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ABSTRACT

A tracking system which monitors Allegheny County (Pennsylvania) mentally retarded students leaving the school system to make their transition to adult life, was developed to: (1) enhance the prospects for successful follow-up; (2) enable program planners to conduct systematic inquiries regarding the abilities, living arrangements, and work situations of youth in transition; (3) supply service providers with valuable subfiles of mentally retarded youth in various circumstances of need; and (4) facilitate research on the problems and opportunities of such youth. The tracking system is designed to be used with two types of software: "dBaseIII+" for data entry and database management, and "SPSS/PC+" for statistical analysis. The system has mechanisms for achieving initial data collection, follow-up interview data collection, file standardization, and data analysis. A user's guide to the tracking system which outlines the options from which the user can construct a suitable tracking "package," and delineates the commands and procedures the tracking system uses to perform specific tasks, is provided. Technical notes, codebooks, diagrams of data entry screens, and a summary of the "dBase" file structure are contained in the appendix. (JDD)

TRACKING SYSTEM FOR MENTALLY RETARDED YOUTH IN TRANSITION

by

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OVERVIEW OF THE TRACKING SYSTEM

I. Uses of the Tracking System

Each year, hundreds of mentally retarded students in Allegheny County leave the school system to make their transitions to adult life. The circumstances, educational backgrounds and experiences of these youngsters vary, as do the results of their attempts at transition. The tracking system is intended to equip educators, counselors, and service providers with the means to gain insight and knowledge about this transition process, the better to serve the mentally retarded youngsters and their parents or guardians. Accordingly, the tracking system was developed for the following purposes:

* The tracking system enhances the prospects for successful follow-up. The availability of a package of data entry and data conversion programs shortens the time needed for the installment of a tracking system and creates a better opportunity for implementing it. The two year follow-up study showed that if contact can be made with subjects soon after they leave school, the response rate is quite high. To a certain extent, this is a function of persistence as well as staff time. Persistence cannot be computerized; however, staff time can be used more effectively toward the follow-up process with the tracking system in place.

* The tracking system enables program planners to conduct systematic inquiries regarding the abilities, living arrangements and work situations of MR youngsters in transition. Little is known about the circumstances facing MR youngsters after they leave the school system. Queries to the computer system will yield valuable information that can help service providers make decisions about what programs or innovations are needed to serve this group. Armed with the knowledge, for example, that the majority of completers are living with their parents two years after leaving school, guidance counselors and trainers may seek ways to enhance the involvement of the parents in transition planning. Information about the numbers of youngsters who may have training or experience in a particular field but have not found work may be of interest to agencies providing supported work opportunities in that field.

* The tracking system can supply service providers with valuable subfiles of MR youngsters in various circumstances of need. Whether they are working, training or idle, the youngsters may be candidates for vocational or support programs that increase or enhance their opportunities for success. At the same time, service providers may have opportunities to offer, but find that their means of linking up with those who need them are limited. In combining data on the work and living arrangements of youngsters with the information necessary to establish contact with them, the tracking system constitutes an important outreach tool. It should be pointed out, however, that information obtained for entry into the tracking system is done so under the onus of strict confidentiality. Without the provision of a mechanism which protects the privacy of the parents, guardians and youngsters, while enabling service providers some means to contact them, an opportunity to link needers and services may be lost. Such a mechanism might involve a disinterested third party or intermediary agency, entrusted with the task of tracking the youngsters. This group would establish the contact and obtain a written release or waiver, giving permission to share identifying information with agencies that might be helpful.

* The tracking system facilitates research on the problems and opportunities of MR youngsters in transition. The tracking system is a means by which data on mentally retarded youth in transition can be systematically collected and recorded. It is also a mechanism for generating standardized files of data which are stripped of identifying information. These can be merged into a larger database composed of files from other users of the system. Such files can be shared with researchers without violating the privacy of families or the confidentiality restrictions of agencies.

II. Components of the Tracking System

The tracking system is designed to be used with two types of software: dBaseIII+, for data entry and database management; and SPSS/PC+, for statistical analysis. The attendant files and programs for each of these software packages are further organized into three modules. The intent of this modular design is twofold:

1. to permit users to choose the scope of the tracking endeavor, in line with available manpower and resources

2. to allow users to customize and expand the system to suit growing or changing needs for information

Common to all three modules is a minimum tracking system, called MiniTrak. This module contains all of the dBaseIII+ programs needed to enter identifying and background information on each subject, print index cards and listings of all the subjects on file, and convert the dBaseIII+ data file to a standard data file which can be read by other programs. The MiniTrak system also includes the SPSS/PC+ program to read the converted file. Each expansion module contains additional data entry screen formats, conversion programs and statistical programs.

A. The Tracking Modules

The design of the tracking system provides the user with three different options for data entry and analysis. Each option, or module, allows the user to expand the scope of the data entry and subsequent analysis of the follow-up results.

1. MiniTrak - establishes an file of follow-up subjects, including: identifying information (addresses, phone numbers, contacts); background information (sex, race, disabilities, school or center, school district, date of birth, etc.); and results of the follow-up inquiry (work, living arrangements, training).

2. Extended Tracking System - includes MiniTrak and additional information from school records, such as vocational courses and co-op placements.

3. Extended Follow-up System - establishes a separate file which includes information obtained from in-depth interviews with parents or guardians of the subjects: family background; work, training and living arrangements; parent's feelings and views of the future.

B. The Archiving System

Each module in the tracking system features a program which automatically preserves outcome data from the previous follow-up. In the extended follow-up system, outcome data recorded in a separate follow-up file can be easily transferred to the tracking system. Either option presents an opportunity to compare outcomes from one follow-up period to another. The user can easily find out whether, for example, subjects are finding work opportunities over a period of time, or remaining idle from one follow-up to the next. Archiving should take place at the beginning of the tracking cycle, before the follow-up interview takes place.

C. The SPSS/PC+ Programs

An SPSS/PC+ program accompanies each module. This program accepts the converted dBaseIII+ file and transforms it into an SPSS/PC+ system file, complete with labeled variables and calculated variables. An additional program merges files from all three modules using the ID number of each subject as the key.

D. Codebooks

Codebooks are supplied with each module. The codebook provides the needed link between the data entry clerk, the follow-up interviewer, and the programmer to assure consistency and compatibility of data within the tracking system.

E. Utilities

The package includes formats for generating labels, index cards, and printed reports. Experienced users of dBaseIII+ can modify these to suit particular applications, or devise their own formats.

III. Adaptability of the System

The tracking system is designed to be used with dBaseIII+ software, a widely available database management system presently installed on many microcomputer units. Because of the ubiquitous nature of this package, the field of potential users for the tracking system is extensive. The versatility of the dBase software means that the possible applications the tracking system are limited only by the resourcefulness of the user. The tracking system has an "open" design which permits the modification of data entry screens and the addition of data entry fields. The archiving and data conversion features, however, are standardized to permit comparability between the databases of different users. Modifications to the system may also adversely

affect the utility programs described above.

IV. The Tracking Cycle

Each component of the tracking system is meant to accomodate a particular phase of the tracking cycle, as illustrated by the diagram on the following page. While the user can choose options, make modifications and adapt the system to particular applications, the system is best viewed as a mechanism for achieving the following four tasks:

- Data collection
- Follow-up
- File standardization (conversion)
- Data analysis

The tracking system will be most effective as each task, or phase of the cycle, yields improvements in the next cycle. These improvements may both draw impetus from, and give rise to, increased awareness of problems and opportunities, enhanced ability to plan and deliver needed services, greater capability for conducting research, or better mechanisms for allowing parents and guardians, as well as service needers and providers, to have input into the process.

