Follow-Up Video Transcript

Video 1 – Introduction to Follow-Up

Welcome to the PTD Technology online Follow-Up Training. You will notice several links on the side of your screen which will direct you to a series of video tutorials designed to assist you with completing your CTEIS Follow-Up surveys and report.

The Follow-Up report is one of several seasonal reports required by the Office of Career and Technical Education. To prepare this report, you will need to survey students who became concentrators and left school. These concentrators will have completed at least eight segments of a Wage-Earning CTE program. The feedback you collect allows officials to determine how these students' CTE skills are serving them in their post-secondary careers.

The information gathered from these interviews affects a variety of reports, both at the local and state levels. The data you collect will help coordinators place students in CTE programs and can facilitate program improvements. Those who study this data can determine the number of CTE concentrators who find work or continue their education in a related field, which indicates Placement rate on the Perkins Core Performance report. Submitting the Follow-Up report on time can also help ensure that your programs receive state added cost funds.

To collect the data required for the Follow-Up report, CTE concentrators who participated in Wage Earning programs and who have left school will take a brief survey that relates their current experiences to their CTE training. Teachers or other district officials contact and survey these former students according to a list CTEIS provides. Telephone surveys generally have the highest success rates, but you may send mail surveys if time and your budget allow. Once officials gather information from every concentrator on their list, the data is compiled into electronic form through the CTEIS application, submitted to Fiscal Agency

Authorized Officials and CEPD Administrators for review, and is finally delivered to state officials at the Office of Career and Technical Education, or OCTE.

OCTE provides a Survey Support Center, or SSC, to monitor the Follow-Up survey and assist you as you complete your report. The Survey Support Center is run by PTD Technology in East Lansing and provides many services, including developing the CTEIS application used for Follow-Up submission, offering advice for conducting an efficient and accurate survey, answering questions related to the Follow-Up survey forms, solving problems that may occur during your Follow-Up reporting process, providing training sessions across Michigan, designing Follow-Up materials, and keeping all documents current.

The CTEIS network is broad and very friendly. If you have any technical questions regarding your Follow-Up survey, such as how to use your survey forms, how to collect data from the concentrators on your list, or how to operate the CTEIS application, do not hesitate to contact PTD Technology by phone at (517) 333-9363 extension 128, or at (800) 203-0614 extension 128. You may also e-mail the PTD Technology Help Desk at cteis.help@PTDtechnology.com.

If you have questions regarding local or State policy while completing your Follow-Up survey or would like to offer suggestions to facilitate the survey process, please contact your supervisor or OCTE.

This concludes the introduction to the CTEIS Follow-Up Report. To learn how to begin conducting your survey, click the link called “Step 1: Review Your Packet.”

Video 2 – Step 1: Review Your Packet

Your Follow-Up reporting procedure has been simplified into a series of eight steps. By using the CTEIS application and following this step-by-step procedure, you can ensure that you will not overlook any of the elements required to complete your reports.

Step 1: Review Your Follow-Up Packet.

Take a few moments to familiarize yourself with the items contained in the annual Follow-Up Packet. You should find two memos, one from OCTE and another from the Survey Support Center. These memos introduce the Follow-Up project, cover the State's reporting goals, and announce the submission deadlines for the new year.

You will also find a workshop schedule with your other materials. The schedule includes information concerning training dates and locations, webinars, and what materials to bring to the training.

Also included in your Follow-Up packet are two manuals. The Protocol Manual guides a reporter through the survey process. It explains the reasoning behind each survey question, describes how to properly ask survey questions and efficiently fill out survey forms, and offers suggestions for handling difficult calls while improving the number of students you contact.

Your second manual is the Instructional Guide. This user guide covers logging into, navigating, and inputting survey data into the CTEIS application. The Instructional Guide contains Follow-Up timelines as well as the Help Desk contact information at the Survey Support Center, and it also covers the finalization and submission of the Follow-Up report.

