CTEIS

Career and Technical Education Information System

2022 / 2023

Follow-Up Survey of 2022 CTE Concentrators

Protocol Manual

For Building Reporters

Due to CEPD Administrator: January 5, 2023
Due to OCTE: January 12, 2023

INTRODUCTION

The State has conducted a Follow-Up Survey of Career and Technical Education (CTE) concentrators since 1976. The survey addresses the need to show the effectiveness of federally supported programs at the local level. Data collected by districts and reporting done at the State level serve this purpose. In the case of the Follow-Up Survey, districts must survey to meet the Federal mandate of Perkins V. The survey results also provide a data source upon which to draw for other reports. This includes reports to the State legislature on funding-related questions.

This guide helps to explain the survey's foundation and to guide those involved with its implementation. The guide's content is based on feedback from 58 regional delegates. These delegates provided feedback during eight focus group sessions held around the State in 2002.

Purpose

The State designed the Follow-Up Survey to meet reporting needs at the Federal, State, and local levels. It does this by describing traits of the current group of CTE concentrators. It attempts to show features of continuing education and employment. At each level, the survey must provide:

- Placement data for Core Performance Indicators (CPIs) for Perkins V. The Michigan Department of Education (MDE), and Office of Career and Technical Education (OCTE) negotiated the method of measuring placement for this federally mandated reporting with the U.S. Office of Career, Technical, and Adult Education (OCTAE).

- Placement data on employment, continuing education, the military, National and Community Service programs and volunteers in the Peace Corps for use in ranking programs for State Added Cost funding purposes.

- Local educational agencies with data to use for program improvement, and for local placement coordinators to use in assisting students who are not currently placed.

Federal and State Use of the Data

The survey data are used in a variety of ways at both the Federal and State levels. At the Federal level, OCTAE uses the data to show the impact of CTE funding on the U.S. Legislature. This may, in turn, affect future federal funding. Similarly, MDE uses the data to show the impact of State funding of CTE programs to the Michigan legislature. Additional data used by the State include:

- Ranking programs to allocate Added Cost funds.
- Program review consideration of the data in answering questions such as “Are CTE concentrators finding jobs or continuing their training in a related field?”

Importance of the Information

Recent changes to the survey added and removed items to meet the needs of State or Federal (Perkins V) reporting. All revised questions are used to measure placement according to the Perkins V definition. For the Perkins V CPI 3S1, this includes items on employment, continuing education, the military, National and Community Service Programs, and volunteers in the Peace Corps. In 2019, two questions were added to capture participation in National and Community Service Programs and volunteers in the Peace Corps. A question about whether students earned a State or industry-recognized licensure, or certification was removed since this information will be collected via the CTE Information System.

Validity of the Data

Every three years, the State conducts two studies to check the quality of the Follow-Up Survey data. The first study uses a sample of non-respondents, who are students that districts could not reach in the main survey. The evaluator matches data from this group to the main data to check its accuracy. Any large differences were found to show a bias. A bias means that the main data might not fairly represent the entire group of CTE concentrators. In these cases, the evaluator uses data from both groups to correct the estimates of the group mean.

The second study repeats the survey for a group of concentrators from a sample of fiscal agencies. The purpose of this study is to check the accuracy of the data from the main survey. A measure of the accuracy can help judge whether the survey is reliable enough.

These studies have shown that the validity of the Follow-Up data varies from district to district. Differences between the second sample of data and the main data range from a few to many. Furthermore, they show that nonrespondents differ from respondents in some important ways. Low rates may affect the usefulness of the data.

SURVEY CONDITIONS

It is important that you understand the limits made by the conditions of any survey. These conditions help to define the survey group and ensure that you consistently collect data.

Targeted Population

The survey follows up with students who were concentrators in a CTE program or program of study after they graduate from high school. The *End-of-Year Enrollment and Completion Report (4301)* gives the counts of concentrators. Your district submits this report using the Career and Technical Education Information System (CTEIS).

Data are collected about 4-6 months after the students graduate from high school. As to the Perkins V legislation, the 3S1 post-program placement performance is required to report on CTE concentrators who in the second quarter after exiting from secondary education are in placement.

Who is a concentrator? To be identified as a concentrator, the student will have successfully completed, with a grade of C (2.0) or better, courses totaling 8 segments of instruction. Or who has successfully completed two PCCs.

Segments refer to a group of content standards delivered in a CTE program.

PCCs refer to a specified group of competencies aligned with the state CTE program standards that take approximately 80 hours of instruction to deliver. The competencies for each CIP Code are grouped as part of the career pathways grant process.

