

2022-2023
Follow-Up Report

Presented by

PTD Technology

3001 Coolidge Road Suite 403

East Lansing, MI 48823



Purposes and Uses

The Follow-Up Report is a survey of CTE program concentrators. It focuses on the students' continued use of CTE skills after leaving their secondary education.

The data you collect is designed to:

- Aid school and program improvement.
- Assist with program review considerations by answering questions such as “Are concentrators finding jobs or education in a related field?”
- Indicate Perkins V core performance (3S1 - Placement).
- Factor into reviews of added cost rankings.

Follow-Up Timeline

| Date | Activity |
|--------------------------------------|--|
| <i>Early October</i> | Follow-Up materials are emailed to CEPD Administrators for distribution to local districts. All materials are available online at the CTEIS web site. CEPD Administrators should distribute their CEPD-specific instructions along with the materials to local Follow-Up contacts and verify receipt of these packets within 3 days of delivery. |
| <i>Early October – Early January</i> | Local Districts begin the survey data collection process. |
| <i>January 5</i> | Districts are to authorize the submission of their Follow-Up data to their CEPD Administrator by January 8, 2021. CEPD Administrators should notify Yincheng Ye at OCTE (phone: 517-281-7229; email: YeY@michigan.gov) of districts that have not submitted data and provide a projected submission date. |
| <i>January 12</i> | CEPD Administrators are to authorize the release of Follow-Up data for their districts to OCTE no later than January 12, 2023. |
| <i>Late Spring</i> | Survey results are made available on CTEIS once all districts have turned in their reports. CEPD Administrators should notify and distribute reports to local superintendents and Follow-Up personnel. |

The Follow-Up

Gathering information:

- District officials interview CTE Concentrators* from the previous year.
- Focus on Wage-Earning programs (not New & Emerging or Family & Consumer Science).
- Telephone/mail surveys each have their own individual forms.
- Data compiled into CTEIS.
- Submitted to Level 5 FAs, CEPD Admins. and the State.

*Concentrator survey criteria:

- 1) Earned 8 or more segments/ in a CTE program. (competencies next year)
- 2) Left school.

Support Services

OCTE provides a Survey Support Center to facilitate your survey and assist in obtaining accurate data.

PTD Technology:

- Develops CTEIS software for Follow-Up Report submission.
- Offers advice for conducting an efficient and effective Follow-Up survey.
- Answers questions related to the Follow-Up survey forms.
- Helps solve problems encountered while conducting your survey.
- Provides webinar training.
- Designs and updates manuals.



Help Is Available

Technical Help

- For technical questions regarding the survey forms
- If you need assistance with how to collect your data
- For any issues relating to CTEIS operations or usage

PTD Help Desk

cteis.help@PTDtechnology.com

(800) 203-0614 or (517) 333-9363

Ext. 128

Policy Help

- For direct questions regarding OCTE policy issues
- To offer suggestions for Follow-Up improvements

Yincheng Ye

YeY@michigan.gov

(517) 281-7229



Steps for Success

Follow-Up reporting using CTEIS has been designed as a step-by-step process.

By following these steps, you can be sure you will not overlook any necessary survey elements.



Step 1: Review Your Follow-Up Packet

❖ MEMOS

- One from OCTE and one from the SSC.

❖ WORKSHOP SCHEDULE

- Contains info on training schedules, locations, what to bring, and the general agenda.

❖ PROTOCOL MANUAL

- Instructs users on how to collect data, including how to ask the survey questions and complete forms.

❖ INSTRUCTIONAL GUIDE

- Teaches users how to input survey data into CTEIS.

Step 1: Review Your Follow-Up Packet

❖ INTRO SCRIPT

- Quickly introduces you to the student, identifies the concentrator, and determines which type of survey will be taken.

❖ SURVEYS

- Student Survey — phone survey, completed by the student.
- Proxy Survey — phone survey, completed by a representative of the student.
- Mail Survey — mailed to and completed by the student.

❖ PDFs are online at:

- The CTEIS Knowledge Base: support.cteis.com.
- The CTEIS homepage: www.CTEIS.com.