The four remaining documents contained in your Follow-Up packet pertain to the surveys you will conduct. The Intro script is the form you will use to begin each of your surveys. It contains a dialogue script that quickly introduces you, identifies the students and their programs, and determines whether you will conduct a student or a proxy survey.

Using the Student Survey form is the traditional method of gathering information from your concentrators. You will complete this form if you are interviewing a student directly.

The Proxy Survey form is a variation on the Student Survey. The questions on the Proxy Survey are altered slightly so proxies may answer questions on your student's behalf.

The Mail Survey form is your last document. This survey may assist in the gathering of data, though phone surveys generally demonstrate a much higher rate of success. The Mail Survey is mailed to your students, who then complete the forms themselves and send them back to you.

For additional copies of Follow-Up materials, please login to the official CTEIS homepage at www.CTEIS.com, where all memos, schedules, manuals, and forms are available for download in PDF format. If you are on the CTEIS Listserv, remember to watch for additional information that may be released after the packets are distributed.

To learn how to access your student list, click on the link called "Step 2: Access Student List."

Video 3 – Step 2: Access Student List

Step 2: Access Your Follow-Up Student Listing.

You can use the CTEIS application to view the students you are responsible for surveying. First, open a Web browser and navigate to www.CTEIS.com. Log into the site using your personal MEIS username and password. If you do not have a MEIS account or are unable to login with your current information, please contact your Fiscal Agency Authorized Official.

After successfully logging into CTEIS, please note the links in the navigation bar. All tools necessary for completing your Follow-Up reports can be found within the Data Entry menu. If you do not see a heading labeled “Follow Up,” please contact your Fiscal Agency Authorized Official to make sure your account has been granted Follow-Up permissions. Click on the “Follow Up” link to view a list of all buildings that contain students who need to be surveyed.

Note the button beside the building name labeled “CADR,” which is an abbreviation for the “Follow-Up Candidates in Another District Report.” It is important to understand that each concentrator in the state is surveyed only once regardless of the number of CTE programs the student attained concentrator status in. Clicking the “CADR” button will allow you to see a report that lists all of the students from your building who will be contacted by a district agency other than yours. CTEIS itself determines which district is responsible for surveying each concentrator.

Beside the “CADR” button, you will find a graphical button of a pointing finger. Clicking on this “Survey” button will allow you to input survey data individually for each student within that building.

To access a list of students you are responsible for surveying, check the box to the left of a building name. You may then select one of the two list buttons below your building list. The “Follow Up List Report” button directs you to a highly detailed report which includes concentrator names, grades, phone numbers, survey statuses, and program information and may be exported as a PDF. The

“Follow-Up List Export” button instead generates an Excel spreadsheet containing all relevant student data and is ideal for creating custom lists or for use with the Microsoft mail merge feature.

Click on the link titled “Step 3: Review List” to learn more about reading and interpreting your student lists.

Video 4 – Step 3: Review List

Step 3: Review Your Follow-Up Listing.

Before you begin surveying your concentrators, you will want to familiarize yourself with your student listing. This list is generated from the concentrator counts compiled from the previous year's Enrollment Report, and each student in the state is listed for Follow-Up only once.

When you select the "Follow Up List Report" button, the information provided may appear overwhelming at first glance. The key to reading your list is to understand how it is organized, as the student lines on your listing contain a great deal of valuable information. Reading across the topmost line, you will first see the student's UIC, or Unique Identifier Code, which is a student number that is unique to each concentrator. This is followed by the student's name, grade, and any phone numbers on record.

The next area of the list indicates the student's status in the Follow-Up project. By default, this is INIT for "Initial" status, meaning the student has not yet given survey responses. The status will change to COMP when a student has "Completed" the survey. Any concentrators marked as Non-Contacts, whether due to inaccurate contact information or refusals to answer the survey, will show a status of COMP NC, or "Completed: Non-Contact." A student with the SELF status has responded to survey questions using the online self-survey portal. Following the survey status, notice the student's sending facility and e-mail address as well.

