about half time of a 40-hour week)?
- (1) YES  
 (2) NO  
 (99) No Answer
11. Were you paid a salary or were you paid by the hour? [Prompt: Salaried positions are paid a specific amount each year, no matter how many hours you work.]
- (1) Salary → GO TO QUESTION 11B  
 (2) Hourly → GO TO QUESTION 11A  
 (99) No Answer
- 11A. Were you paid at least minimum wage?
- (1) YES → GO TO QUESTION 11B  
 (2) NO → GO TO QUESTION 11C  
 (99) No Answer
- 11B. Will you make more or less than \$60,000 a year in your job?
- (1) MORE  
 (2) LESS  
 (99) No Answer
- 11C. Did you receive health care insurance or retirement benefits through your job?
- (1) YES  
 (2) NO  
 (99) No Answer

## APPENDIX C: 2010 Survey page 4 of 4

12. Describe the job you have or have had? (*CHECK ONE OPTION*) [Note: In a telephone survey, this question is asked as an open-ended question and interviewers are trained to mark appropriate response.]

- ☐ In a company, business, or service industry (1)  
☐ In the military (2)  
☐ Self-employed (3)  
☐ In your family's business (e.g., farm, store, fishing, ranching, catering) (4)  
☐ Employed while in jail or prison (5)  
☐ Other (Specify) \_\_\_\_\_ (88)  
☐ No Answer (99)

13. What is the main reason you are unemployed?

- ☐ Want a job, but cannot find one. (1)  
☐ Disabled (2)  
☐ In school (3)  
☐ Other (Specify) \_\_\_\_\_ (88)  
☐ No Answer (99)

14. Are you involved in subsistence activities like fishing or hunting?

- ☐ (1) YES → GO TO QUESTION 15  
☐ (2) NO → GO TO QUESTION 16  
☐ (99) No Answer

15. Have the subsistence activities taken at least 90 days of your time in the last year?

- ☐ (1) YES  
☐ (2) NO  
☐ (99) No Answer

[Note: 90 cumulative days, they do not need to be consecutive days of subsistence activity.]

16. Are you where you thought you would be after graduation?

- ☐ (1) YES  
☐ (2) NO  
☐ (99) No Answer

17. Do you feel high school prepared you for school or work after graduation?

- ☐ (1) YES  
☐ (2) NO  
☐ (3) SOMEWHAT (or equivalent phrasing)  
☐ (99) No Answer

*SCRIPT: That was the last question. Thank you for answering these questions. We appreciate your help. You will be entered in a drawing for an iPad2 or one of five \$100 gift cards to Best Buy. The winners will be selected at random and contacted in August. Thank you again, good bye.*

-- DATA COLLECTION COMPLETED --

## ADDENDUM

Figure 19: Current Engagement, 2001 Graduates

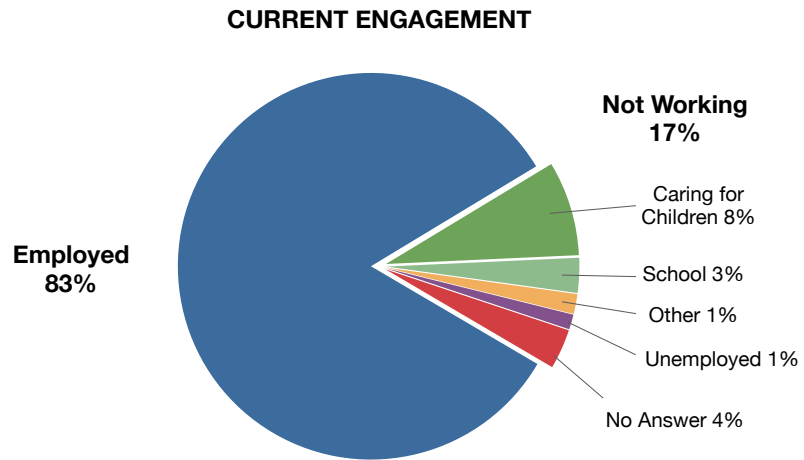


Figure 20: Engagement in Previous Year, 2010 Graduates