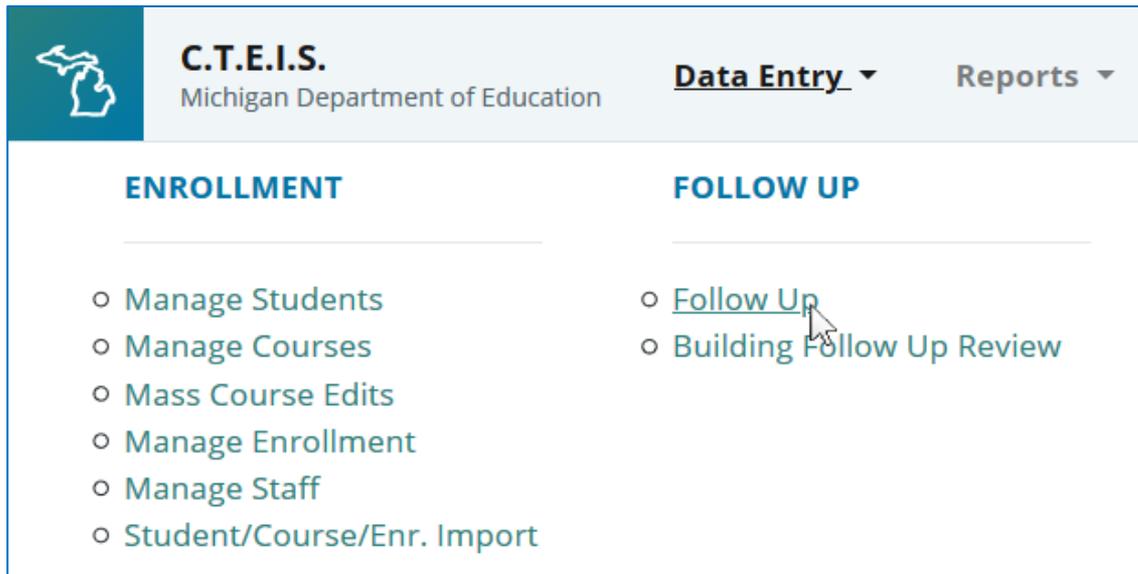
- ❖ Watch the CTEIS Listserv for additional information (email martinezj9@michigan.gov).

Logging In

- Make sure you have a MILogin account:
<https://milogintp.michigan.gov/>
- Your **Fiscal Agency Authorized Official** (Level 5 Official) will authorize your **MIlogin** account for CTEIS.
- Navigate to www.cteis.com (or train.cteis.com).
- Click “Login,” then enter your MILogin account username and password.

Step 2: Access Your Follow-Up Student Listing

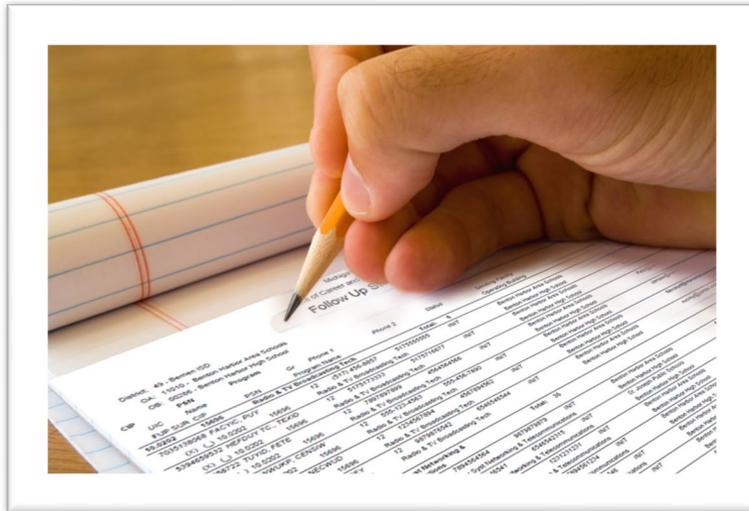
- Login to CTEIS with your MEIS account information.
- Click **Data Entry** → **Follow Up**.
- **Export** your chosen buildings into Excel.



The screenshot shows the C.T.E.I.S. Michigan Department of Education interface. The header includes the Michigan state logo, the text "C.T.E.I.S. Michigan Department of Education", and navigation menus for "Data Entry" and "Reports". Below the header, there are two main sections: "ENROLLMENT" and "FOLLOW UP". The "FOLLOW UP" section is highlighted, and a mouse cursor is pointing at the "Follow Up" link.

| ENROLLMENT | FOLLOW UP |
|--|--|
| <ul style="list-style-type: none">○ Manage Students○ Manage Courses○ Mass Course Edits○ Manage Enrollment○ Manage Staff○ Student/Course/Enr. Import | <ul style="list-style-type: none">○ <u>Follow Up</u>○ Building Follow Up Review |

Step 3: Review Your Follow-Up Listing



❖ Your list represents the students who earned 8 or more segments/competencies in a program and left school in the last year.