Competencies will be marked complete within the Career and Technical Education Information System (CTEIS) for a student when the student earns a grade of 2.0 or better in a local course section that covers those competencies. The competencies do not need to be taught in a specific sequence.

The concentrator designation is determined before Follow-Up and cannot be changed at the time of the survey.

<u>Why just follow-up concentrators?</u> The arranged measure of placement between OCTAE and OCTE states that the State will report on program concentrators. The State studies students who have achieved concentrator status in a CTE program or program of study to evaluate the impact of the CTE program. **This, however, does not bar your district from following up with other students if it so desires.**

Time Frame

Many CTE concentrators will go on to school or into training. Others, however, will move right into the workforce. Therefore, data on the status of concentrators 6 months after they leave high school is important. Added information, such as student status five years following high school, would be nice to know. In fact, some districts do conduct a five-year follow-up survey. However, currently, the State does not require that agencies do so.

<u>Why conduct a 4-6-month Follow-Up?</u> The State selected a time frame of 4-6 months after June of the 12th-grade year for three reasons. First, the process needed a reference point that would be long enough to allow students ample time to get a job or enroll in continuing education. Second, the time frame had to allow the State ample time after survey submission to compile the data and prepare and disseminate the reports for use by the districts. Third, it had to allow the data to reach districts by April for the districts' grant application purposes. Currently, districts must submit data in mid-January for the State to meet its timelines.

Timeline of the Follow-Up Process

Activities for the Follow-Up process begin in October (See Attachment A). Early in the process, staff review forms and prepare and distribute district packets. The Survey Support Center (SSC) is to receive your data in January and has until mid-April to compile and report the data back to the districts. Attachment A also shows that three delinquency notices are sent for failure to submit data in a timely manner. The State sends them in mid-January and February if you fail to meet your timelines.

Recommended Survey Format

Phone surveys typically attain higher response rates than mail surveys. **For this reason, the State recommends using a phone survey format.** Some districts have found it useful to send a mail survey in advance and then phone concentrators who do not respond. The 3-month data collection time frame, however, seriously limits this practice. You would have to be prepared to mail the survey within the first couple of days of receiving it and request a short response time. Whatever time you do use for the mailout will limit the time left to conduct the phone survey. At best, the mailout might reduce the number of phone calls needed by 10-15%. When you factor in the cost of paper, envelopes, labels, stamps, and the time to prepare the mailout against the cost of phone calls, it may not be beneficial.

Relationship to Other Surveys

You may find, from time to time, that the Follow-Up Survey relates to another survey you need to conduct. When this is the case, you should avoid calling students more than once to collect similar information. Instead, you should combine the surveys and call the students only once. When you conduct the combined survey, however, you must still meet all requirements of the CTE Follow-Up Survey. This includes item wording and reporting timelines.

Unduplication Process

The End of Year Enrollment and Termination Report (4301) process selects <u>one</u> program in which to report the student, even if he or she completed more than one program in the same year. For Follow-Up, students are listed under the program they were reported under on the 4301 report. If a student completed more than one program in 2020-2021 or 2021-2022, the district may report them under a different program for Follow-Up than they were reported under on the 4301. To do this, the district will have to select the alternate program when entering data in CTEIS.

Concentrator Count

Your list of students to be surveyed for the Follow-Up report is drawn from your previous year's 4301 report. Your Follow-Up list should EXACTLY match the number of concentrators reported on the 4301 report from the previous year.

Student Exit Status

Student Exit Status is collected through the Michigan Student Data System (MSDS) to increase accuracy between CTE data and general education data. However, you should still review the accuracy of the Exit Status reported on the 4301 report for the students on your Follow-Up list. Students to be interviewed for Follow-Up should not have an exit status of "19" (expected to continue). If you find that students on your Follow-Up list were reported on the 4301 report as" expected to continue" (in school), contact OCTE for assistance. The inaccurate exit status will result in inaccurate Core Performance Indicator reports since the indicator for placement (3S1) is only reported for high school graduates.

THE INTERVIEW PROCESS

You must organize and control the interview process. Control of the process can increase the accuracy of the data you collect. The more accurate the data the more valid the data. The Accuracy of the interview process depends upon three main factors:

1. The quality of your interviewers
2. Your ability to stay within the time frame
3. Your ability to keep the process within the survey conditions

If you need more than two or three interviewers, then you should provide a training session to ensure consistency of delivery among the interviewers.