The information that appears below the italicized top line relates to a student's program, beginning with a set of parentheses, the CIP Code and PSN, and the name of the program. An X contained within the parentheses indicates the student's primary program; however, during your interviews you may ask your student to respond to whichever program he or she chooses, regardless of whether it is a primary focus or not. Finally, the operating building for each program appears to the right of the course name.

If you create a spreadsheet using the “Follow Up List Export” button, you will receive the same listing of students as previously, but in a raw data format. This file contains student names, UICs, and contact information, as well as the PINs each student will need to log into the CTEIS self-survey portal.

As you review your student list, keep in mind that it represents only those students who attained concentrator status in at least one Wage-Earning program and also left school. Remember that some concentrators might be assigned to another building if they complete multiple programs, and you can use the CADR button on your building listing screen to view those students. If you discover any discrepancies including missing students or inaccurate exit statuses, please contact OCTE for assistance.

The next step discusses conducting the Follow-Up survey. Click on the link called “Step 4: Conduct Survey” to learn more.

Video 5 – Step 4: Conduct Survey

Step 4: Conduct Your Survey

After accessing and reviewing your student listing, you are ready to begin interviewing your concentrators. An effective way of completing surveys is to contact your students directly. Using mail survey forms to assist you is sometimes helpful, though the cost in materials, postage, and response time should be considered carefully. In addition to contacting a student directly and sending out mailings, you may also ask a proxy to answer survey questions on your concentrator's behalf. However, you should seek to interview the student directly in all cases.

If you plan on conducting several interviews within a small block of time, often it is useful to prepare your blank survey forms before you begin making calls. Remember to make several copies of the intro script as well as your student and proxy survey forms. You may then consider putting the student's name onto the intro script and then attaching the intro script onto a student or proxy form when you begin your interview.

While conducting your surveys, you will want to keep the guidelines set by your Protocol Manual in mind. Before you call your concentrators, look through your survey forms to make sure you understand how the questions flow from section to section. This will ensure that you are able to focus entirely on your conversation with your students.

Make a good faith effort to interview every student. Proxies generally do not have the personal knowledge regarding CTE programs that concentrators do, and some questions have been omitted entirely from the proxy survey form. Do not hesitate to vary the ways in which you attempt to contact students as well. Sometimes reaching out to students through a combination of e-mail, social media, and face-to-face meetings is more effective than phoning them.

Be consistent in how you ask your survey questions. Strive to maintain high standards of consistency because it is the key to interpreting what each student response means to the state.

When reading your scripted questions, follow the wording on the survey forms exactly. Every respondent in the state must be asked the same questions in the same way to maintain consistency. Even slight deviations in your wording can subtly change the meaning of the question or lead a student to give one answer over another.

Remain objective in your interviews and allow the respondents to answer naturally when prompted. Keep your voice even and void of emotion towards the question. Remember that apologizing or pre-empting a question with a comment can imply that the question is suspicious or sensitive when in fact all interviewers are authorized by the State of Michigan to ask each item on the survey as a means of gathering helpful school data.

Follow the script as closely as you can. The survey has undergone extensive revision and each question serves a valuable purpose, which is described in your Protocol Manual. The instructions in the Protocol Manual for conducting your interviews also come from years of previous experience and are intended to assist with maintaining objectivity and consistency. If you are uncertain about how to ask a specific question or why certain items appear on your survey, please contact the Survey Support Center.

After you have finished interviewing a respondent, remember to check your work. Before you hang up, review the questions on your form, especially those you skipped. Several questions include multiple parts which may be overlooked during the course of your interview, and each question must include an answer before the CTEIS application may compile the survey. If you are unsure how to code a student's response onto your survey form, contact your interview trainer or the CTEIS Help Desk.

In the next step, you will review the questions on the Student Survey Form. Click on the link called "Survey Questions" to learn how to conduct your interviews.