DBASE - SPSS TRACKING SYSTEM FOR MR COMPLETERS

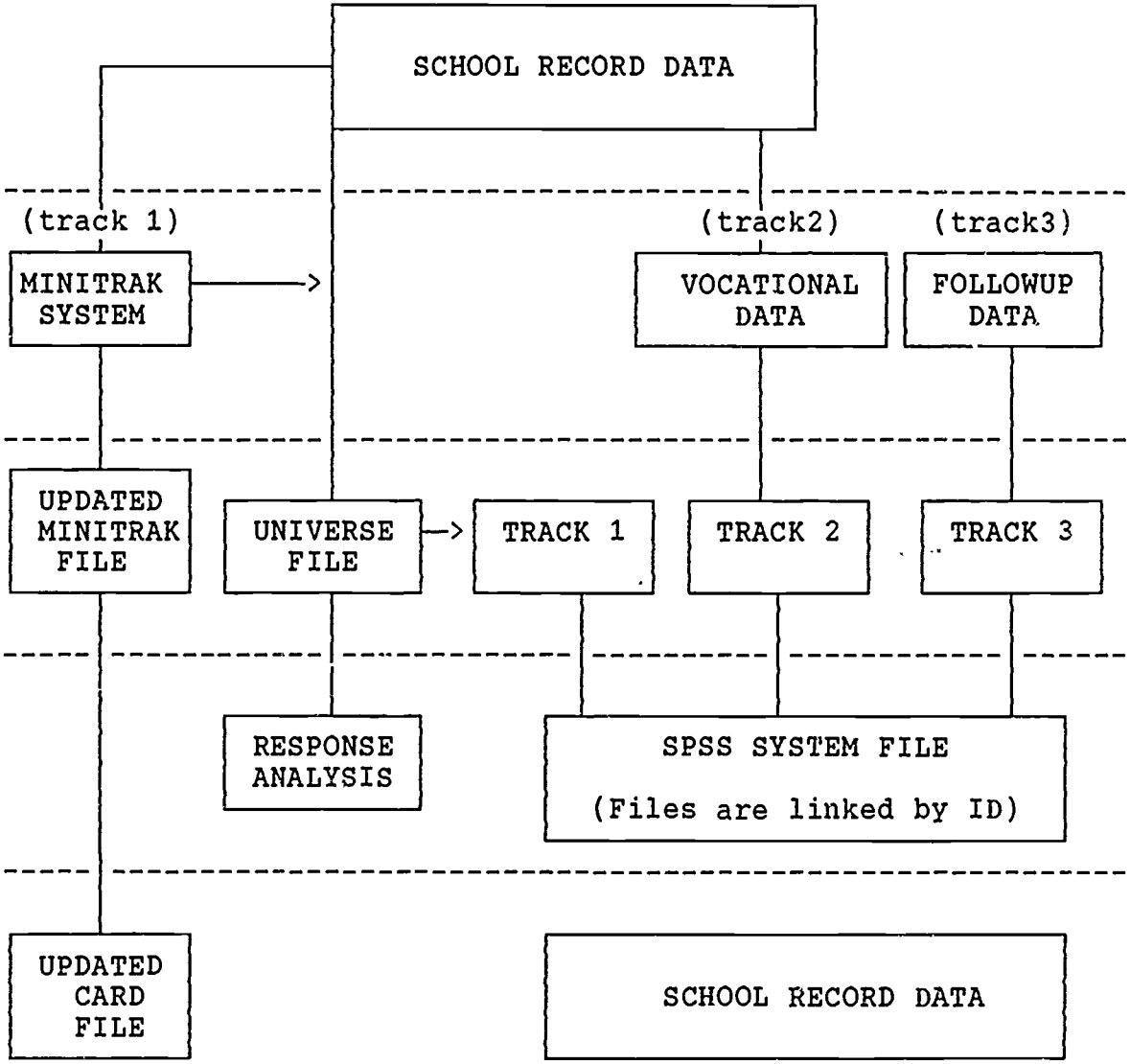
1. DATA COLLECTION
   Obtain school record data
   Verify address, phone
   Enter information into
   computer database
   (Archive previous data)

2. FOLLOW-UP INTERVIEW
   Conduct interviews
   Enter interview data
   (Track 1 updated from
   Track 3 follow-up)

3. FILE CONVERSION
   Strip identifying information
   Universe file (all IDs)
   Track 1 file (respondents only)
   Convert files to ASCII

4. ANALYSIS OF DATA
   Read into SPSS format
   Generate meaningful findings

5. SUBSEQUENT FOLLOW-UP
   Generate card file
   Add new cohort from
   school records
   Archive previous data



USER'S GUIDE TO THE TRACKING SYSTEM

This guide is written with the assumption that the user has installed the dBaseIII+ software package on an IBM-PC or compatible microcomputer with a hard disk. Extensive experience with the dBaseIII+ software is not essential, but the user must be acquainted with the basic commands for gaining access to a database file and updating records (SEEK, EDIT and APPEND). The user should also have experience with the LABEL FORM and REPORT FORM commands in order to use the canned label, report and card file generators contained in the tracking system package. The package includes "DO" command files which automatically bring the desired file into the workarea, and call up a data entry screen format. Additional dBase "DO" command files handle the conversion of the numeric data fields into ASCII files for use with statistical programs.

To fully benefit from the tracking system's features, the user should have access to the SPSS/PC+ statistical software. The tracking system package includes SPSS/PC+ programs for reading the ASCII files generated by dBaseIII+ and converting them to SPSS/PC+ system files. This process enables the easy generation of summary statistics and sophisticated cross-tabulations of data. The user may elect, of course, to "import" the ASCII files into other statistical or spreadsheet programs.

This guide is not intended as a substitute for dBaseIII+ or SPSS/PC+ manuals. The user should have these manuals near at hand when working with the system, and refer to them for help with particular commands or error messages. The guide does, however, indicate how the tracking system employs particular aspects of the commercial software packages to obtain a desired result.

The purposes of this guide, then are threefold:

1) to provide potential users with enough information to decide whether the tracking system will meet their needs;

2) to outline the options from which the user can construct a suitable tracking "package";

3) to delineate the commands and procedures the tracking system uses to perform specific tasks.

The following sections deal with the essential features of the tracking system. Technical notes, codebooks, diagrams of data entry screens and a summary of the dBase file structure are contained in the Appendix.

I. The Identification Number

The most important code in the tracking system, the four-digit identification number forms the mechanism by which records are linked in both the dBase systems and the SPSS systems. It is useful to form the ID number from meaningful digits in order to allow easy manipulation of records and creation of extracted files. For example, in the follow-up of AIU students, the first two digits of the ID number provided the key to distinguishing the subjects by cohort and by program. The first digit represented one of the six special education centers (1-6) or the mainstream program (7). The second digit was derived from the last digit of the cohort year (6 for 1986, 7 for 1987). The last two digits formed a unique number for each student within a particular program (first digit). This type of hierarchical coding allows the user to employ some of the powerful substring manipulation features of the dBase software to search for certain values of individual digits.

The use of a four-digit number permits the entry of up to 9,999 records in the tracking system, assuming that 0000 will not be used.

II. The Card File "Window"

The tracking system includes procedures for establishing an index card file of students, printed onto 3 X 5 continuous cards. The command to access the data entry screen for the card file is:

.DO CARDFILE

This command calls up the tracking file, and engages a data entry screen which permits the editing of the selected fields of information. The card file is really a subset of the tracking file; the DO CARDFILE command essentially opens up a small "window", a limited screen, providing a view of certain items in the file. These items are listed below:

<u>Identifying Information</u>
Subject's name, current address and phone number
Name of subject's parent or legal guardian, or appropriate contact person; address and phone number (if different)

<u>Coded Information</u>
Identification number
Living arrangement
Relationship of the legal guardian to the subject
Relation to the subject of the person who responded to the previous follow-up attempt, if applicable
Present work and/or training situation
Disposition of the follow-up attempt

<u>Date Field</u> (for recording date of revision)

The screen for entering this information is brought into view with either the EDIT or APPEND command. Movement from one record to another is accomplished with the PgUp and PgDn keys.

The card file provides a useful instrument for supplying the follow-up interviewer with the minimum amount of information necessary to establish contact with the appropriate person (parent, CLA supervisor, etc.). The interviewer can record the results of the follow-up on the back of the card. In addition, the card can be used to note the reasons for a failed interview attempt (refusal, phone disconnected, address change, etc.). A clerical person delegated to maintain the card file can enter information from manually-revised cards without having to work through all of the data fields in the complete tracking system. The clerk can enter card file information without the risk of accidentally changing or obliterating other fields. Moreover, since the remaining fields are not likely to be changed, unless corrections are needed, using the card file screen is the most efficient way to update the file after the follow-up. It is also a convenient way to establish the file at the beginning of the tracking process.

When the tracking file is converted to ASCII format for transfer to a statistical package, the identifying information is excluded. This not only protects the confidentiality of the subjects and respondents, but creates a more compact, manageable file for statistical analysis. Since the ID number and coded fields are converted to ASCII along with other TRACK 1 data, the codes for these fields are found in the TRACK 1 codebook.

The procedures for printing the card file are found in Section VIII.

