
Results of the 2011 Post-High School Follow-Up Survey

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Finally, we would also like to thank **Teresa Grossi**, Ph.D., Director of the Center on Community Living and Careers, at the **Indiana Institute on Disability and Community**, for her contributions and insights in 2010 on the development of the survey questionnaire, as well as **John Hill**, Exceptional Learners Specialist, **Indiana Department of Education**, for his guidance and collaboration on this report.

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The 2011 Indiana Department of Education *Post-High School Follow-Up Survey*

As part 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 youth 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 federal 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 it for federal reporting for 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 2011 IDOE *Post-High School Follow-Up Survey* represents the second 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 292 school corporations as well as charter high schools in the state forward contact information on former IEP high school students via e-mail to CEEP. Contact information requested included the student's first and last name, home address, telephone number, email address, and student cell phone 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. However, contact data submitted by school corporations proved to be highly accurate information. Only approximately 18 survey envelopes of 13,378 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 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 for the 2011 survey with only minor modifications to the wording as determined by Terry Spradlin, Project Manager.

Phase 1: Mail Survey

The implementation of the survey was organized into two phases. The first phase was 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 13,378 former IEP students. A bulk of the surveys was mailed on June 20, 2011, with the remainder of the surveys mailed on June 29, 2011. 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. Due to some delays in the receipt of student contact information from school corporations, the mailing was issued in two waves according to when the contact information was received. 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 941 responses were received (913 by mail and 28 online) and validated in phase 1.

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, screening and qualifying questions, and demographic 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 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 (dbf, flat ascii, Excel, SPSS). Text responses to any open-ended questions were coded, edited, and formatted in an Excel file with one record per respondent.

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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 carries a much higher risk of sample bias due to smaller sample sizes and the response rate.

A total of 1,500 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)	5,626	
Useable records	5,556	100%
Total separate telephone numbers dialed	11,182	
Respondents Not Screened		
Initial refusal	582	10%
No contact made/No contact with eligible respondent (no answer/answering machine/busy/callback/more than six attempts)	2,898	52%
Communication barrier/language barrier	141	3%
Respondents Screened		
Respondents not qualified (still in high school)	368	7%
Respondents qualified but not interviewed (respondent did not complete entire interview)	67	1%
Respondent qualified and interview completed	1,500	27%
Total dialings	36,445	
Total dialings of useable number	30,819	
Average dialings per useable number	5.55	
Maximum attempts per useable number	10	

- Screening interviews were completed with 1,935 respondents resulting in 1,567 respondents qualified to complete a survey and 368 respondents not qualified (still in high school).

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- The ratio of initial refusals to completed screening interviews (582/1,935) was 0.3:1 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 1,500 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 youth from a mix of school corporations were interviewed.

Response Rate

When combining all survey responses (paper, online, phone), approximately 18 percent of students (2,351 of 13,378 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=2,351 respondents/includes phase 1 and 2 responses combined)

*Percentages may not add up to 100% of the 2,351 respondents as some refused to answer or answered "Don't know," on particular questions.

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% (2,351) 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?

38.1% (895) answered NO

61.4% (1,443) answered YES

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

16.8% (243) answered NO

82.1% (1,184) answered YES

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

a. High school completion program (e.g., adult basic education, GED)

91.1% (1,314) answered NO

8.9% (129) answered YES

b. Short-term education or employment training program (WIA, Job Corps)

93.8% (1,354) answered NO

6.2% (89) answered YES

c. Vocational, technical, trade school

84.7% (1,222) answered NO

15.3% (221) answered YES

d. 2-or 4-year college or university

39.8% (574) answered NO

60.2% (869) answered YES

e. Religious or church sponsored mission

99.4% (1,435) answered NO

.6% (8) answered YES

f. Other (specify) _____

91.2% (1,316) answered NO

8.8% (127) answered YES

Table 2. Analysis of Question 4F

“Other” Category	Number of Respondents
Vocational, technical, trade school*	33
Short-term education or employment training program (WIA, Job Corps, Work One)*	14
<i>Other</i>	14
<i>Don't Know</i>	12
High School Completion Program (Adult Basic Education, GED)*	9
A life skills program	9
2 or 4 year college or university*	8
I have a job	7
Alternative school program	7
Army/National Guard	4
Home Schooled	3
Apprenticeship/Internship	3
<i>None/Nothing</i>	1
Total	124**