Consistency

Consistency is important for obtaining accurate, reliable data. The goal is to collect the data from all students statewide in the same way, at the same time. The first part of the goal asks everyone to use the same survey methods. To do this, you must simply ask the survey questions exactly as they are written. Do not “ad lib.” The second part of the goal asks you to focus on the time frame. It stresses the importance of collecting data according to the State timeline. Districts have a little more than three months to complete the survey and submit their data. It is important to begin and end your data collection on time and submit your data by the deadline. The closer you come to achieving this goal, the more reliable the data will be.

The timing of the survey affects consistency. You contact CTE program concentrators about <u>4-6 months after they leave high school</u>. This is important since student status after leaving high school is of primary interest in evaluating the effect of the CTE program.

Importance of a Good Response Rate

The value of the data collected through the Follow-Up Survey depends on an accurate representation of the status of all concentrators. For this reason, the survey response rate is of major importance. You need a good response rate to accurately portray all concentrators in the state. Studies show that students who respond to the survey are different from students who do not respond. For example, the 2021 Follow-Up data showed that 57% of the students were employed. However, a survey of those who did not respond showed that 66% were employed. Therefore, the placement rate for the state may have been higher than that reported by the districts. One explanation is that it is harder to reach students who are working. If interviewers do not make a strong effort to reach them, by calling in the evening and on weekends, for example, employed students may go underrepresented. Interviewers must make every effort to ensure that the survey data represents all students. A good response rate helps to ensure a fair portrayal of all student groups.

<u>**Acceptable Response Rate.**</u> The State asks you to reach a response rate of 90-100%. Reports show phone surveys usually achieve response rates of 80-85%. The State feels that the close connection between districts and concentrators is a good

reason to expect high response rates. The greater number of districts reaching 100% in recent years lends support to this expectation.

The U.S. Department of Education Core Indicator Framework adds its support for high expectations. It requires that States try to track all CTE concentrators. This means that you must survey each student reported to have earned concentrator status in an approved CTE program the previous spring. You must make a good faith effort to survey all qualified concentrators.

The consequences of not having a good response rate can affect the whole state. Failure by the State to show a good effort to collect data could result in sanctions against the State. This could lead to a statewide loss of Perkins funding. It is the responsibility of OCTE to make sure that the State maintains its current level of funding. OCTE will do everything required to reach this goal. ***Institutions with response rates below 80% may be found to be in non-compliance. If non-compliant, State and/or federal funds may be withheld from the institution under the guidelines specified in the Administrative Guide for Career and Technical Education in Michigan, pg. G20*** which addresses this issue:

> "For the administration of State and Federal funds, the following situations are incidences for which a school district may be found out of compliance with legislative regulations. All these issues have a basis in the federal regulations for Perkins or the School Aid Legislation:

- Incomplete, insufficient, or late application materials.
- On-site monitoring finds the district or career center out of compliance with the established guidelines.
- Insufficient or no progress made toward Core Performance Indicator levels.
- Incomplete, insufficient, or late Follow-Up, enrollment, and other reports.
- A budget that is not approved prior to the expenditure of funds.
- Incomplete, insufficient, or late narrative or financial reports.
- Non-submission of the annual Single Audit Act reports.
- Inappropriate use of funding.
- Non-submission of individual student enrollment data for all State-approved CTE programs.

- Failure to provide the Department with the necessary information to reasonably carry out its function under the Act.

  In circumstances where non-compliance has been established, State and/or Federal funds may be withheld from an institution until the school district reaches compliance or funds may be payback/recaptured from the recipient."

Additionally, districts with one or more buildings with response rates below 50% will be required to send a representative to a technical assistance workshop before the next Follow-Up survey. Exceptions may be granted on a case-by-case basis at the discretion of the State.

<u>**Relationship between Response Rate and Placement Rate.**</u> The placement rate shows the percentage of survey respondents who reported that they were employed or continuing their education. The calculation does not count students who do not respond to the survey. Hence, the greater the response rate, the more accurate the placement rate will be.

Making Contact

Contacting concentrators is the task of each interviewer. The most valid data gathered is through direct contact with the concentrator. However, reaching concentrators can be difficult. Members of the focus groups made suggestions for dealing with each challenge to help increase the response rate. Below is a summary of the major challenges discussed. Attachment B also lists these and other tips for increasing response rate as well as handling difficult calls and refusals.

- **Updated records.** Use emergency cards at the exit process to ask students for 3-4 more contact names and phone numbers before leaving school.

- **Mobility of students.** Ask students to list a "permanent address" where they may be reached or have them identify someone with a stable address who would know how to reach them. Counselors could do this at an exit interview or have students complete the information on index cards.