II. The MiniTrak System (TRACK 1)

The MiniTrak option provides a simple tracking system that includes the card file feature described in Section I with a number of additional data items for analysis. It is a subsystem of the complete tracking system. Selected information from school records and the follow-up are entered from a single-screen data entry system accessed by one command:

```
.DO MINITRAK
```

This command calls up the tracking file and engages the TRACK1 data entry screen. The user can then enter identifying information (as in the card file, Section II) and the remainder of the TRACK 1 data (all school record data, except vocational courses and co-op placements which comprise TRACK 2). After the follow-up is conducted, the living arrangement and work situation fields can be edited, if necessary. Either screen, the CARDFILE screen or the TRACK1 screen, can be used to enter follow-up data;

the CARDFILE screen, however, may be more convenient for this purpose.

The MiniTrak option is best employed in the data collection stage, assuming that the user has access to information from school records and wishes to enter it all at once.

Codes for the MiniTrak fields are found in the TRACK 1 Codebook. The following fields must be coded on the Mini-Trak System:

Primary Exceptionality
Secondary Disability
Race
Sex
Completion Status
Program Type (mainstream or center)
Legal guardian's relationship to subject
High School/Center
School District of Origin
Living Arrangement
Work Situation
Training situation
Response to the follow-up attempt
Responder's relationship to subject

The MiniTrak system has a feature for "archiving", or preserving, the outcome data (work, training, living arrangements) from a previous data collection effort. This procedure should be implemented before the follow-up takes place. The program, invoked by the command DO ARCHIVE, automatically copies the contents of the outcome data fields into three "reserve" fields, PREVWORK, PREVLIVE, PRETRAIN which are present in the database but are not visible on the screen. New information can then be entered into the old data fields without the loss of valuable information from the previous follow-up. Several dBase commands can be employed to take advantage of this opportunity to compare years. For example, the command:

DISPLAY ID FOR PRESENT <> PREVWORK

will display on the screen a list of ID numbers for all those subjects whose work situation this year differs from last year. Similar commands can be used to display, list or print cards for those subjects who were idle two years in succession.

III. Extended Tracking System (TRACKS 1 and 2)

A more complete set of school record data is entered through a double-screen system invoked by the command:

.DO RECORDS

This command calls up the tracking file and engages a two-part data entry screen. Identifying information and TRACK 1 data are entered through the first screen; TRACK 2 data are entered through the second screen. Movement from screen to screen is accomplished with the PgDn and PgUp keys. The second screen is used to enter coded data related to the following:

Vocational Courses
AVTS Courses
Co-op Placements

The codes for courses and co-op placements are found in the TRACK 2 Codebook. Each course is coded by subject matter and type of course (regular or special education); co-op placements are coded for type of work and type of agency/company where the student was placed. Additional fields are provided for entering the number of years the student participated in WAC programs, enrolled in a vocational course, or worked in a co-op job.

The extended tracking system expands the user's capabilities and enhances both the performance of administrative and research tasks and service targeting. Searching the file for a specific type of vocational background -- a particular co-op placement or AVTS course, for example -- could yield a group of potential candidates for a training or work opportunity in that field.

IV. The Extended Follow-up System (TRACK 3)

The optional TRACK 3 file holds information taken from an extensive follow-up interview. Designed for research purposes, it essentially replicates the data entry system used in the follow-up study of AIU completers. This data is entered through a series of four screens, accessed in the same manner as noted above. The file is engaged by issuing the command:

.DO FOLLOWUP

All of the fields in TRACK 3 (except dates) are set up to accept coded information, as outlined in the TRACK 3 Codebook. They include the following:

Identification number (same as in tracking file)
Current living arrangement
Aspects of current work - type of work, company/agency, hours, wages, transportation, referral source
Work history (including dates)
Aspects of current training - training site, duration of program, subject matter
Training history (including dates)
Parents' views - reasons for youngster's lack of work (if applicable), importance of work, preferences for

youngster's work and living arrangements, feelings about youngster's future
Youngster's marital status and number of children (if any)
Family background - family size, disabilities, family income, parent's education and occupation

The ID number in the follow-up file must match the ID number for that subject's record in the tracking file. The system makes use of that correspondence in two ways:

1) At the end of the follow-up cycle, the fields in the tracking file which contain the work and living arrangements may need to be updated for certain subjects. A dBase update procedure which complements that employed in the MiniTrak system is invoked by the command DO UPDATE. This replaces the work, living and training fields in the tracking file with those already entered in the follow-up file. Besides eliminating the extra work of manually entering the information in two different files, the UPDATE program also insures that the two sets of information match exactly. For this procedure to work, three conditions must be met:

   a. The follow-up file and tracking file must be located in the same disk directory when the program is invoked;

   b. The ARCHIVE procedure described in section III must have been employed at the beginning of the tracking cycle to preserve the outcome data from the previous year;

   c. Each ID number in the follow-up file must have a corresponding ID number in the tracking file.

2) The program for merging the SPSS/PC+ system files makes use of the ID number in a sequential matching procedure (See File Conversion below).

TRACK 3 exists to lend continuity to the studies undertaken on the previous two cohorts. Its use in the total tracking system is optional, but does have two advantages: 1) it permits more extensive research on the outcomes of mentally retarded youngsters; 2) it facilitates the remote entry of follow-up interview data, either on a separate computer within the same agency, or at a completely different site, such as a research facility.

V. Response Data

In the course of the follow-up process, subjects will be lost due to phone disconnections, relocation or refusal. Eventually, the records of lost subjects must be deleted to allow for proper correspondence between the school record file (TRACKs 1 and 2) and the follow-up file (TRACK 3). Even if the MiniYrak system is employed, the deletion of records that are no longer useful is recommended. Before such deletion takes place however, it may be desirable to retain selected information on all subjects, respondents and non-respondents alike. Such a file would allow for an analysis of response rates and other problems in the tracking process.

The tracking system includes a procedure to copy selected fields of information into a subsidiary file before records are deleted. One simple command initiates the process:

.DO RESPONSE

This command engages a program which copies the desired information into a "universe" file. This file, like the tracking files, can be converted into an ASCII file for statistical analysis. Since the universe file is a subset of TRACK 1, no additional coding is needed. It is essential, however, that the data field containing the disposition of the follow-up attempt be properly coded. The fields of information included in the universe file are listed below:

Primary Exceptionality
Secondary Disability
Race
Sex
Completion Status
Living Arrangement
Program Type (mainstream or center)
High School/Center
School District of Origin
Disposition of the follow-up attempt

VI. File Conversion

While the dBase program can be used to generate a limited amount of useful information from the tracking files, the richest analysis is obtained through a statistical package such as SPSS. Such programs generally require that the data be "imported" from a file written in a standard ASCII format. The files built from the dBase data entry system cannot be accessed directly by SPSS. The tracking system contains simple dBase programs that convert the tracking files into ASCII data files. The process excludes identifying information (names, addresses, phone numbers) but retains the ID number and all other coded data. The ID number is used as the basis for indexing the file to be converted. If the

user has opted for the MiniTrak system, the result is a single data file. If the extended tracking system is used, the conversion procedure produces two ASCII files (corresponding to TRACKs 1 and 2). Finally, if the extended follow-up system is included, an ASCII file for TRACK3 can be generated. Three commands are provided, one for each option:

MiniTrak Option: .DO TRACK1

Extended System: .DO TRACK2

Extended Follow-up: .DO TRACK3

The resulting files can be copied onto floppy disks and delivered to a programmer, or exported to another system via a phone modem. The files will appear in the tracking directory with the filename and the extension *.ASC.

VII. The SPSS-PC+ System

The tracking system package contains SPSS-PC+ programs for reading the ASCII files, assigning variable and value labels, and performing preliminary calculations (such as the student's age at completion). These programs also transform each ASCII file into an SPSS-PC+ system file for generating frequencies and crosstabulations. An additional program utilizes the SPSS-PC+ matching utility to link the three SPSS system files (in the extended tracking system) together into one large file for more complete analysis. Finally, the codebooks supplied with the package form the common bridge between the data entry personnel who use the dBaseIII+ system and the SPSS/PC+ programmer.

VIII. Generating the Card File

At the completion of the follow-up cycle, after identifying information and outcomes have been confirmed and revisions made to the file, the need to reprint the card file may arise. The tracking system handles the printing of new cards as a dBase label-generating procedure. The tracking system package contains a pre-programmed label format which is designed to print onto continuous 3 X 5 cards. Using the LABEL FORM command invoking the format CARDFILE.LBL, the user can print an entirely new card file, or selectively print cards which meet a specific set of criteria. The criteria can be based upon any value of the TRACK 1 coded fields, the date field, any field of character information used in the card file, or values of TRACK 2 fields if the extended tracking system is used.