Video 6 – Survey Questions

In this segment, we will review the standard student survey questions. You may want to keep your Protocol Manual on-hand as it contains detailed information about the survey process, including the purpose of each question, how to code student responses, and tips for resolving common problems that might occur. Remember, before you begin interviewing concentrators, you will need copies of your intro script, which contains conversation prompts for both students and proxies. You will also want to make sure you have adequate copies of both your Student and Proxy Survey Forms.

The introductory script that you will use to begin each of your calls is designed to quickly introduce the survey to the student and get them involved by asking important questions regarding their programs. Notice that you have three potential dialogues which vary slightly depending on whether you are speaking with a concentrator in one program, a concentrator in multiple programs, or a proxy. If you printed your Follow-Up Student List Report previously, you may refer to it to determine how many programs your respondents became concentrators in, and in which grade. You may then enter that information into the blanks on the intro script form.

Following the appropriate prompts, if the student completed a single program, you will begin your conversation with the statement, "In [this] grade, you achieved the concentrator status in a program in [this field]. Do you have a few minutes to answer some questions about what you're doing now? All responses will be kept confidential."

If the student completed multiple programs, you will open the dialogue instead with, "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 [first], [second], and [third] programs. Are you pursuing one of these more than the other?" If the students respond that they are focusing on one program in particular, then you may ask, "Which one?"

and fill the appropriate blank with the student’s response. You conclude the introduction by saying, “This is the program I would like you to think about during this interview.”

If the respondents answer that they are not pursuing any one particular program, you may explain that “We can only follow up on one program. Which would you like to think about during this interview?” It is very important to record this response as you will be unable to add the student’s survey information into CTEIS without indicating the program that the student chose.

At times, you may find yourself speaking with a parent, guardian, or close relative of the student. In these cases, the introduction is altered slightly to read, “We’re talking with students who achieved the concentrator status in high school CTE programs to see how they’re doing. [This student] was in the [such-and-such] program. How could I reach him or her?” Recall that it is important to attempt to contact a concentrator before you fall back on proxy responses. If it is apparent that the concentrator will remain unreachable throughout the duration of the Follow-Up project, you may ask the proxy to take the survey by stating, “You could probably answer some of the questions. It would only take a couple minutes and all responses will be kept confidential.”

This script focuses on communicating three key elements between the interviewer and respondents: the purpose of the call, the student’s program selection, and the confidentiality of any information that is shared. After completing introductions, you will continue on to the Student Phone Survey Form, unless you are speaking with a proxy, in which case you will use the Proxy Phone Survey Form.

The Student Phone Survey Form is the standard Follow-Up questionnaire. You may notice that the proxy and mail surveys are variants of the student form and intended for proxy use or self-evaluation. The student survey consists of nine questions and four main sections, A through D, each of which relates to a different facet of the student’s life.

Part A relates to the student's current status. Begin the survey by asking, "Let's start with what you're doing now? Are you going to school? Working?" Look through subsections a through g. You must make sure you fill in either a "Yes" or "No" response for each item, including whether the student is currently in a training program or attending school or college; working as an apprentice; working or on a paid leave, vacation, or sick leave; on full-time, active duty in the military; on part-time duty in the military; in a National and Community Service Program; or volunteering Peace Corps. If the student is volunteering; on an unpaid leave of absence; on seasonal layoff; hospitalized; in jail; or deceased, check the appropriate box. If the student falls into a separate category, you may specify the current status on the h-7 "Other" line.

Make sure you verify your survey responses with the student before continuing to the second question. Keep in mind that if a student on your list is deceased, you should skip directly to the end of the survey.

Part B asks about the student's current schooling or training. You will skip this section if concentrators state they are not currently pursuing further education. For any students who indicate they are currently involved in schooling, state "I have some questions about your schooling or training. 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, or not at all?" For any students who answer that they use their skills "hardly ever" or "not at all," you will also ask "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?" This is to catch any students who are currently completing general education requirements before moving into a major or minor track of study.