- **When to call.** Call nights and weekends or after 9:00 A.M. "It's 9:00 before the student is up." ***The Telephone Consumer Protection Act (47 USC 227) states that telephone solicitation cannot occur before 8:00 A.M. or after***

9:00 P.M. Though schools technically are not solicitors, the State still recommends keeping within the 8:00 A.M. - 9:00 P.M. time frame.

- **Answering Machines.** Answering machines are a stumbling block. People use them to screen calls. It was helpful to leave a message stating the purpose of the call. Students were more apt to answer the next call. "A plea for help also works."

- **Caller ID.** Make your calls from the school. Students are more likely to answer if interviewers call from the school or they recognize the interviewer's name. Use a cell phone or calling cards that do not activate Caller ID.

- **Reaching students.** A phone survey provides the highest response rates. Contact students by e-mail to tell them of the coming survey and to get a current phone number. Ask for e-mail accounts, especially universal accounts like Hotmail accounts, before they leave school.

- **Disconnects.** Try to call a relative listed on the student's emergency card to get a current number. If that fails, try mailing a postcard to the current address or a relative. A disconnected number does not eliminate the student from the pool of concentrators, so you should make every effort possible to reach the student.

- **Callbacks can't get through.** Try to save one line for this purpose. The alternative is not to ask them to call back, but rather to give them a time when you will call.

Use of Proxies

We highly recommend you try to reach out and survey students themselves as the priority. When comparing proxy answers in the main survey versus student responses in the most recent validation study 2021, the proxy answers failed to match the student at a much higher rate. We found 58% of proxy responses missed 4 or 5 questions out of 5 total. This would suggest that using proxy results instead of student results may not accurately reflect the true picture. Current State policy allows the use of proxies if you cannot reach the student.

Responses from proxies are usually more limited than that obtained from students personally. Key data, however, is still valid when objective in nature (e.g., *"Is the student currently working?"*).

The new requirement for proxy rate:

- ***Buildings with proxy rates higher than 20% will be required to attend a follow-up training before the next follow-up survey. These buildings will receive a letter indicating the requirement.***
- ***For TRAC risk analysis: Regions that have 1 or more buildings with a proxy rate greater than 20% will be flagged on the risk analysis.***
- ***For TRAC onsite visit: Regions that have a regional proxy rate higher than 20% will receive a finding of noncompliance and will be required to prepare a compliance plan.***

Interviewer Responsibilities

The interviewer's work is very important for program improvement and evaluation. Only with quality interviews can the district collect valid data. Valid data are important for learning more about the educational system in general and about how each program serves students.

You, the interviewer, must present each question impartially, without bias. Ideally, each question will mean the same thing to every concentrator, and every given response by different concentrators will mean the same thing. The interviewer is responsible for achieving this ideal. The following qualities will help you achieve this ideal:

- **Be consistent.** A good interviewer strives to maintain strict standards of consistency. This is important for properly interpreting differences in responses.
- **Follow question-wording exactly.** Each concentrator in the State must be asked the same, identical question in the same way. Any deviation in the wording, regardless of how slight, might lead a concentrator to give one answer instead of another. A single word can change the meaning of a question, so do not "ad lib" and do not create your own words.
- **Be objective.** Keep your voice even and void of emotion toward the question. Do not apologize or pre-empt a question with a comment—doing so can imply that there is something wrong with asking the question. All questions are necessary and legal.
- **Follow the script.** The survey has undergone extensive revision. Instructions for conducting each item come from previous experiences. Following directions, you receive in this manual and in your training, sessions are critical to maintaining consistency. Again, if you are uncertain about how to ask a specific question, contact the SSC.
- **Check your work.** After each interview, BEFORE YOU HANG UP, check back through the interview form. Check all the items, including those you skipped. Be sure that you have not skipped any questions the student should have answered. To do this, begin at the beginning of the interview. Look at the first response, then follow the skip directions (e.g., question 1 is coded "1" and the instructions say, "Skip to Part C"). After you hang up, take a moment to check all of your codes. If you are not sure how to code an item, contact the interviewer trainer.
- **Enjoy your work.** Your work as an interviewer is the keystone to the success of this survey. You are important and the work you do is important. Thank you!

SURVEY INSTRUCTIONS

This section presents all parts of the survey form. It addresses each question by beginning with an explanation of its purpose. Coding directions needed for data entry and guidelines for continuing the flow of the survey follow. Lastly, it gives details on the uses of the data. For a few items, two added parts present typical problems paired with suggested solutions.