IX. Generating Printed Reports

As an alternative to the index card file, users may elect to

obtain a print-out containing information on all or some of the subjects on file. A report format called TRACKRPT can be issued using the dBase REPORT FORM command. The same options apply to the printed report as were outlined in Section VIII above. The printed report is double-spaced and formatted for 8½ x 11" paper aligned horizontally.

TECHNICAL NOTES

System Set-up

The tracking system is designed to be used with dBaseIII+ software. It is recommended that the user have the dBaseIII+ software installed on a hard disk. This will accomodate the backup files that dBase generates. It is also recommended that the tracking programs be copied to the hard disk into a separate directory from that which holds the dBase programs (e.g., C:\TRACKING). Use the PATH command to establish a bridge between the two directories. This practice facilitates the process of making backups of the database onto floppies. It also ensures that files do not become accidentally erased or overwritten.

The conversion programs, which have an *.SPS extension, can be copied into the tracking system directory as well. Using a PATH command, the user can link the conversion programs to the SPSS/PC+ programs in another directory. However, it is not necessary for the *.SPS programs to inhabit the same directory with the dBase tracking programs. The conversion to ASCII files can be accomplished from the C:\TRACKING directory, and the files can then be copied into another directory or tranferred by floppy disk or phone modem to another computer where the SPSS program resides.

Modification to the Tracking System

dBaseIII+ is multi-faceted and allows the user to make changes in utilities, file structure, and field names. The tracking system's structure does not preclude the addition of data fields which the user may find helpful. If the user understands the capabilities of the dBaseIII+ Screen Painter, modifications to the data entry screens can be made to filter out unused fields or display those that have been added. However, in order for the utility and conversion programs to work properly, the coded fields which are already established must not undergo any changes in name or width. (See File Structure, Appendix B.) Such changes will cause undesireable results when printing reports or cards, or when attempting to pass information to the SPSS/PC+ programs. Modifications to the tracking fields will not only require changes to all of the utility and conversion programs, but may prevent the user's data from being effectively merged with tracking data from another user.

dBase File Field Descriptions

TRACK 1

Field Name	Type	Width	Decimals	Description
SPECIALCTR	Numeric	1	0	Special Education Center
REGSCHOOL	Numeric	2	0	Regular School (Mainstreamed)
YEARGRAD	Numeric	2	0	Year of Termination (Cohort)
ID	Numeric	4	0	Identification Number
FNAME	Character	12		Student's First Name
LNAME	Character	17		Student's Last Name
CURRADRS	Character	29		Current Address
CURRCITY	Character	17		Current City
CURRST	Character	2		Current State
CURRZIP	Character	5		Current Zipcode
CURPHONE	Character	12		Current Phone Number
BIRTHMONTH	Numeric	2	0	
BIRTHDAY	Numeric	2	0	
BIRTHYEAR	Numeric	2	0	
SEX	Numeric	1	0	
RACE	Numeric	1	0	
ARRANGE	Numeric	1	0	Living Arrangement
EXCEPT1	Numeric	1	0	Primary Exceptionality
EXCEPT2	Numeric	2	0	Secondary Disability
DISTRICT	Numeric	2	0	School District
PROGTYPE	Numeric	1	0	Center or Mainstream Program
GRADE	Numeric	2	0	Highest Grade Achieved
STATUS	Numeric	1	0	Status at Completion
COMPMO	Numeric	2	0	Month of Completion
COMPYEAR	Numeric	2	0	Year of Completion
PARNAME	Character	29		Parent/Guardian Name
PARADRS	Character	29		Parent/Guardian Address
PARCITY	Character	17		Parent/Guardian City
PARSTATE	Character	2		Parent/Guardian State
PARZIP	Character	5		Parent/Guardian Zip
PARPHONE	Character	12		Parent/Guardian Phone
GUARDIAN	Numeric	1	0	Legal Guardian Relationship
RESPONSE	Numeric	1	0	Response to Follow-up Attempt
RESPONDER	Numeric	1	0	Person Responding to Follow-up
PRESENT	Numeric	1	0	Present Work Situation
TRAINING	Numeric	1	0	Present Training Situation
FILEDATE	Date	8		Record Revision Date

dBase File Field Descriptions

TRACK 2

Field Name	Type	Width	Decimals	Description
ID	Numeric	4	0	Identification Number
WACYEARS	Numeric	1	0	Number of Years in WAC Program
VOCED1	Numeric	2	0	In-School Vocational Course
VOCED2	Numeric	2	0	In-School Vocational Course
VOCED3	Numeric	2	0	In-School Vocational Course
VOCED4	Numeric	2	0	In-School Vocational Course
VOCYEAR1	Numeric	1	0	Years in Vocational Course
VOCYEAR2	Numeric	1	0	Years in Vocational Course
VOCYEAR3	Numeric	1	0	Years in Vocational Course
VOCYEAR4	Numeric	1	0	Years in Vocational Course
VOCTYPE1	Numeric	1	0	Type of Course (Regular or Special)
VOCTYPE2	Numeric	1	0	Type of Course (Regular or Special)
VOCTYPE3	Numeric	1	0	Type of Course (Regular or Special)
VOCTYPE4	Numeric	1	0	Type of Course (Regular or Special)
AVTSED1	Numeric	2	0	AVTS Course
AVTSED2	Numeric	2	0	AVTS Course
AVTSED3	Numeric	2	0	AVTS Course
AVTSED4	Numeric	2	0	AVTS Course
AVTSYR1	Numeric	1	0	Years in AVTS Course
AVTSYR2	Numeric	1	0	Years in AVTS Course
AVTSYR3	Numeric	1	0	Years in AVTS Course
AVTSYR4	Numeric	1	0	Years in AVTS Course
AVTSTYPE1	Numeric	1	0	Type of Course (Regular or Special)
AVTSTYPE2	Numeric	1	0	Type of Course (Regular or Special)
AVTSTYPE3	Numeric	1	0	Type of Course (Regular or Special)
AVTSTYPE4	Numeric	1	0	Type of Course (Regular or Special)
COOPEX1	Numeric	2	0	Co-op Placement Site
COOPEX2	Numeric	2	0	Co-op Placement Site
COOPEX3	Numeric	2	0	Co-op Placement Site
COOPEX4	Numeric	2	0	Co-op Placement Site
COOPYEAR1	Numeric	1	0	Years in Co-op Placement
COOPYEAR2	Numeric	1	0	Years in Co-op Placement
COOPYEAR3	Numeric	1	0	Years in Co-op Placement
COOPYEAR4	Numeric	1	0	Years in Co-op Placement
COOPTYPE1	Numeric	2	0	Type of Co-op Work
COOPTYPE2	Numeric	2	0	Type of Co-op Work
COOPTYPE3	Numeric	2	0	Type of Co-op Work
COOPTYPE4	Numeric	2	0	Type of Co-op Work

FIELD DEFINITIONS FOR SCREEN : TRACK1.SCR

Row	Col	Field	Type	Width	Dec
0	19	SPECIALCTR	Numeric	1	0
0	31	REGSCHOOL	Numeric	2	0
0	55	YEARGRAD	Numeric	2	0
0	68	ID	Numeric	4	0
2	12	FNAME	Character	12	
2	30	LNAME	Character	17	
3	12	CURRADRS	Character	29	
4	12	CURRCITY	Character	17	
4	33	CURRST	Character	2	
4	41	CURRZIP	Character	5	
4	54	CURPHONE	Character	12	
6	20	ARRANGE	Numeric	1	0
6	50	BIRTHMONTH	Numeric	2	0
6	53	BIRTHDAY	Numeric	2	0
6	56	BIRTHYEAR	Numeric	2	0
6	65	SEX	Numeric	1	0
6	74	RACE	Numeric	1	0
7	24	EXCEPT1	Numeric	1	0
7	50	EXCEPT2	Numeric	2	0
9	18	DISTRICT	Numeric	2	0
9	40	PROGTYPE	Numeric	1	0
9	61	GRADE	Numeric	2	0
10	19	STATUS	Numeric	1	0
10	54	COMPMO	Numeric	2	0
10	57	COMPYEAR	Numeric	2	0
13	11	PARNAME	Character	29	
14	11	PARADRS	Character	29	
15	11	PARCITY	Character	17	
15	32	PARSTATE	Character	2	
15	40	PARZIP	Character	5	
15	53	PARPHONE	Character	12	
16	25	GUARDIAN	Numeric	1	0
19	11	RESPONSE	Numeric	1	0
19	34	RESPONDER	Numeric	1	0
19	54	PRESENT	Numeric	1	0
19	69	TRAINING	Numeric	1	0