❖ If a student completes programs in multiple districts, the system will determine which one is responsible for Follow-Up.

❖ Contact OCTE if you find any discrepancies with student exit statuses or encounter missing concentrators.

Step 4: Conduct the Survey



1. Make several copies of each type of survey form.
2. Put the student's name and program onto the Intro Script.
3. Attach the Intro Script to a survey form.

Step 4a: Student Self Survey

1. Get Self Survey Id from the Follow Up List
Export (2022-8084-4840-0180)
2. Create an email directing students to Self Survey
Web Site: StudentFollowUp.CTEIS.Com
3. Completed Survey will show up with the status as
'SELF'

Train Interviewers

- Understand the survey forms thoroughly.
 - Focus on your conversation.

- Make every effort to interview the student.
 - Proxies usually have limited information.
 - Vary the ways in which you contact your concentrators.

- Be consistent.
 - Strive to maintain high standards.
 - Consistency is key in interpreting the value of different responses.



- Follow survey wording exactly.
 - Each concentrator must be asked the same questions in the same way.
 - Even slight deviations can:
 - Change the meaning of a question
 - Affect a respondent's answer.

Train Interviewers

➤ Be objective.

- Keep your voice even – show no emotion towards the question.
- Do not apologize for or pre-empt a question with a comment.

➤ Follow the survey script.

- Each item has been revised based on experience and feedback.
- Following survey instructions is critical to maintaining consistency.
- If you are uncertain about any questions, please contact the SSC.

➤ Check your work.

- Check through your forms before you hang up.
- Review items you skipped.
- Contact the interview trainer if you are unsure how to code an item.

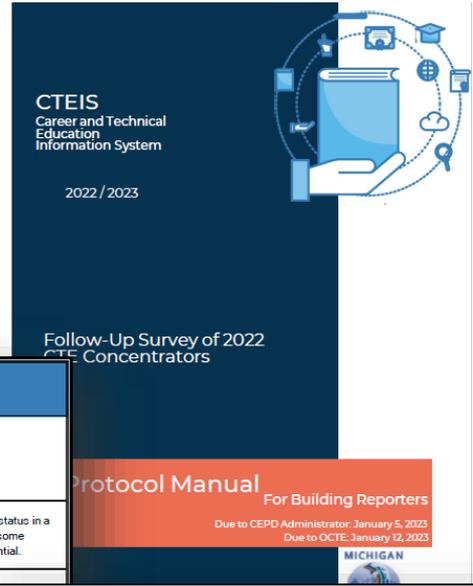


Survey Question Review

Protocol Manual

Intro Script

Phone Survey Form



| Follow-Up Survey of Concentrators Phone Survey Introduction - Student or Proxy | |
|--|---|
| INTRODUCTORY SCRIPT | |
| Hello, this is _____ from _____, Is _____ there? Student: Hi, _____, How are you? | |
| Single-Program Concentrator: | _____ in _____ grade you achieved the concentrator status in a program in _____. Do you have a few minutes to answer some questions about what you're doing now? All responses will be kept confidential. |
| Multiple-Program Concentrator: | We're talking with students who achieved the concentrator status in more than one program in high school. Do you have a few minutes to answer some questions about what you're doing now? All responses will be kept confidential. Our records show that you completed the _____, _____, and _____ program. Are you pursuing one of these more than the other? If yes: Which one? _____ This is the program I would like you to think about during this interview. If no: We can only follow up on one program. Which would you like to think about during this interview? _____ |
| Proxy: | We're talking with students who achieved the concentrator status in high school. _____ [Student Name] was in the _____ program. How could I reach him/her? If unreachable: You could probably answer some of the questions. It will take a couple minutes and all responses will be kept confidential. |