Introductory Script

<table>
<tr><th colspan="2">2022 Follow-Up Survey of 2021 Concentrators
Phone Survey Introduction - Student or Proxy</th></tr>
<tr><td colspan="2">INTRODUCTORY SCRIPT
Hello, this is __________from __________. Is __________________there?
Student: Hi, ____________________________. How are you?</td></tr>
<tr><td>Single-Program Concentrator:</td><td>__________________, 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.</td></tr>
<tr><td>Multiple-Program Concentrator:</td><td>We're talking with students who achieved 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 ______________programs.

Are you pursuing one of these more than the other?

<u>If yes:</u> Which one? __________________

This is the program I would like you to think about during this interview.

<u>If no:</u> We can only follow up on one program. Which would you like to think about during this interview? __________________</td></tr>
<tr><td>Proxy:</td><td>We're talking with students who achieved 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?

<u>If unreachable:</u> You could probably answer some of the questions. It would only take a couple of minutes and all responses will be kept confidential.</td></tr>
</table>

This script introduces the survey and attempts to get the concentrator quickly involved. More importantly, it tries to do it informally. You should read word for word the portion of this script on multiple programs that ask the student to select a program. It is bolded for emphasis. You may modify the rest of the script to fit your own style, if necessary, but it is very important that you cover ALL the elements in the script (purpose, program selection, confidentiality) when speaking to the respondent. If a proxy is to respond, use the proxy survey.

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

Purpose: This question gathers information regarding the post-high school direction of the concentrator: education, training, employment, etc. Q1a ("In a training program…") includes those taking part in on-the-job training (OJT) programs.

Response Coding: A code of 1 = "Yes" and 2 = "No" is required for options a - g. Option h requires that you enter one of the numeric codes from the choices given.

If the respondent is an apprentice (1b), they are reported in the job for which they are being trained, * in which case Q1c = “Yes.”

A respondent may be unsure at times whether they should be considered *working* (1c). You may explain that they are considered working even if they are on paid leave, vacation, or sick leave. *

For Q1d and Q1e, a student is considered to be on full-time, active duty if he or she is still in Military Boot Camp at the time of the interview.

For Q1f, National and Community Service Program examples include:

- AmeriCorps NCCC
- AmeriCorps State & National
- AmeriCorps VISTA
- Learn and Serve America (LSA) Programs
- National Service-Learning Clearinghouse
- Peace Corps Program
- Youth Corps Program (American Conservation and Youth Service Corps Program)

The entry program will automatically code some entries for you. You do not have to key them.

- If the respondent is full-time military (1d), then Q1c = “Yes” and Q7 (Q5 on the proxy survey) = “35hrs/wk.”
- If the respondent is a part-time military (1e), then Q1c = “Yes.”
- If the respondent is in a National and Community Service Program (1f) then Q1c = “Yes.”
- If the respondent is a Volunteer in the Peace Corps (1g), then Q1c = “Yes.”

There is also a failsafe mechanism should the program fail to automatically code these and you do not catch it. The evaluator’s error-checking program will automatically set these responses.

Continuation: If the respondent is continuing their education (answered "Yes" to 1a or 1b), go to Part B on School/Training. If the respondent is in the workforce (answered "Yes" to 1c or 1d or 1e or 1f or 1g), then skip to Part C on Employment. If the respondent is not in the workforce, then skip to Part D.

Uses of the data: This survey item is one of the most important sources of information about what a student is doing after high school. It is used for calculating CPI 5S1 (Placement), which is required as part of receiving federal CTE Perkins funds. Local and state agencies use it to know how well programs meet the needs of students and employers. The state uses it to decide program rank for Added Cost funding purposes. It is very important that the information be complete and accurate.

*Based on Bureau of Labor Statistics use.

Part B: School/Training Lead-in Script

I have some questions about your schooling or training.

The lead-in is short and used to help direct the thought process to the topic of education or training for the next set of questions (Q2-Q4). This section is skipped if the respondent is not pursuing education or training.

2. In your major area of study or training, how much do you use the skills you learned in this program? Would you say you use them a lot, some, hardly ever, or not at all?

Purpose: This question shows the extent to which the concentrator's post-high school study or training relates to the career pathway chosen or the CTE received. Accept the respondent's answer—we are seeking respondents' views of how well their current work relates to their high school program. For this reason, the item is not part of the Proxy survey.

Response Coding: A code of 1 = "A Lot," 2 = "Some," 3 = "Hardly Ever," and 4 = "Not at All."

Continuation: If the concentrators say they use their skills "Hardly Ever" (3) or "Not at All" (4), continue the interview with Q2a about future use. Otherwise, go to Q3.

Uses of the data: This survey item gives part of the data we need to determine whether the respondent's area of study relates to the CTE program he or she completed. The State uses the data to report related placement. This helps decide program rank for Added Cost funding purposes ("Related" education is compared to "unrelated" education for reporting purposes).