(See Screen 1 Layout, following page)

CONTENT OF SCREEN 1

Special Ed Center X or School XX Year of Completion: XX ID #: XXXX

NAME First XXXXXXXXXXXX Last XXXXXXXXXXXXXXXXX
Address XXXXXXXXXXXXXXXXXXXXXXXXXXXXX
City XXXXXXXXXXXXXXXXX ST XX ZIP XXXXX Phone: XXXXXXXXXXXX

Living Arrangement: X Date of Birth (mm/dd/yy): XX/XX/XX Sex: X Race: X
Primary Exceptionality: X Secondary Disability: XX

School District: XX Type of Program: X Grade Completed: XX
Completion Status: X Date Completed Program (mm/yy):XX/XX

LEGAL GUARDIAN
Name: XXXXXXXXXXXXXXXXXXXXXXXXXXXXX
Address: XXXXXXXXXXXXXXXXXXXXXXXXXXXXX
City: XXXXXXXXXXXXXXXXX ST XX ZIP XXXXX Phone: XXXXXXXXXXXX
Relationship to Student: X

FOLLOW-UP
Response: X Person Responding: X Work Situation: X Training: X

FIELD DEFINITIONS FOR SCREEN : TRACK2.SCR

Row	Col	Field	Type	Width	Dec
0	66	ID	Numeric	4	0
1	32	WACYEARS	Numeric	1	0
4	33	VOCED1	Numeric	2	0
5	33	VOCED2	Numeric	2	0
6	33	VOCED3	Numeric	2	0
7	33	VOCED4	Numeric	2	0
4	43	VOCYEAR1	Numeric	1	0
5	43	VOCYEAR2	Numeric	1	0
6	43	VOCYEAR3	Numeric	1	0
7	43	VOCYEAR4	Numeric	1	0
4	56	VOCTYPE1	Numeric	1	0
5	56	VOCTYPE2	Numeric	1	0
6	56	VOCTYPE3	Numeric	1	0
7	56	VOCTYPE4	Numeric	1	0
10	33	AVTSED1	Numeric	2	0
11	33	AVTSED2	Numeric	2	0
12	33	AVTSED3	Numeric	2	0
13	33	AVTSED4	Numeric	2	0
10	43	AVTSYR1	Numeric	1	0
11	43	AVTSYR2	Numeric	1	0
12	43	AVTSYR3	Numeric	1	0
13	43	AVTSYR4	Numeric	1	0
10	56	AVTSTYPE1	Numeric	1	0
11	56	AVTSTYPE2	Numeric	1	0
12	56	AVTSTYPE3	Numeric	1	0
13	56	AVTSTYPE4	Numeric	1	0
16	33	COOPEX1	Numeric	2	0
17	33	COOPEX2	Numeric	2	0
18	33	COOPEX3	Numeric	2	0
19	33	COOPEX4	Numeric	2	0
16	43	COOPYEAR1	Numeric	1	0
17	43	COOPYEAR2	Numeric	1	0
18	43	COOPYEAR3	Numeric	1	0
19	43	COOPYEAR4	Numeric	1	0
16	56	COOPTYPE1	Numeric	2	0
17	56	COOPTYPE2	Numeric	2	0
18	56	COOPTYPE3	Numeric	2	0
19	56	COOPTYPE4	Numeric	2	0

(See Screen 2 Layout, following page)

CONTENTS OF SCREEN 2

ID Number: XXXX

Number of Years in WAC Program: X

In-school Vocational Courses:	Subjects	Years	Type
	XX	X	X
	XX	X	X
	XX	X	X
	XX	X	X

Area Vo-Tech Courses:	Subjects	Years	Type
	XX	X	X
	XX	X	X
	XX	X	X
	XX	X	X

Co-op Education Placements:	Sites	Years	Type of Work
	XX	X	XX
	XX	X	XX
	XX	X	XX
	XX	X	XX

CODEBOOK FOR SPSS DATA ANALYSIS

This codebook outlines the scheme for entering data into the tracking system so that it can be read by the SPSS/PC+ programs of the tracking system package. The order of variables, and their specified widths, correspond to the ASCII files generated by the dBaseIII+ programs. Note: fields left blank during the dBase data entry are read as missing data by the SPSS programs. Variables without codes recieve a direct value entry (e.g., GRADE)

Track 1 Data

Variable: STUDYNUM (Identification Number)
Type: Number Width: 4 Dec: 0

Four-digit assigned value

UNUSED SPACE
Width: 1

Variable: SPECCTR Label: SPECIAL ED CENTER
Type: Number Width: 1 Dec: 0

Variable: SCHOOL Label: REGULAR SCHOOL
Type: Number Width: 2 Dec: 0

Variable: YEARGRAD Label: COMPLETION YEAR
Type: Number Width: 2 Dec: 0

Variable: EXCEPT1 Label: PRIMARY EXCEPTIONALITY
Type: Number Width: 1 Dec: 0

1	EMR	2	TMR
3	SPMR	4	MH
5	PH	6	SED/LAP
7	Vision	8	Hearing
9	Blind/deaf	10	Seizures

Variable: EXCEPT2 Label: SECONDARY DISABILITY
Type: Number Width: 2 Dec: 0

Same as EXCEPT1 above

Variable: BIRTHMO Label: MONTH OF BIRTH
Type: Number Width: 2 Dec: 0

Variable: BIRTHDAY Label: DAY OF BIRTH
Type: Number Width: 2 Dec: 0

Variable: BIRTHYR Label: YEAR OF BIRTH
Type: Number Width: 2 Dec: 0

Variable: SEX * No label *
Type: Number Width: 1 Dec: 0

1	Male	2	Female

Variable: RACE * No label *
Type: Number Width: 1 Dec: 0

1	White	2	Black
3	[illegible]r	0	Unknown

Variable: STATUS Label: COMPLETION STATUS
Type: Number Width: 1 Dec: 0

1	Diploma	2	Certificate
3	Withdrew	0	Unknown

Variable: DISTRICT Label: SCHOOL DISTRICT OF ORIGIN
Type: Number Width: 2 Dec: 0

2-digit assigned number

Variable: ARRANGE Label: LIVING ARRANGEMENT
Type: Number Width: 1 Dec: 0

1	Alone	2	With Parent/Guardian
3	With Spouse	4	With spouse and children
5	With friend or roommate	6	Group home, CLA
7	Residential institution	8	Other
9	Not known		

Variable: GUARDIAN Label: RELATIONSHIP OF GUARDIAN TO STUDENT
Type: Number Width: 1 Dec: 0

1	Parent	2	Foster Parent
3	Other Relative	4	Non-Relative
9	Unknown		

Variable: COMPMO Label: MONTH COMPLETED SCHOOL
Type: Number Width: 2 Dec: 0

Variable: COMPYR Label: YEAR COMPLETED SCHOOL
Type: Number Width: 2 Dec: 0

Variable: PROGTYPE Label: TYPE OF PROGRAM
Type: Number Width: 1 Dec: 0

1	Special Education Center	2	Mainstream

Variable: COMGRADE Label: GRADE ATTAINED
Type: Number Width: 2 Dec: 0

Variable: RESPONSE Label: RESPONSE STATUS

Type: Number Width: 1 Dec: 0

1	Reached by phone	2	Reached by mail
3	Refused	4	Wrong number
5	Phone disconnected	6	Not deliverable
7	Mail not returned	8	Disqualified
9	Not able to reach		

Variable: RESPOND Label: CONTACT PERSON

Type: Number Width: 1 Dec: 0

1	Father	2	Mother
3	Both parents	4	Female guardian
5	Counselor-supervisor	6	Stepmother
7	Male guardian	8	Self (subject)
9	Other relative	0	No response

Variable: PRESENT Label: PRESENT WORK SITUATION

Type: Number Width: 1 Dec: 0

0	Not working	1	Activities center
2	Sheltered workshop	3	Mobile work team
4	Supported work	5	Regular job
6	Volunteer	7	Self-employed
8	Other	9	Not known