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

** Three respondents selected “Other” but did not specify

5. **In the 12 months after leaving high school, have you ever worked?**
 33.2% (780) said NO (note: the survey was completed for anyone answering “no”)
 66.8% (1,571) said YES

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)**
 16.8% (264) said NO
 82.9% (1,303) said YES

7. **Did you work an average 20 or more hours per week? (Hours may vary from week to week)**
 15.7% (247) said NO
 83.8% (1,317) said YES

8. **Were you paid at least the minimum wage of \$7.25 an hour?**
 6.3% (99) said NO
 93.3% (1,466) said YES

9. Describe the job you have or have had.

Note: Respondents were permitted to select more than one answer.

- a. In a company, business, or service with people with and without disabilities**
38.6% (607) said NO
61.4% (964) said YES
- b. In the military**
97.6% (1,533) said NO
2.4% (38) said YES
- c. In supported employment (paid work with support services to you and the employer)**
78% (1,397) said NO
22% (345) said YES
- d. Self-employed**
88.9% (1,151) said NO
11.1% (174) said YES
- e. In your family’s business (farm, store, fishing, ranching, catering)**
88.4% (1,388) said NO
11.6% (183) said YES
- f. In sheltered workshop (where most workers have disabilities)**
94.3% (1,481) said NO
5.7% (61) said YES
- g. Employed while in jail or prison**
99.4% (1,562) said NO
.6% (9) said YES
- h. Other (specify)_____**
65.1% (1,023) said NO
34.9% (548) said YES

Table 3. Analysis of Question 9H

“Other” Category	Number of Respondents
In a company, business, or service with people with or without disabilities*	421
<i>Other</i>	36
Babysitting/child care	21
Farm work (other than family farm)	18
Camp counselor/Boy and Girls Club	9
Working through my university/school	9
Landscaping	9
In supported employment (paid work with services and wage support to the employer)*	6

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In your family's business (e.g., farm, store, fishing, ranching, catering)*	4
Volunteer	4
Mechanic	4
<i>Don't Know</i>	3
Self-employed*	1
Volunteer firefighter	1
Cleaning houses	1
<i>None/Nothing</i>	1
Total	546**

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

** Two respondents selected “Other” but did not specify.

Statewide Aggregate Data Analysis

Data on Mutually Exclusive Categories of “Leavers”

Enrolled in Higher Education:

A total of 37.3% or 877 of all survey respondents were enrolled in a 2- or 4-year college or university within one year of leaving high school. Of those, **770, or 32.8% 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 and also replied “yes” to Question 3.

Competitively Employed:

A total of 1,571 or 66.8% of respondents were employed. Of those, 836, or 35.6% 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, **563 or 23.9% of the 2,351 respondents were competitively employed but were not enrolled in higher education as defined in #1.**

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

A total of 421, or 17.9%, 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, **253, or 10.8%, were enrolled in some other form of post-secondary education or job training for at least one semester but not competitively employed.**

Some Other Employment:

A total of 1,303, or 55.4%, of all respondents were in some other form of employment (employed for at least 90 days at any time in the previous year). **Of those, 210, or 8.9% 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
Enrolled in Higher Education	770	32.8%
Competitively Employed	563	23.9%
Enrolled in Some Other Form of Education or Training	253	10.8%
Some Other Employment	210	8.9%

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 youth enrolled in a 2- or 4-year college. A total of 869 respondents indicated they were enrolled in such a school, while eight responses in the “other” category also indicated this type of enrollment, for a total of 877 or 37.3% of the 2,351 responses. Measurement A also specifies that students should be enrolled for at least one full term. Of the 877 responses, 770, or 32.8%, of all 2,351 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 1,108, or 47.1%, 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, 853, or 36.3% of all respondents, are considered “competitively employed.” Of these, 563 were not also enrolled in higher education as described by Measurement A. Adding these to Measure A, 1,333, or 56.7%, 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 who were enrolled in higher education or some other postsecondary education or training program or competitively employed or held some other