If a 3 (Hardly Ever) or 4 (Not at All):

2a. Right now, you don't use your training, but how much do you anticipate using it in the future... a lot, some, hardly ever, or not at all?

Purpose: Students beginning higher education usually need to take basic courses. These courses may not allow the use of the skills of their declared major. This question tries to catch the potential relatedness of the placement.

Interpretation: "In the future" means as a junior, senior, or graduate student if in an extended program such as medicine or architecture.

Response Coding: A code of 1 = "A Lot," 2 = "Some," 3 = "Hardly Ever," and 4 = "Not at All."

Continuation: Go to Q3.

3. Where are you going to school?

Purpose: This question identifies the type of institution the concentrator is attending for his or her continued education.

Response Coding: Code 1 = "Business or trade school or career center," 2 = "Community college," 3 = "College/university," 4 = "Military institute" (such as the National Guard, West Point, Annapolis, the Defense Language Institute (DLI), Merchant Marines, or any other military-affiliated institute), or 5 = "Other." Any" other" institution must be specified.

Continuation: Go to Q4 (Q3 on the proxy survey).

Uses of the data: Local agencies use this data. The State uses data from Q1 to report the number of students who continue their education in each type of school.

Potential Problem: The concentrator may be enrolled in one facility but taking classes in another. For example, a student may be enrolled in an auto mechanics class at a community college that is held at an area career technical center.

Solution: Ask the respondent where they are enrolled or where they are registered. This is the facility of interest.

4. What type of program are you in? [Read list] If No Current job, ➔Skip to Part D.

Purpose: This question helps to identify the type of program pursued by the concentrator.

Prompt: If the respondent needs clarification, ask, "When your study or training is complete, will you receive a certificate, Associate's Degree, Bachelor's Degree; or are you in an apprenticeship, on-the-job training program, or other type of program?"

Response Coding: Code 1 = "Apprenticeship," 2 = "On-the-job training," 3 = "Certificate," 4 = "Associate's degree," 5 = "Bachelor's degree," or 6 = "Other." Any "other" response must be specified.

Continuation: If the respondent is not currently employed, skip to Part D. Otherwise, continue with the employment lead-in.

Uses of the data: Local agencies use this data. The state uses its data from Q1 to report the number of students who continue their education in each type of program.

Part C: Employment Lead-In Script

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

The lead-in is short and used to help direct the thought process to the topic of employment for the next set of questions (Q5-Q8). Skip to Part D if the respondent is not currently employed.

> 5. On your job, how much would you say you're using the skills you were taught? Would you say you use them… a lot, some, hardly ever, or not at all?

Purpose: This question reveals whether the respondents' current jobs relate to the CTE programs they completed or their chosen career pathways. The concentrators' viewpoints are needed, so the item is not part of the proxy survey.

Response Coding: A code of 1 = "A Lot," 2 = "Some," 3 = "Hardly Ever," and 4 = "Not at All."

Continuation: Go to Q6.

Uses of the data: The State uses the data in reports of full and part-time employment, hourly wage, and job satisfaction. Additionally, it is used to compute related placement, which the State uses to decide program rank for Added Cost funding purposes ("Related" employment is compared to "unrelated" employment in reporting).

Potential Problem: The interviewer expects greater use of the skills than is revealed by the concentrator.

Solution: Accept the respondent's answer. We are seeking <u>the respondent's view</u> of the relatedness of his or her current work to the high school program.

> 6. How strongly do you agree with the statement, "I am satisfied with my present job?" Do you… strongly agree, agree, disagree, or strongly disagree?

Purpose: This question gives a measure of job satisfaction. The concentrator's viewpoint is needed, so the item is not part of the proxy survey.

Response Coding: Ask the question exactly as written, including response choices. Code 1 = “Strongly agree,” 2 = “Agree,” 3 = “Disagree,” 4 = “Strongly disagree.”

Continuation: Go to Q7.

Uses of the data: This item gives data used when reporting job satisfaction for “related” and “unrelated” employment in state reports, and for reasons of local program improvement.

Potential Problem: The interviewer expects a stronger or weaker response than the one given by the concentrator.

Solution: Take care not to influence the respondent’s choice by voice inflections or verbal comments regarding their choice. Accept the respondent’s answer. It is possible to be satisfied with a $5/hr. job. We are seeking <u>the respondent’s level of satisfaction</u>.

7. How many hours a week do you work? __________hrs./week 7a. If not specific: Would you say it’s 35 hrs. a week or more? Yes No

Purpose: Both parts of this question attempt to identify the number of hours per week worked to determine whether the employment is full-time or part-time.