| Follow-Up Survey of Concentrators – Student Phone Survey Form | |
|---|--------------------------|
| Part A: Current Status | |
| NOTE: A response (1-Yes or 2-No) is <u>required</u> for Q1 a-g. | |
| Q1. Let's start with what you're doing now? Are you going to school? Working? | |
| Verify applicable part of answer with statement before coding. (e.g., "Then can I say you're attending school and working?") | |
| | Yes No |
| a. In a training program or attending school or college? | ① ② |
| b. Working as an apprentice? | ① ② |
| c. Working? (includes paid leaves: vacation or sick leave) | ① ② |
| d. On full-time, active duty in the military? | ① ② |
| e. On part-time duty in the military? (e.g., National Guard, Reserves) | ① ② |
| f. In a National and Community Service Program? (e.g., AmeriCorps, Peace Corps, Youth Corps) | ① ② |
| g. Volunteering in the Peace Corps? | ① ② |
| h. Other → Finish Part A, then skip to Part F. | |
| 1. Other volunteerism (except Peace Corps) or working for no pay (specify): _____ | <input type="checkbox"/> |
| 2. Unpaid leave of absence (disability, family leave) | <input type="checkbox"/> |
| 3. On seasonal layoff | <input type="checkbox"/> |
| 4. Hospitalized, or in long-term care | <input type="checkbox"/> |
| 5. Jail | <input type="checkbox"/> |
| 6. Deceased → skip to Part F | <input type="checkbox"/> |
| 7. Other (specify): _____ | <input type="checkbox"/> |
| 8. Skip (N/A) | <input type="checkbox"/> |

| Part B: School / Training | | A Lot | Some | Hardly Ever | Not at All |
|--|---|-------|------|-------------|------------|
| I have some questions about your schooling or training. | | | | | |
| Q2. In your major area of study or training, how much do you use the skills you learned in this program? | | | | | |
| | ① | ② | ③ | ④ | |
| If 3 (hardly ever) or 4 (not at all): | | | | | |
| a. Right now you don't use your training, but how much do you anticipate using it in the future? | ① | ② | ③ | ④ | |
| Q3. Where are you going to school? (Note: If enrolled in more than one school, identify the <u>primary</u> one.) | | | | | |
| ① Business or trade school or career center | | | | | |
| ② Community college | | | | | |
| ③ College/university | | | | | |
| ④ Military institute (National Guard, West Point, Annapolis, Merchant Marines, etc.) | | | | | |
| ⑤ Other (specify): _____ | | | | | |



Follow-Up Survey of Concentrators
Phone Survey Introduction - Student or Proxy

INTRODUCTORY SCRIPT

Hello, this is _____ from _____. Is _____ there?

Student: Hi, _____. How are you?

| | |
|---------------------------------------|---|
| Single-Program Concentrator: | _____, in _____ grade you achieved the concentrator status in a program in _____. Do you have a few minutes to answer some questions about what you're doing now? All responses will be kept confidential. |
| Multiple-Program Concentrator: | <p>We're talking with students who achieved the concentrator status in more than one program in high school. Do you have a few minutes to answer some questions about what you're doing now? All responses will be kept confidential.</p> <p>Our records show that you completed the _____, _____, and _____ programs.</p> <p>Are you pursuing one of these more than the other?</p> <p>If yes: Which one? _____</p> <p>This is the program I would like you to think about during this interview.</p> <p>If no: We can only follow up on one program. Which would you like to think about during this interview? _____</p> |
| Proxy: | <p>We're talking with students who achieved the concentrator status in high school CTE programs to see how they're doing. [Student Name] was in the _____ program. How could I reach him/her?</p> <p>If unreachable: You could probably answer some of the questions. It would only take a couple minutes and all responses will be kept confidential.</p> |

Follow-Up Survey of Concentrators – Student Phone Survey Form

Part A: Current Status

NOTE: A response (1-Yes or 2-No) is required for Q1 a - g.

Q1. Let's start with what you're doing now? Are you going to school? Working?

Verify applicable part of answer with statement before coding.

(e.g., "Then can I say you're attending school and working?")

| | Yes | No |
|--|-----|--------------------------|
| a. In a training program or attending school or college? | ① | ② |
| b. Working as an apprentice? | ① | ② |
| c. Working? (includes paid leaves: vacation or sick leave) | ① | ② |
| d. On full-time, active duty in the military? | ① | ② |
| e. On part-time duty in the military? (e.g., National Guard, Reserves) | ① | ② |
| f. In a National and Community Service Program? (e.g., AmeriCorps, Peace Corps, Youth Corps) | ① | ② |
| g. Volunteering in the Peace Corps? | ① | ② |
| h. Other: → <i>Finish Part A, then skip to Part F</i> | | |
| 1. Other volunteerism (except Peace Corps) or working for no pay (specify): _____ | | <input type="checkbox"/> |
| 2. Unpaid leave of absence (disability, family leave) | | <input type="checkbox"/> |
| 3. On seasonal layoff | | <input type="checkbox"/> |
| 4. Hospitalized, or in long-term care | | <input type="checkbox"/> |
| 5. Jail | | <input type="checkbox"/> |
| 6. Deceased → <i>Skip to Part F</i> | | <input type="checkbox"/> |
| 7. Other (specify): _____ | | <input type="checkbox"/> |
| 8. Skip (N/A) | | <input type="checkbox"/> |

If not in school or training → Skip to Part C.