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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 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 who responded “yes” to both questions will be subtracted from the total employed (as they would already be counted in the enrolled total). Of the 2,351 total respondents, 1,789, or 76.1%, 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 2,351 respondents to the post-graduate survey, 698, or 29.7%, 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	770	32.8%
Measurement B	1,333	56.7%
Measurement C	1,789	76.1%

Weighted Geographic Data Analysis

In surveys of this type it is important to weight 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.”

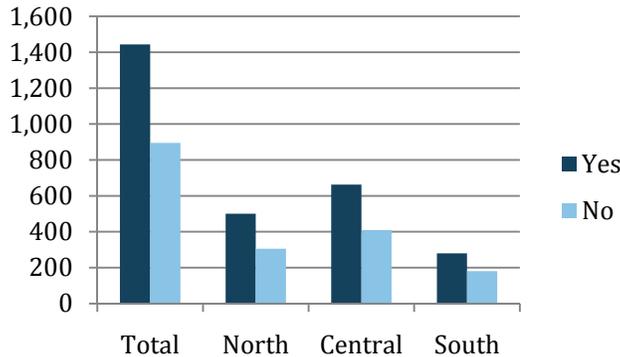
1. Have you graduated from high school or left high school for some other reason?

	Total	North	Central	South
Yes*	2351	807	1077	467
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?

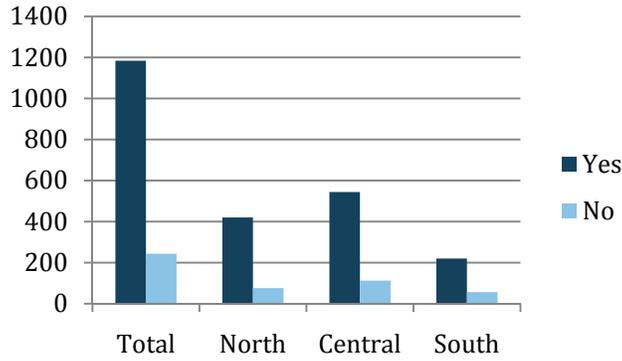
	Total	North	Central	South
Yes	1,443	500	663	280
No	895	305	409	180



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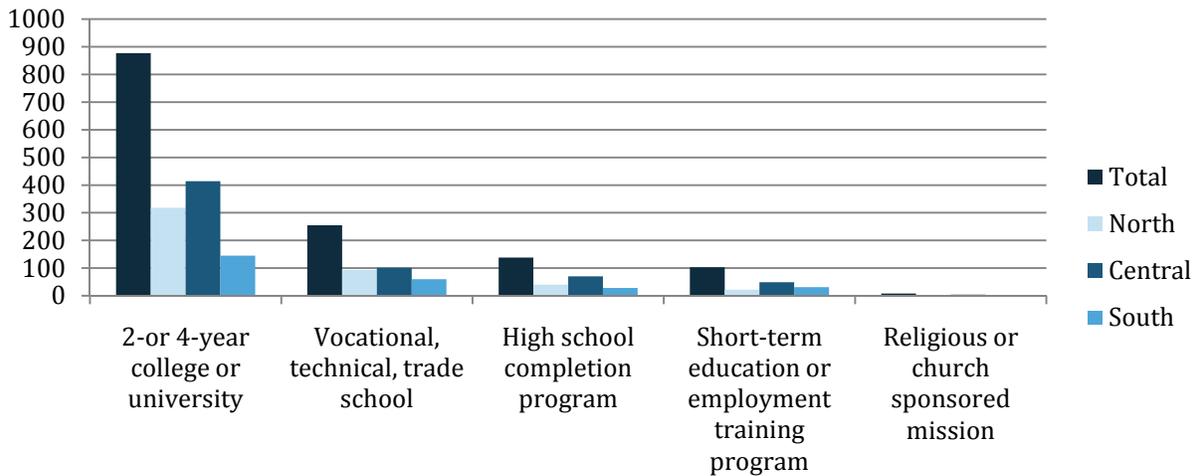
3. If you went to college or a job training program, did you complete an entire term?