Response Coding: Record the specific hours per week in Q7. If the respondent is unsure, ask question Q7a. If he or she is working at least 35 hours per week, code 1 = “Yes.” If the time worked is less than 35 hours per week, code 2 = “No.”

Continuation: Go to Q8.

Uses of the data: The data reveal whether the respondent is currently working full-time or part-time. The State uses this information on various reports, and interviewers may use it to help estimate an hourly rate of pay.

Potential Problem: A concentrator may have more than one job or work two part-time jobs.

Solution: Combine the jobs to determine the total hours worked in a week.

8. Including tips and commissions, how much do you make an hour (or week, or month, or year)? $ _______/ ☐ hr. ☐ wk. ☐ mo. ☐ yr. ☐ Skip (N/A)

➔Skip to Communication Exchange.

Purpose: This question tries to identify the concentrator's rate of pay.

Response Coding: Record the hourly wage as given in the space provided and check the hourly pay period box. If the respondent does not report wages by the hour, record the wage as given and check the box for the corresponding pay period. In the online survey answers, type in the wage amount and choose a pay period from the drop-down menu. CTEIS will automatically convert the answer to hours. The rate is based on 40 hours per week or 2080 hours per year. If the respondent in Q8 specified greater or fewer than 40 hours worked per week, the average hours worked per week given in Q8 will be used to calculate the hourly wage. If the respondent estimates an hourly wage, record it as given. If the respondent refuses to answer, leave the field blank.

Probing: If the person is not sure how to answer the question, you may ask some probing questions to help. Probing questions should not influence decisions. You may say things like, "You seem uncertain, can I help?" If the respondent carries more than one job, you might ask, "What do you think your job's average per hour?" When probing, be careful not to preface.

Continuation: Skip to Communication Exchange.

Uses of the data: The State uses this data when reporting hourly wages for "related" and "unrelated" employment in state reports. These data, when applied to specific programs, help disclose areas in which concentrators are more successful.

Potential Problem: The concentrator has more than one job.

Solution: Combine and estimate the overall hourly wage.

Potential Problem: An interviewer is uncomfortable asking about a student's wages and prefaces it or changes the question slightly to make himself or herself feel better about asking it. A preface could influence the participant to give false data. Some could even lead to a lack of response. There are a variety of prefaces to stay away from. Here are a few examples to avoid:

Prefaces to Avoid Using	
Type of Preface	**Sample**
Blameless	*This is confidential, but the State needs it.*
Estimates	*Approximately how much…* *About how much…*
Apologetic	*If you don't mind my asking…,* *Would you mind me asking…* *I know this is sensitive, but…*
On guard!	*I have to ask this question.* *Now I'm going to get real personal.*
Proxy	*You may not be able to answer, but…*
Opt-out	*This is an optional question.* *You don't have to answer if you don't want to.*

Solution: Just read the question. There is nothing wrong with asking how much respondents make, and while they have the option to refuse to answer, telling them up front may indicate to them that you do not want them to answer. Ask it as though it is just another question – which it is – and they are more likely not to hesitate. Be nonchalant, and casual about it. This will help you be objective.

Potential Problem: The concentrator may want to know more information before answering.

Solution: Here are answers to the most common questions.

Questions	Answers
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 reported.

Potential Problem: <u>What is included or excluded as part of the pay rate</u>? There are many forms of pay besides a base pay. The respondent may not be clear about what is included.

Solution: Attachment C provides a list of types of pay to include and exclude as pay based on the Bureau of Labor Statistics (BLS). <u>Only refer to this list if the respondent asks for help</u>.

Potential Problem: Some concentrators may refuse to answer; however, others may just be uncertain.

Solution: If a person does not want to or refuses to answer, then immediately skip the question, and move on. However, if the person seems uncertain by saying something like “I’m not sure,” then ask if he or she could give an estimate.

Part D: Only If Not Working

9. Are you currently looking for a job?

(Skipped if question Q1c, d, or e is "Yes.")

Purpose: This question identifies students attempting to enter the workforce.

Response Coding: Code 1 = "Yes" or 2 = "No."

Continuation: Upon response, go to Communication Exchange.

Uses of the data: This data helps reveal whether a respondent is "in the labor force" when computing the percentage of respondents who are "unemployed, not in school and seeking work." This is reported on State reports and used locally for reasons of program improvement.

Communication Exchange

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

The communication exchange will assist reporters and the SSC with maintaining current contact information. This information is critical to completing future Follow-Up studies and data analysis.