Part B: School / Training

Q2. In your major area of study or training, how much do you use the skills you learned in this program?

A Lot

Some

Hardly Ever

Not at All

①

②

③

④

If 3 (hardly ever) or 4 (not at all):

a. Right now you don't use your training, but how much do you anticipate using it in the future?

①

②

③

④

Q3. Where are you going to school?

(Note: If enrolled in more than one school, identify the primary one.)

① Business or trade school or career center

② Community college

③ College/university

④ Military institute (National Guard, West Point, Annapolis, Merchant Marines, etc.)

⑤ Other (specify): _____

Q4. What type of program are you in?

(When your study or training is complete, will you receive a certificate, associate's degree, or bachelor's degree; or are you in an apprenticeship, on-the-job training program, or another type of program?)

① Apprenticeship

② On-the-job training

③ Certificate

④ Associate's degree

⑤ Bachelor's degree

⑥ Other (specify): _____

If no current job → Skip to Part D.

Part C: Employment (as it relates to your selected program)

Now, I'd like to talk about your job as it relates to your (selected) program.

Q5. On your job, how much would you say you're using the skills you were taught?

| | | | |
|--------------|-------------|--------------------|-------------------|
| <u>A Lot</u> | <u>Some</u> | <u>Hardly Ever</u> | <u>Not at All</u> |
| ① | ② | ③ | ④ |

Q6. How strongly do you agree with the statement "I am satisfied with my present job?"

| | | | |
|-----------------------|--------------|-----------------|--------------------------|
| <u>Strongly Agree</u> | <u>Agree</u> | <u>Disagree</u> | <u>Strongly Disagree</u> |
| ① | ② | ③ | ④ |

Q7. How many hours a week do you work? _____ hrs/week

a. If not specific: Would you say it's 35 hours a week or more? ① Yes ② No

Q8. Including tips and commissions, how much do you make an hour (week, month, or year)?

\$ _____ / hr wk mo yr
 Skip (N/A)

If currently working → Skip to Part E.

Part D: Only If Not Working

Q9. Are you currently looking for a job? ① Yes ② No

Part E: Communication Exchange

What is the best way to contact you if we need to follow up on this survey? _____

Part F: Comments - "Thank you. That's all I needed."

Now, are there any comments you'd like to make to help us improve our program?

Potential Problem:

- An interviewer is uncomfortable asking about a student's wages and alters the question slightly to make himself or herself feel better about asking it.



Solution:



- **Be confident:** you have written permission and are authorized to ask each question.
- **Do not remind students that they may choose to skip questions—** that may imply that the subject is sensitive or that you do not expect them to answer.
- **Remember that this is simply another question. Remain casual;** your students will be less likely to hesitate, and you will stay objective.

Potential Problem:

- The concentrator may want to know more information before answering.



Solution:



- Why are you asking?
 - It helps us to know how our students are doing.

- Who gets this information?
 - The data is reported to the district and the state, but your **responses are confidential**. **Names are not included** in the data that is reported.

Potential Problem:

- Some concentrators may refuse to answer; however, others may just be uncertain.



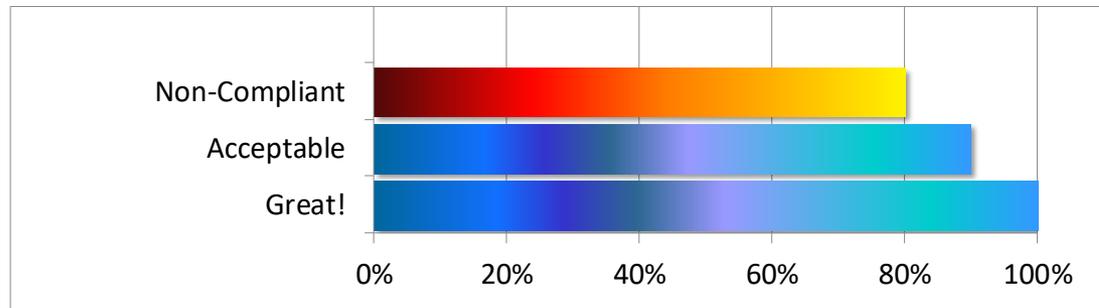
Solution:



- If a person refuses to answer or clearly does not want to, then immediately skip the question and move on.
- However, if the person suggests that they are uncertain by saying something like “I’m not sure,” then ask if they could give an estimate.