	Total	North	Central	South
Yes	1184	420	544	220
No	243	76	112	56



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

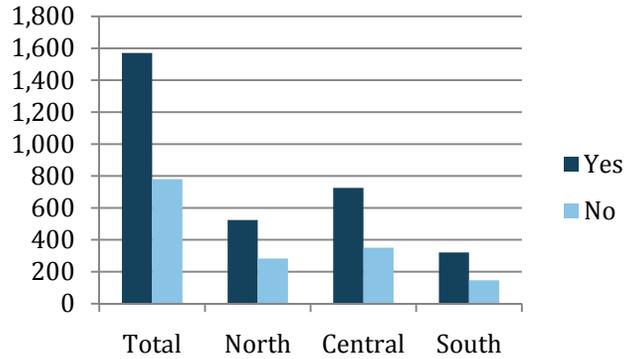
	Total	North	Central	South
2-or 4-year college or university	877	318	414	145
Vocational, technical, trade school	255	94	101	60
High school completion program	138	40	70	28
Short-term education or employment training program	103	22	49	31
A life skills program	9	6	2	1
Religious or church sponsored mission	8	2	4	2
I have a job	7	1	2	4
Alternative school program	7	2	4	1
Army/National Guard	4	1	3	0



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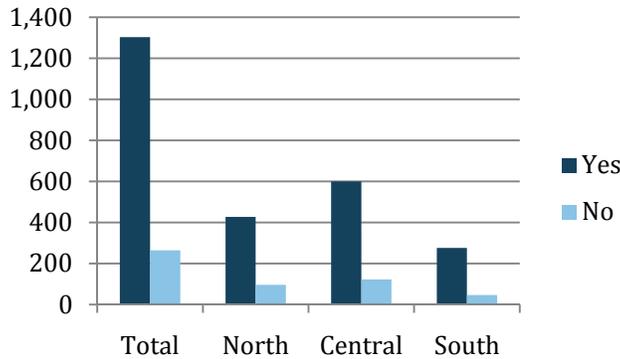
5. In the 12 months after leaving high school, have you ever worked?

	Total	North	Central	South
Yes	1,571	524	725	321
No	780	283	351	146



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)

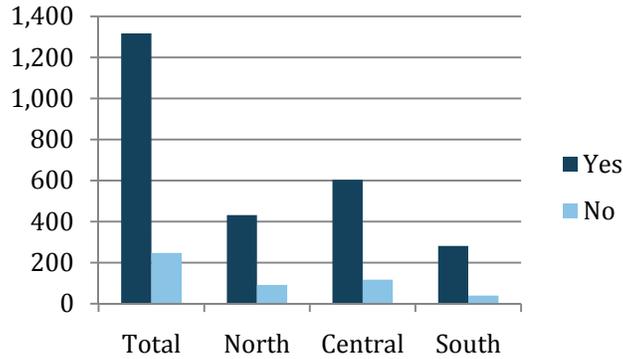
	Total	North	Central	South
Yes	1,303	427	600	276
No	264	96	122	46



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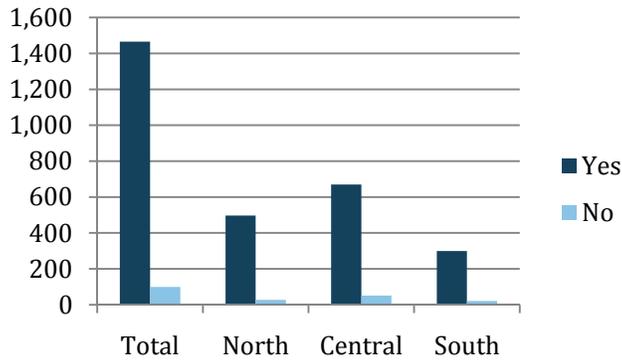
7. Did you work an average 20 or more hours per week? (Hours may vary from week to week)