The next question asks, "Where are you going to school?" The student should identify a primary institution of enrollment, and you will need to categorize it as a business or trade school; a community college; a college or university; a military school; or a school in the "Other" category. You do not need to name the school directly.

The last question in Section B asks, “What type of program are you in?” The student will need to indicate whether the track of study he or she is in at the time of the interview is considered an apprenticeship or on-the-job training, or if it awards a certificate, an Associate’s degree, a Bachelor’s degree, or something else, which you will need to specify using the blank next to the “Other” option.

Part C relates to the student’s current employment, and you will skip this section for any concentrators who indicate they are not working at the time of your interview. You should open this section by stating, “Now, I’d like to talk about your job as it relates to your [selected] program. On your job, how much would you say you’re using the skills you were taught? A lot, some, hardly ever, or not at all.”

The following question relates to job satisfaction, asking “How strongly do you agree with the statement, ‘I am satisfied with my present job?’ Do you strongly agree, agree, disagree, or strongly disagree.” Remember not to color your respondent’s answers with voice inflections or additional comments—you are seeking the student’s level of job satisfaction.

The next question asks, “How many hours a week do you work?” Fill in the blank with the appropriate number of hours if possible; if the student is unsure, ask the student to add the hours from all jobs together, then ask, “Would you say it’s 35 hours a week or more?” This will allow the State to determine whether the student is employed full-time.

The final question in Part C asks, “Including tips and commissions, how much do you make an hour?” Not all respondents are able to give an hourly rate, and in these circumstances you may want to ask if they can give you a figure using a different increment. The CTEIS software will translate any weekly, monthly, or yearly pay rates into an hourly wage for you.

Part D consists of one question intended only for students not currently working. If you did not complete Section C because a respondent does not have a job, ask, “Are you currently looking for a job?” The answer should be coded as a “Yes” or “No.”

After the survey questions have been completed, you should ask the respondent "What is the best way to contact you if we need to follow up on this survey?" and record the response within the Communication Exchange box. Thank the respondent for his or her time by stating, "Thank you, that's all I needed. Now, are there any comments you'd like to make to help us improve our program?" Allow the respondents to comment on any CTE experiences they would like to share, review your survey forms, and your call is complete.

As you continue interviewing your concentrators, know that the state tracks the number of surveys your Fiscal Agency successfully completes. Any students who are marked as Non-Contacts can lower the final response rate of your district. In general, the State looks for response rates of anywhere between 90 and 100%. Should you fall below a 50% response rate, your Fiscal Agency will become non-compliant with the State's standards and you may risk recapture of CTE program funds.

Some ideas for keeping response rates high include preparing students for Follow-Up calls before they leave school. Ask concentrators for 3 or 4 additional contact names, phone numbers, and e-mail addresses prior to their leaving school, either through an exit survey or some other method.

While telephone surveys have very high response rates, you can also send mailings out to concentrators to increase awareness of the Follow-Up project, and direct them to the Self-Survey portal at www.cteisstudentfollowup.com.

According to the Telephone Consumer Protection Act, phone solicitors may not call households earlier than 8 AM or later than 9 PM. While this does not prohibit schools from conducting surveys outside this range of hours, you will likely have the best luck with responses by adhering to the 8 AM to 9 PM guideline.

Make at least 6 attempts to reach students at different times of the day and on different days of the week. Find the rhythm that suits your schedule and your students' schedules the best.

Try making calls from a school phone to help people screening with caller ID identify you. Parents and students are more likely to answer a call if they are aware it is related to school business.

If you are having trouble connecting with concentrators due to disconnected or incorrect phone numbers, you can also try using online telephone directories such as whitepages.com.

Attachment B in your Protocol Manual has many more suggestions for improving response rates and handling difficult calls.

This concludes the review of your survey questions. To learn how to compile your data in the CTEIS application, click the link called “Step 5: Enter Survey Data Into CTEIS.”