Closing Comments Script

Thank you. That's all I needed.
Now, are there any comments you'd like to make to help us improve our programs?

The closing script is short and intended to complete the call quickly and informally. Solicit comments only if responses are to be analyzed, not just listed.

THE RESULTS

Data resulting from the Follow-Up Survey is compiled into 3 types of reports, combining the information in different ways. The reports are produced at 5 levels–State, CEPD, Fiscal Agency, Operating Building, and Home School. Reports include the data by program and may be compared to the statewide results.

Data Entry

Data from the surveys are entered into the online Career and Technical Education Information System (CTEIS). When you enter data, be sure to review the entries after each record to verify their accuracy.

Reporting

The reporting process begins as soon as the SSC receives data from all districts. Please keep in mind that processing any information before receiving all the data would be an inefficient process, and data compilation cannot begin until all the data is received. Districts that do not submit their data by the deadline delay reporting for everyone, and a large part of the delay in reporting is due to the failure of some districts to submit their data on time.

DEFINITIONS

Apprentice: On-the-job training through a certified program.

Concentrator: A student who has successfully completed, with a grade of C (2.0) or better, courses totaling 8 segments of instruction. Or a student who has successfully completed two PCCs.

Confidential: Keeping responses a secret; a promise by interviewers who know the response of specific concentrators not to reveal those responses to anyone.

Consistency: Agreement of parts or features to one another.

CPI: Core performance indicators.

CTE: Career and technical education.

Employed: Receiving pay or benefits from an employer. This includes those on vacation or paid sick leave.

Full-time employment: A job which offers the worker at least 35 hours a week.

Labor Force: The number of people available to work.

LEA: Local Education Agency (usually a local school district).

MDE: Michigan Department of Education.

Part-Time Employment: A job that offers the worker less than 35 hours a week; those whose only employment is in the National Guard or reserves fall into this definition.

PCCs: Perkins Course Competencies (PCCS) refer to a specified group of competencies aligned with the state CTE program standards that take approximately 80 hours of instruction to deliver. The competencies for each CIP Code are grouped as part of the career pathways grant process.

OCTAE: Office of Career, Technical, and Adult Education. An agency within the U.S. Department of Education responsible for overseeing federal programs benefiting career and technical education and adult education programs.

OCTE: Office of Career and Technical Education. An agency within the Michigan State Government responsible for overseeing programs benefiting secondary career and technical education programs.

Proxy: A person authorized to act for another.

Reliability: The extent to which an instrument (survey) yields the same results on repeated trials.

Response Rate: The proportion of available concentrators responding to the Follow-Up survey; a person who is deceased, in jail, or hospitalized would not be considered available.

School: An institution that offers a limited course of study (e.g., truck driving school, cosmetology, military college).

SSC: Survey Support Center.

Training Program: Any course of study which prepares the person to perform work, hence continuing their education; on-the-job training (OJT) (e.g., a program conducted by a seed company in an agricultural job; a required 6-9-month training program before a worker may start a regular job).

Validity: The extent to which an instrument (survey) measures what it purports to measure.

ATTACHMENT A: FOLLOW-UP PROCESS & TIMELINE

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 1st 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 2nd 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).
	3	State sends 3rd 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	
Mar	1	
	2	
	3	
	4	SSC prepares reports.
Apr	1	
	2	
	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	
May	1	
	2	State sends notification of inadequate response rate.
	3	
	4	
Jun	1	
	2	
	3	State reviews data, response rates, and process for the next Follow-Up survey.
	4	
Jul	1	
	2	
	3	
	4	

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 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 postcard 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 the 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 the purpose of the survey.
- Assure the 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 C: INCLUDE OR EXCLUDE FROM PAY*

Include as Pay

- Base Rate
- Commissions
- Cost-of-Living Allowance
- Tips
- Deadheading Pay (e.g., free tickets)
- Guaranteed Pay
- Hazard Pay
- Incentive Pay
- Longevity Pay
- On-call Pay
- Piece Rate
- Portal-to-Portal Rate
- Production Bonus

Exclude as Pay

- Attendance Bonus
- Back Pay
- Draw
- Holiday Premium Pay
- Jury Duty Pay
- Lodging Payments
- Meal Payments
- Merchandise Discount
- Nonproduction Bonus (e.g., Holiday Bonus)
- Overtime Pay
- Perquisites (an incidental profit, gain or privilege)
- Profit Sharing Payment
- Relocation Allowance
- Tuition Repayments
- Severance Pay
- Shift Differential
- Stock Bonuses
- Tool Allowance
- Vacation Pay
- Weekend Pay
- Uniform Allowance

**Based on Bureau of Labor Statistics*