Variable: TRAINING Label: TRAINING WITHIN PAST YEAR

Type: Number Width: 1 Dec: 0

0	No training	1	Now attending
2	Attended and completed	3	Attended, did not complete

Variable: PREVWORK Label: WORK SITUATION AT LAST FOLLOW-UP

Type: Number Width: 1 Dec: 0

0	Not working	1	Act. Center
2	Workshop	3	Mobile
4	Supported	5	Competitive
6	Volunteer	7	Self-Employed
8	Other	9	Not known

Variable: PREVLIVE Label: LIVING ARRANGEMENT AT LAST FOLLOW-UP

Type: Number Width: 1 Dec: 0

1	Alone	2	With Parent/Guardian
3	With Spouse	4	With spouse and children
5	With friend or roommate	6	Group home, CLA
7	Residential institution	8	Other
9	Not known		

Variable: PRETRAIN Label: TRAINING AT LAST FOLLOW-UP
Type: Number Width: 1 Dec: 0

0	No training	1	Now attending
2	Attended and completed	3	Attended, did not complete

Variable: AGE Label: AGE AT END OF SCHOOL YEAR
Type: Number Width: 8 Dec: 2 Missing:

Calculated from date fields - 2-digit value - recodes:

16	Under 17	0	Unknown

Track 2 Data

Variable: STUDYNUM (Identification Number)
Type: Number Width: 4 Dec: 0

Variable: WACYEARS Label: YEARS IN WAC PROGRAM
Type: Number Width: 1 Dec: 0

Variable: VOCED1 Label: IN-SCHOOL VOCATIONAL EDUCATION
Type: Number Width: 2 Dec: 0

7	Auto Body	8	Auto Mechanic
9	Baking	10	Building/Grounds
11	Cooking-Chef	13	Carpentry
14	Child Care	15	Construction
17	Cooking	18	Commercial Art
19	Cosmetology	22	Dist. Ed./Marketing
26	Electronics	27	Food Service
28	Graphic Arts	29	Health Ass't/Occupations
30	Horticulture	33	Masonry
34	Material-Warehouse	35	Meatcutting
36	Plumbing	43	Clerical
44	Waiter-Waitress	47	Industrial Arts
48	Diversified	50	Appliance Repair

Variable: VOCED2 Label: IN-SCHOOL VOCATIONAL EDUCATION
Type: Number Width: 2 Dec: 0

Same as above

Variable: VOCED3 Label: IN-SCHOOL VOCATIONAL EDUCATION
Type: Number Width: 2 Dec: 0

Same as above

Variable: VOCED4 Label: IN-SCHOOL VOCATIONAL EDUCATION
Type: Number Width: 2 Dec: 0

Same as above

Variable: VOCYEAR1 Label: YEARS IN PROGRAM (Voced 1)
Type: Number Width: 1 Dec: 0 Missing: 9

Variable: VOCYEAR2 Label: YEARS IN PROGRAM (Voced 2)
Type: Number Width: 1 Dec: 0 Missing: 9

Variable: VOCYEAR3 Label: YEARS IN PROGRAM (Voced 3)
Type: Number Width: 1 Dec: 0 Missing: 9

Variable: VOCYEAR4 Label: YEARS IN PROGRAM (Voced 4)
Type: Number Width: 1 Dec: 0 Missing: 9

Variable: VOCTYPE1 Label: TYPE OF PROGRAM (Voced 1)
Type: Number Width: 1 Dec: 0

1	Special Ed	2	Mainstream

Variable: VOCTYPE2 Label: TYPE OF PROGRAM (Voced 2)
Type: Number Width: 1 Dec: 0

1	Special Ed	2	Mainstream

Variable: VOCTYPE3 Label: TYPE OF PROGRAM (Voced 3)
Type: Number Width: 1 Dec: 0

1	Special Ed	2	Mainstream

Variable: VOCTYPE4 Label: TYPE OF PROGRAM (Voced 4)
Type: Number Width: 1 Dec: 0

1	Special Ed	2	Mainstream

Variable: AVTS1 Label: AVTS TRAINING
Type: Number Width: 2 Dec: 0

7	Auto Body	8	Auto Mechanic
9	Baking	10	Building Trades
11	Cooking-Chef	13	Carpentry
14	Child Care	15	Construction
17	Cooking	18	Commercial Art
19	Cosmetology	22	Dist Ed/Marketing
26	Electronics	27	Food Service
28	Graphic Arts	29	Health Asst/Occup
30	Horticulture	33	Masonry
34	Material-Warehouse	35	Meatcutting
36	Plumbing	43	Clerical
44	Waiter-Waitress	47	Industrial Production
48	Diversified	50	Appliance Repair

Variable: AVTS2 Label: AVTS TRAINING
Type: Number Width: 2 Dec: 0

Same as above

Variable: AVTS3 Label: AVTS TRAINING
Type: Number Width: 2 Dec: 0

Same as above

Variable: AVTS4 Label: AVTS TRAINING

Type: Number Width: 2 Dec: 0

Same as above

Variable: AVTYEAR1 Label: YEARS IN PROGRAM (AVTS1)
Type: Number Width: 1 Dec: 0 Missing: 9

Variable: AVTYEAR2 Label: YEARS IN PROGRAM (AVTS2)
Type: Number Width: 1 Dec: 0 Missing: 9

Variable: AVTYEAR3 Label: YEARS IN PROGRAM (AVTS3)
Type: Number Width: 1 Dec: 0 Missing: 9

Variable: AVTYEAR4 Label: YEARS IN PROGRAM (AVTS4)
Type: Number Width: 1 Dec: 0 Missing: 9

Variable: AVTTYPE1 Label: TYPE OF PROGRAM (AVTS1)
Type: Number Width: 1 Dec: 0

1 Special Ed 2 Mainstream

Variable: AVTTYPE2 Label: TYPE OF PROGRAM (AVTS2)
Type: Number Width: 1 Dec: 0

1 Special Ed 2 Mainstream

Variable: AVTTYPE3 Label: TYPE OF PROGRAM (AVTS3)
Type: Number Width: 1 Dec: 0

1 Special Ed 2 Mainstream

Variable: AVTTYPE4 Label: TYPE OF PROGRAM (AVTS4)
Type: Number Width: 1 Dec: 0

1 Special Ed 2 Mainstream

Variable: COOPEX1 Label: COOP PLACEMENT SITE
Type: Number Width: 2 Dec: 0

1	Health-Social Agency	2	Restaurant
3	Supermarket	4	Dept-Retail Store
5	Warehouse	6	Filling Station
7	Motel	8	Other
9	Unknown	10	College-School
11	Office	12	Local Government
13	Day Care Center	14	School District
15	Library		

Variable: COOPEX2 Label: COOP PLACEMENT SITE
Type: Number Width: 2 Dec: 0

Same as above

Variable: COOPEX3 Label: COOP PLACEMENT SITE
Type: Number Width: 2 Dec: 0

Same as above

Variable: COOPEX4 Label: COOP PLACEMENT SITE
Type: Number Width: 2 Dec: 0

Same as above

Variable: COOPYR1 Label: YEARS IN PROGRAM (COOPEX1)
Type: Number Width: 1 Dec: 0 Missing: 9

Variable: COOPYR2 Label: YEARS IN PROGRAM (COOPEX2)
Type: Number Width: 1 Dec: 0 Missing: 9

Variable: COOPYR3 Label: YEARS IN PROGRAM (COOPEX3)
Type: Number Width: 1 Dec: 0 Missing: 9

Variable: COOPYR4 Label: YEARS IN PROGRAM (COOPEX4)
Type: Number Width: 1 Dec: 0 Missing: 9

Variable: COOPTYP1 Label: TYPE OF COOP EXPERIENCE
Type: Number Width: 2 Dec: 0

8	Mechanic	10	Janitorial-Maintenance
14	Child Care	15	Construction
17	Cook	18	Commercial Art
27	Food Service	28	Graphic Art
29	Health Assistant	32	Machinist
33	Mason-Bricklayer	34	Material Handler
42	Laundry Worker	43	Clerical
44	Waiter-Waitress	45	Busboy
47	Industrial Worker	48	Tutorial-AV Aide
49	Social Service Aide	50	Misc. Restaurant
51	Dishwasher	52	Stock Clerk
53	Mail Clerk	54	Courier
55	Filling Station Attendan	56	Cashier-Clerk
70	Volunteer	80	Armed Services
99	Unknown		