	Total	North	Central	South
Yes	1,317	432	604	281
No	247	91	117	39



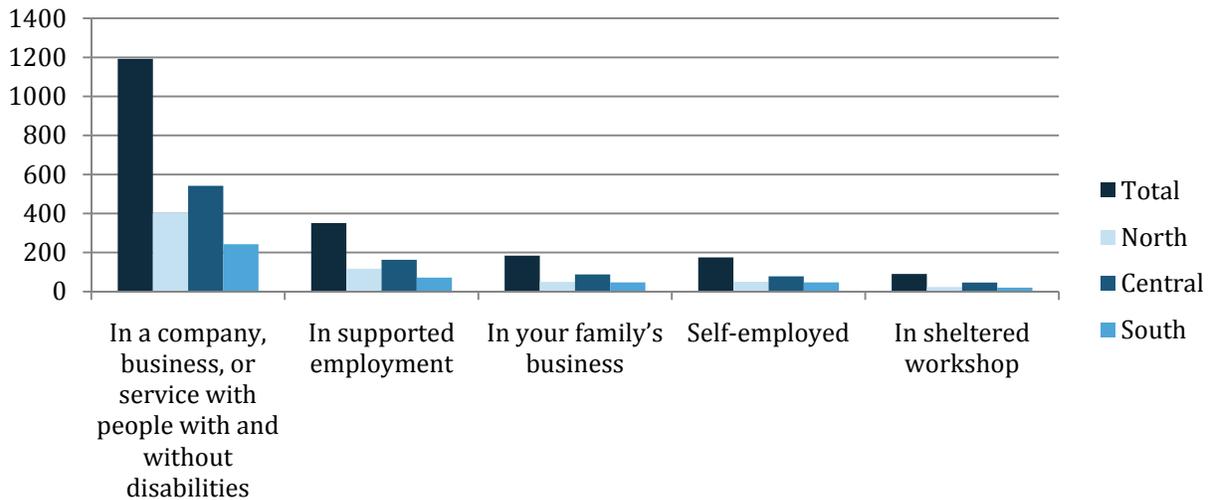
8. Were you paid at least the minimum wage of \$7.25 an hour?

	Total	North	Central	South
Yes	1,466	497	670	299
No	99	27	51	21



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	1192	406	542	243
In supported employment	351	117	163	71
In your family's business	184	49	88	47
Self-employed	175	50	78	47
In sheltered workshop	90	23	46	20
In the military	38	12	19	7
Babysitting/child care	22	3	13	6
Farm work	18	5	9	4
Camp counselor/Boys and Girls club	9	3	4	2



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 proportion of students who have worked during the 12 months since they left high school rises appreciably the further south they live. Whereas 68% of respondents in the northern part of the state have worked, 73% of those in the center of the state have worked, and 77% in the state's southern counties. Similarly, respondents in the southern portions of Indiana are more likely to have worked where there were no other disabled workers (north 58%, central 61%, south 63%) or in sheltered employment (4% in the north and central regions, 6% in the south).

Survey Challenges and Areas for Improvement

Two key challenges continue during the implementation of the 2011 survey. Some school corporations were very slow to respond to IDOE and CEEP requests for contact information. School corporations were provided with multiple notifications and a template in which to enter and return the data. In addition, many school corporations did not use the template provided and failed to provide certain requested information. 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.

The second difficulty during the survey administration was the low response rate to the mailed survey. For the mailed survey, the response rate was approximately 18%. However, this increased from last year's survey response rate of approximately 6%. This increase could be partially attributed to the inclusion of pre-paid postage for the survey mailings for the study's second year. 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: Survey Document

The 2011 Post-High School Follow-Up Survey

Name
Address
City, State, Zip

Please take a moment to complete the 2011 Indiana Post-High School Outcome Survey, which is being conducted for the Indiana Department of Education. Your information will be used to measure how well Indiana is preparing students who have 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
 NO

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 you were enrolled. (*CHECK ONE OPTION*)

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

The 2011 Post-High School Follow-Up Survey

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

- YES → GO TO QUESTIONS 6, 7, 8 & 9
 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*)

- 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., 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.