Video 7 – Step 5: Enter Survey Data Into CTEIS

Step 5: Enter Survey Data Into CTEIS.

Once you have gathered responses from all your students, you will need to convert them into electronic format using the CTEIS application. Log into CTEIS using your MEIS account information, mouse over the Data Entry heading, and then click on the “Follow Up” link. From the Follow-Up Building List, click on the pointing finger button beside the building name to view your student lists, program information, and survey statuses. By clicking on the headings at the top of the “Students” grid, you may sort the list according to your selected category. Search fields also appear at the top of the grid to help you organize your information.

To enter survey responses for a student, click the “Survey” button within a student row. The “Update Student Contact” panel will open, allowing you to enter notes and update contact information before entering survey data. You may also indicate that the student was unreachable by selecting one of the “Non-Contact Reasons” indicated in the drop-down menu.

Next, click the “Begin Survey” button. From the drop-down menus at the top of the Follow-Up Survey screen, choose the program that was discussed during your interview as well as the type of survey you completed. Enter the responses as coded on your survey forms, then complete the data entry process by clicking the “Complete Survey” button at the bottom of your survey screen. Your responses are saved, and when you return to your student list, you will notice that your student’s survey status has changed to “Complete.”

To view completed survey responses, you may click the “Review” button. In order to edit your survey, you will need to clear all previously saved responses. Click the “Back” button at the bottom of the review screen, then click “Redo Survey” at the top of the “Update Student Contact” panel. Be aware that this will clear all current responses and you will need to re-enter data for the entire survey. For this reason, it is a good idea to make sure you have printed hard copies of all your surveys after they are completed.

Click on the link called “Step 6: Complete the Report” to learn how to submit your data to your Fiscal Agency Authorized Official.

Video 8 – Step 6: Complete the Report

Video and transcript coming soon!

Video 9 – Step 7: FA Review/CEPD Submit

Step 7: Fiscal Agency Review and CEPD Submit.

If you are a Fiscal Agency Authorized Official or a CEPD Administrator, you can find directions for completing your building reviews on the CTEIS homepage at www.CTEIS.com. The directions are also available for download on the CTEIS Knowledge Base at www.ptdtechnology.com/cteiskb.

When the CEPD report is released to OCTE, the Follow-Up data is also automatically compiled and submitted to the Survey Support Center for future handling.

The next link, called “Step 8: Survey Results,” describes how you may access the final statewide Follow-Up reports. Click on the link!

Video 10 – Step 8: Survey Results

Step 8: Survey Results.

Follow-Up results are generally posted on the CTEIS homepage at www.CTEIS.com during spring of the project cycle. Local Follow-Up personnel and superintendents are usually notified of the publications in April.

The statewide Follow-Up reports, the XO610, the XO611, and the T1608 will also be available for download along with interpretation guides in April. You can find these reports on the official OCTE website at www.michigan.gov/OCTE by browsing to the Career and Technical Education heading and then clicking on "Data and Reports."

The last segment of your training will provide closing thoughts concerning the life cycle of the Follow-Up project. Click on the link called "Training End" to conclude your online training.

Video 11 – Training End

Attachment A in your Protocol Manual depicts a flow chart of the Follow-Up project life cycle. You will notice that the project spans an entire year with project management and data compilation occurring largely behind the scenes in the months following the student surveying period. Remember that the State cannot complete its final reports until it has received data from each building, so please adhere to the timelines published in your Protocol Manual.

If assistance is ever needed, help is always available. You can contact the Survey Support Center for questions of a technical or logistic nature, questions regarding the survey forms or collecting your student data, or questions regarding CTEIS operations. Inquiries regarding OCTE policy should be directed to the Office of Career and Technical Education as outlined in your Follow-Up packet materials and online at www.CTEIS.com.

This concludes the online CTEIS Follow-Up training. Thank you for watching these video segments.