Variable: COOPTYP2 Label: TYPE OF COOP EXPERIENCE
Type: Number Width: 2 Dec: 0

Same as above

Variable: COOPTYP3 Label: TYPE OF COOP EXPERIENCE
Type: Number Width: 2 Dec: 0

Same as above

Variable: COOPTYP4 Label: TYPE OF COOP EXPERIENCE
Type: Number Width: 2 Dec: 0

Same as above

Track 3 Data

Variable: STUDYNUM Label: Identification Number
Type: Number Width: 4 Dec: 0

Variable: GRADYEAR Label: Last Year Attended School (Cohort)
Type: Number Width: 2 Dec: 0

Variable: LIVETYPE Label: Living Arrangement (Follow-up)
Type: Number Width: 1 Dec: 0

1	ALONE	2	PARENTS/GUARDIAN
3	SPOUSE	4	WITH SPOUSE, CHILDREN
5	ROOMMATE	6	GROUP SETTING
7	INSTITUTION	8	OTHER
9	NOT KNOWN		

Variable: WSTATUS Label: Currently Working
Type: Number Width: 1 Dec: 0

1	YES	2	NO
9	NO ANSWER		

Variable: WORKTYPE Label: Current Work Setting
Type: Number Width: 1 Dec: 0

1	ACTIVITIES CENTER	2	SHELTERED WORKSHOP
3	MOBILE TEAM	4	SUPPORTED WORK
5	REGULAR JOB	6	VOLUNTEER
7	SELF-EMPLOYED	8	OTHER
9	UNKNOWN		

Variable: WORKSITE Label: COMPANY/AGENCY (REGULAR OR SUPPORTED WORK)
Type: Number Width: 2 Dec: 0

49	Health-Social Agency	26	Restaurant
3	Supermarket	4	Dept-Retail Store
5	Warehouse	6	Filling Station
7	Motel-Hotel	8	Other
9	Unknown	27	Fast Food
10	School/Dist.	11	Fam. Bus.
13	Local Govt.	14	Pizza Shop
15	Construction	16	Factory
20	Elec. Contract.	21	Car Dealer
28	Graphic Arts Co.	80	Air Base
48	Nursing Home/Hospital	35	Meat Store
70	Transprt Co.		
81	Armed Services	82	Govt. Office

Variable: JOBTYPE Label: Type of Work Performed (Regular or Supported)
Type: Number Width: 2 Dec: 0

5	Laborer	8	Mechanic
10	Janitorial-Maintenance	14	Child Care
15	Construction	16	Assembly
17	Cook	19	Photography
20	Elec.Apprent.	18	Commercial Art
27	Food Service	28	Graphic Art
29	Health Assistant	32	Machinist
33	Mason-Bricklayer	34	Material Handler
35	Meatcutter	40	Sales Clerk
43	Clerical	48	Nurse Aide
42	Receptionist	63	Cook/Deliver
95	Caller	44	Waiter-Waitress
47	Industrial Worker	49	Social Service Aide
50	Misc. Restaurant	51	Dishwasher
52	Stock Clerk	53	Mail Clerk
54	Courier	55	Filling Station Attendan
56	Cashier-Clerk	57	Bagger
58	Dishwasher-Cook	59	Counter Helper
60	Busboy	61	Car Jockey
62	Busboy-Dishwasher	98	Envelope Stuffer
70	Volunteer	80	Armed Services
90	Other	93	GED
99	Unknown		

Variable: STARTMO Label: Starting Month
Type: Number Width: 2 Dec: 0

Variable: STARTYR Label: Starting Year
Type: Number Width: 2 Dec: 0

Variable: HOURS Label: Hours worked per week
Type: Number Width: 2 Dec: 0

Variable: SHIFT Label: Usual Time of Day Worked
Type: Number Width: 1 Dec: 0

1	Day	2	Evening
3	Night	4	Varies
9	Unknown		

Variable: WAGE Label: Hourly Wage
Type: Number Width: 6 Dec: 2

Variable: TRANSPRT Label: Transportation to Work
Type: Number Width: 1 Dec: 0

1	Public (regular)	2	ACCESS
3	Walks	4	Drives self
5	Bicycle	6	Friend-relative
7	Coworker	8	Paid van-taxi
9	Program-school		Unknown

Variable: GOTJOB Label: Source of Information or Referral
Type: Number Width: 2 Dec: 0

1	Response to ad	2	Employment agency
3	Friend-family	4	VRC
5	OVR	6	MH-MR BSU
7	Job Service	8	School referred job
9	Other	10	Self
11	CCAC	12	Easter Seals
0	Unknown	13	Training Program
14	CEO		

Variable: JOBNUM Label: Total Number of Jobs since Completion
Type: Number Width: 1 Dec: 0

Variable: TIMESPAN Label: Number of Months Working Since Completion
Type: Number Width: 2 Dec: 0

Variable: PRJOB1 Label: Type of Prior Work
Type: Number Width: 2 Dec: 0

Same as JOBTYPE above

Variable: PRJOB2 Label: Type of Prior Work
Type: Number Width: 2 Dec: 0

Same as JOBTYPE above

Variable: PRJOB3 Label: Type of Prior Work
Type: Number Width: 2 Dec: 0

Same as JOBTYPE above

Variable: PRJSITE1 Label: Site of PRJOB1
Type: Number Width: 2 Dec: 0

Same as WORKSITE above

Variable: PRJSITE2 Label: Site of PRJOB2
Type: Number Width: 2 Dec: 0

Same as WORKSITE above

Variable: PRJSITE3 Label: Site of PRJOB3
Type: Number Width: 2 Dec: 0

Same as WORKSITE above

Variable: OVRCONT Label: Contact with OVR
Type: Number Width: 1 Dec: 0

1	None	2	While in school
3	After left school	4	Both
5	Resident of MR facility	9	Unknown

Variable: MHMRCONT Label: Contact with MH/MR
Type: Number Width: 1 Dec: 0

1	None	2	While in school
3	After left school	4	Both
5	Resident	9	Unknown

Variable: TRAINING Label: Any Training Since Leaving School
Type: Number Width: 1 Dec: 0

1	YES	2	NO
9	NO ANSWER		

Variable: TRNSITE Label: Site of Training
Type: Number Width: 1 Dec: 0

1	VRC	2	Goodwill
3	UCP	4	Parc-Way
5	CCAC Vocational	6	CCAC Regular
7	Other	8	College

Variable: TRNTIME Label: Duration of Training Program
Type: Number Width: 1 Dec: 0

1	Under 1 Month	2	1 to 3 months
3	4 to 6 months	4	7 to 11 months
5	1 to 2 years	6	Over 2 years
7	Not known		

Variable: ATTEND Label: Attendance at Training Program
Type: Number Width: 1 Dec: 0

1	Still attending	2	Completed
3	Did not complete		

Variable: MONTHFIN Label: Month Training Program was Completed
Type: Number Width: 2 Dec: 0

Variable: YEARFIN Label: Year Training Program was Completed
Type: Number Width: 2 Dec: 0

Variable: TRNSUBJ Label: Subject of Training Program
Type: Number Width: 2 Dec: 0

5	Laborer	8	Mechanic
10	Janitorial-Maintenance	14	Child Care
15	Construction	16	Assembly
17	Cook	19	Photography
20	Electrical	18	Commercial Art
27	Food Service	28	Graphic Art
29	Health Assistant	32	Machinist
33	Mason-Bricklayer	34	Material Handler
35	Meatcutter	40	Sales Clerk
43	Clerical	48	Nurse Aide
42	Receptionist	63	Cook/Deliver
95	Caller	44	Waiter-Waitress
47	Industrial Worker	49	Social Service Aide
50	Misc. Restaurant	51	Dishwasher
52	Stock Clerk	53	Mail Clerk
54	Courier	55	Filling Station Attendan
56	Cashier-Clerk	57	Bagger
58	Dishwasher-Cook	59	Counter Helper
60	Busboy	61	Car Jockey
62	Busboy-Dishwasher	98	Envelope Stuffer
70	Volunteer	80	Armed Services
90	Other	93	GED
99	Unknown		

Variable: TRAINNUM Label: Number of Training Programs Since Completion
Type: Number Width: 1 Dec: 0