Improving Response Rates

- An acceptable Response Rate is 90-100%.
- Below 80% puts you in non-compliance.
 - State and federal funds may be recaptured.



- Get additional contact info during student exit interviews.
- Telephone, mail, and self-surveys – conduct all if helpful.
- Contact students between 8:00 AM and 9:00 PM and log your work.
 - 4:00 PM to 8:00 PM works well!
- Attempt contact at least 6 times on different weekdays.
- Call from your school for people screening with Caller ID.
- Use online resources to find valid phone numbers.

Attachment B: Tips for Improving Response Rates

Suggestions for Reaching Students

- Conduct a phone survey to get the highest response rates.
- Ask students for 3-4 additional contact names and phone numbers prior to leaving school, either during an exit survey or by having students complete the information on index cards.
- Ask students to identify a "permanent address" where they may be reached or of someone with a stable address who would know how to reach them.
- Ask students to complete an emergency card that identifies other family members who may be reached.
- Inform students that you will contact them for the Follow-Up survey and that the purpose of the survey is to improve the program.
- Send a post-card to students 1-2 weeks prior to making phone contact to let them know that you will be calling.
- Call from the school phone (to help contact people with Caller ID).
- Leave messages on answering machines saying when you will call back. Or, leave a number they can call to set up a time for the interview.
- Keep school contact records updated.
- Call in the evenings and on weekends, but no later than 9:00 p.m.
- Make at least six attempts to reach students, at different times of day and days of the week.
- Offer to call back at a more convenient time. Then set up an appointment.
- Use directory assistance and internet phone directories.
- Get college names then call information at the institution.
- Offer an incentive to students to complete the survey (such as a raffle).

Suggestions for Handling Difficult Calls

- Remember that the work you are doing is important for improving your school's programs.
- Empathize (express understanding) when people express frustration with telephone advertisers.
- Start the call by explaining that you are calling from the school to follow-up with the student for purposes of program improvement.
- Respond to complaints by assuring the respondent that you will make sure to note their concerns. Then be sure to do so.

Refusals

- Explain purpose of survey.
- Assure respondent that they may skip questions they do not wish to answer.
- Explain that their responses will help improve the school's program and that the school is interested in the experiences of all students who attended the program.
- Thank them for their time, even if they refuse to participate.

**Attachment B in your Protocol Manual
includes more ideas for improving
response rates.**



Step 5: Enter Survey Data Into CTEIS

Students: 244

Students

| | Program Name | UIC | Last Name | First Name | PSN | Status |
|--------|---|------------|-----------|------------|-------|--------|
| SURVEY | Marketing Sales and Services | 0000000001 | Cname | Ifname | 11111 | INIT |
| SURVEY | Computer Programming/Programmer | 0000000002 | Cname | Ifname | 11112 | INIT |
| SURVEY | Computer Syst Networking & Telecommunications | 0000000003 | Cname | Ifname | 11113 | INIT |
| SURVEY | Welding, Brazing/Soldering | 0000000004 | Cname | Ifname | 11114 | INIT |
| SURVEY | Health Sciences | 0000000005 | Cname | Ifname | 11115 | INIT |
| SURVEY | Collision Repair Technician | 0000000006 | Cname | Ifname | 11116 | INIT |
| SURVEY | Agr, Agr Oper & Rel Sci | 0000000007 | Cname | Ifname | 11117 | INIT |
| SURVEY | Health Sciences | 0000000008 | Cname | Ifname | 11118 | INIT |
| SURVEY | Graphics Communications | 0000000009 | Cname | Ifname | 11119 | INIT |

❖ Log into CTEIS.

❖ Click **Data Entry** →
Follow Up.