Variable: PRTRAIN1 Label: Type of Prior Training
Type: Number Width: 2 Dec: 0

Same as TRNSUBJ above

Variable: PRTRAIN2 Label: Type of Prior Training
Type: Number Width: 2 Dec: 0

Same as TRNSUBJ above

Variable: PRTRAIN3 Label: Type of Prior Training
Type: Number Width: 2 Dec: 0

Same as TRNSUBJ above

Variable: PTSITE1 Label: Site of PTRAIN1
Type: Number Width: 1 Dec: 0

1	Technical school	2	Community college
3	Social service agency		

Variable: PTSITE2 Label: Site of PTRAIN2
Type: Number Width: 1 Dec: 0

1	Technical school	2	Community college
3	Social service agency		

Variable: PTSITE3 Label: Site of PTRAIN3
Type: Number Width: 1 Dec: 0

1	Technical school	2	Community college
3	Social service agency		

Variable: ANYWORK Label: Any Work, Training Since Completion
Type: Number Width: 1 Dec: 0

0	No	1	Yes
9	No answer		

Variable: MTHSINCE Label: How Many Months Since Last Work, Training
Type: Number Width: 2 Dec: 0

Variable: WHYLEFT Label: Why Left Prior Work
Type: Number Width: 2 Dec: 0

1	Could not place	2	Could not handle job
3	Parent attitude	4	Employer attitude
5	To seek other job	6	Pregnancy
7	Job terminated	8	Dismissed
9	Not known	10	Quit

Variable: WHYNOT1 Label: Why Not Working Now
Type: Number Width: 2 Dec: 0

1	Disability prevents empl	2	Attitude, behavior
3	Parent attitude	4	Employer attitude
5	Needs more training	6	Transportation problems
7	Cannot handle work situa	8	Problem with system
9	Not known	10	Waiting list
11	Pregnancy	12	Sec. Dis. prevents
13	Was in jail	14	Married-homemaker
15	Just had baby	16	Applied, not called
17	Married-parent	18	Self-conscious
19	In training	20	Volunteer
21	Needs not attended to	22	Finished train
23	Needs child care		

Variable: WHYNOT2 Label: Why Not Working Now
Type: Number Width: 2 Dec: 0

Same as WHYNOT1 above

Variable: WHYNOT3 Label: Why Not Working Now
Type: Number Width: 2 Dec: 0

Same as WHYNOT1 above

Variable: IMPORT1 Label: Parent: How Important that Youngster Work
Type: Number Width: 2 Dec: 0

1	Very much	2	Somewhat
3	Does not matter	4	Prefer not
5	Not capable of working		
9	No answer	10	Do not know

Variable: IMPORT2 Label: Youngster: How Important is Work
Type: Number Width: 2 Dec: 0

1	Very much	2	Somewhat
3	Does not matter	4	Prefer not
5	Not capable of working	8	Can not express
9	No answer	10	Do not know

Variable: PREFER1 Label: Parent's Preference 3-5 Years (Work)
Type: Number Width: 2 Dec: 0

1	Full-time work	2	Part-time work
3	Support,full	4	Support,part
5	Workshop	6	WAC
7	At home	8	Beneficial non-work
10	Do not know	9	Other
11	Not specified		

Variable: PREFER2 Label: Youngster's Preference 3-5 Years (Work)
Type: Number Width: 2 Dec: 0

1	Full-time work	2	Part-time work
3	Support,full	4	Support,part
5	Workshop	6	WAC
7	At home	8	Can not express
9	Back to school	10	Does not know
11	Any beneficial activity	12	Does not want work
13	Other		

Variable: ARRANG1 Label: Parent's Preference 3-5 Years (Living)
Type: Number Width: 2 Dec: 0

1	With parents	2	Group setting
3	Independent	4	With spouse
5	Alone	6	Institution
7	Child preference	8	Do not know

Variable: ARRANG2 Label: Youngster's Preference 3-5 Years (Living)
Type: Number Width: 2 Dec: 0

1	With parents	2	Group setting
3	Independent	4	With spouse
5	Alone	6	Institution
7	No preference	8	Can not express
10	Do not know		

Variable: MARITAL Label: Youngster's Marital Status
Type: Number Width: 1 Dec: 0

1	Single	2	Living with someone
3	Married	4	Separated
5	Divorced	6	Widowed
0	Not known		

Variable: CHILDREN Label: Number of Youngster's Children
Type: Number Width: 1 Dec: 0

Variable: MEDUC Label: Highest Grade Attained (Mother)
Type: Number Width: 2 Dec: 0

1	Less than 7th grade	2	Junior high
3	Partial HS	4	HS graduate
5	Partial college	6	College grad
7	Post grad	99	Unknown

Variable: FEDUC Label: Highese Grade Attained (Father)
Type: Number Width: 2 Dec: 0

1	Less than 7th grade	2	Junior high
3	Partial HS	4	HS graduate
5	Partial college	6	College grad
7	Post grad	99	Unknown

Variable: MOCCUP Label: Mother's Occupation
Type: Number Width: 2 Dec: 0

2-digit Hollingshead Code

Variable: FOCCUP Label: Father's Occupation
Type: Number Width: 2 Dec: 0

2-digit Hollingshead Code

Variable: DECIDER Label: Who Decides Youngster's Future
Type: Number Width: 2 Dec: 0

1	Both parents	2	Mother only
3	Father only	4	Guardian
5	Brother or sister	6	Mother-stepfather
7	Father-stepmother	8	Other
9	Self	25	Mother,siblings

Variable: HOMECHLD Label: Number of Parents' Children at Home
Type: Number Width: 1 Dec: 0

8	8 or more
9	No answer

Variable: AWAYCHLD Label: Number of Parents' Children Living Away
Type: Number Width: 1 Dec: 0

8	8 or more
9	No answer

Variable: DISABLED Label: Number in Household with Disability
Type: Number Width: 1 Dec: 0

Variable: RELATE1 Label: Relationship of Person with Disability
Type: Number Width: 1 Dec: 0

1	Father	2	Mother
3	Brother	4	Sister
5	Foster child (sibling)	6	Other

Variable: RELATE2 Label: Relationship of Person with Disability
Type: Number Width: 1 Dec: 0

1	Father	2	Mother
3	Brother	4	Sister
5	Foster child	6	Other

Variable: RELATE3 Label: Relationship of Person with Disability
Type: Number Width: 1 Dec: 0

1	Father	2	Mother
3	Brother	4	Sister
5	Foster child	6	Other

Variable: DISABLE1 Label: Disability of RELATE1
Type: Number Width: 2 Dec: 0

1	Borderline MR	2	TMR
3	Neuro-muscular	4	Brain damage
5	Learning disability	6	Slow learner-reading problem
7	SED	8	Hearing/Vision/Speech
9	EMR	10	Borderline LD
11	Mental illness	12	Autistic
13	Perception	14	Epilepsy
15	Neurological	16	Unknown MR

Variable: DISABLE2 Label: Disability of RELATE2
Type: Number Width: 2 Dec: 0

1	Borderline MR	2	TMR
3	Neuro-muscular	4	Brain damage
5	Learning disability	6	Slow learner-reading problem
7	SED	8	Hearing/Vision/Speech
9	EMR	10	Borderline LD
11	Mental illness	12	Autistic
13	Perception	14	Epilepsy
15	Neurological	16	Unknown MR

Variable: DISABLE3 Label: Disability of RELATE3
Type: Number Width: 2 Dec: 0

1	Borderline MR	2	TMR
3	Neuro-muscular	4	Brain damage
5	Learning disability	6	Slow learner-reading problem
7	SED	8	Hearing/Vision/Speech
9	EMR	10	Borderline LD
11	Mental illness	12	Autistic
13	Perception	14	Epilepsy
15	Neurological	16	Unknown MR

Variable: PARGROUP Label: Parents Member of Advocacy Group
Type: Number Width: 1 Dec: 0

1	No	2	When Youngster in School
3	At present	4	Both

Variable: INCLEVEL Label: Income Level of Household
Type: Number Width: 1 Dec: 0

1	Considerable	2	Moderate
3	Small	4	Adequate
5	Not adequate	9	Did not answer

Variable: INCGROUP Label: Household Income
Type: Number Width: 1 Dec: 0

1	Under $10,000	2	$10-14,999
3	$15-19,999	4	$20-24,999
5	$25-39,999	6	40-60,000
7	Over $50,000	9	Did not answer

Variable: RESPOND Label: Person Responding to Interview
Type: Number Width: 1 Dec: 0

1	Father	2	Mother
3	Both parents	4	Female guardian
5	Counselor-supervisor	6	Stepmother
7	Male guardian	8	Self(student)
9	Other relative	0	No response

Variable: FUTURE Label: Parents feelings since youngster completed
Type: Number Width: 1 Dec: 0

0	No answer	1	more discouraged
2	same	3	more encouraged