- ❖ Click the **phone icon** button next to a chosen building.
- ❖ Choose a student, then click the **Survey** button next to his/her program name.
- ❖ Add contact information and notes, then click the **Begin Survey** button.
- ❖ Select the student's **primary program** and **survey type**.

Step 6: Complete the Report

| PSN | Program Name | INIT | COMP | SELF | COMP NC | Total | Percent Completed |
|-------|---|------|------|------|---------|-------|-------------------|
| 11111 | Mechatronics | 0 | 17 | 0 | 2 | 19 | 100 |
| 22222 | Marketing Sales and Services | 0 | 10 | 0 | 0 | 10 | 100 |
| 33333 | Automobile Technician (ASE Certified) | 0 | 15 | 5 | 0 | 20 | 100 |
| 44444 | Graphics Communications | 0 | 23 | 4 | 1 | 28 | 100 |
| 55555 | Computer Syst Networking & Telecommunications | 0 | 22 | 1 | 0 | 23 | 100 |

❖ Choose “Follow Up,” then “Building Follow Up Review.”

❖ Select the correct Fiscal Agency and building.

❖ Click the View or Export button to review survey results.

❖ Click the Complete button to submit data.

Step 7: FA Review & CEPD Submit

Directions for FAs and CEPD
Administrators are at:

- support.cteis.com
- www.CTEIS.com



Step 8: Follow Up Reports

- X0610 - Placement Summary of Concentrators by Program
- X0611 - Education by Employment Comparison
- T1608 – CTE Follow Up Responses

CPIs – 3S1 indicator

Reports can be found at:

CTEIS.com/Reports

Reports.CTEIS.com

Analytics.CTEIS.com

Adhere to Timelines

| Month | Week | Activities |
|-------|------|---|
| Sep | 1 | State finalizes survey forms. |
| | 2 | ↓ |
| | 3 | SSC prepares Follow-Up packets. |
| | 4 | ↓ |
| Oct | 1 | SSC emails Follow-Up materials to CTE regional administrators |
| | 2 | CTE regional administrators distribute Follow-Up materials to appropriate contacts at local agencies and provide CEPD-specific instructions for collection of data. |
| | 3 | Education agencies conduct survey. SSC provides technical assistance to education agencies conducting survey. Follow-Up trainings held by SSC. |
| | 4 | ↓ |
| Nov | 1 | |
| | 2 | |
| | 3 | |
| | 4 | |
| Dec | 1 | |
| | 2 | |
| | 3 | |
| | 4 | |
| Jan | 1 | Survey data due to CTE regional administrators. |
| | 2 | Survey data due to SSC. |
| | 3 | SSC attempts to contact districts or CTE regional administrators if data not submitted. |
| | 4 | State sends 1 st delinquency notice to administrators of buildings that have not submitted their data (cc to CTE regional administrator). |

| Month | Week | Activities |
|-------|------|--|
| Feb | 1 | SSC processes data. Non-respondent and verification studies conducted to validate data. |
| | 2 | State sends 2 nd delinquency notice to superintendents of districts that have not submitted the data with warning that funds may be withheld or recaptured if data is not submitted (cc to building administrator, CTE regional administrator). |
| Mar | 3 | State sends 3 rd and final delinquency notice to superintendents of districts that have not submitted data informing them of recommendation that state aid funds be withheld (cc to building administrator, CTE regional administrator). |
| | 4 | |
| | 1 | |
| | 2 | |
| Apr | 3 | |
| | 4 | SSC prepares reports. |
| | 1 | |
| | 2 | |
| May | 3 | SSC posts Follow-Up reports to CTEIS website. CEPD Administrators notify and/or distribute results to local superintendents and local Follow-Up contact personnel. |
| | 4 | |
| | 1 | |
| | 2 | State sends notification of inadequate response rate. |
| Jun | 3 | |
| | 4 | |
| | 1 | |
| | 2 | |
| Jul | 3 | State reviews data, response rates, and process for the next Follow-Up survey. |
| | 4 | |
| | 1 | |
| | 2 | |
| Aug | 3 | |
| | 4 | |
| | 1 | |
| | 2 | |



Questions?

Thank you!

CTEIS Training Evaluation
Required Fields *

Your name:

Email:

Training Class (Choose One) *
Follow-Up Survey

Date *
 / / 
MM DD YYYY

Don't forget to fill out our
Training Evaluation Form at

[support.cteis.com/Training/Registration-
General-Info](https://support.cteis.com/Training/Registration-General-Info)