Follow-up on 2020-21 Academic Year
CTE Concentrators (Secondary) - Completers (Postsecondary)

Submission Deadline March 31, 2022

Contents (Click on a title to go to that section in this document)

What is Follow-up?

- **This is when you gather and report placement information (e.g., employment, continuing education) on your students who were marked as either <u>concentrators</u> (secondary programs) or <u>completers</u> (postsecondary programs) in your enrollment from the previous year.** A secondary concentrator is a student who has completed at least two Carnegie Units (e.g., two year-long courses or four semester courses) in a secondary CTE program. A postsecondary completer is a student who has completed the required minimum credits within a postsecondary CTE program.
    - *Thus, how you marked students in your 2021-21 enrollment reporting will dictate who is "followed-up" on approximately six months after that academic year.*
- **Knowing student outcomes is critical in advocating for and improving programs. Fulfilling these reporting obligations is also important in order to continue eligibility for program approvals and funding.**

How do I do Follow-up?

- **First, review this Follow-up document to understand the fields on which you are reporting**. Determine the best protocol for your organization in collecting this information from your 2020-21 students (e.g., online survey, phone call, in-person, etc.). We also provide examples of survey questions in this document in case it is helpful.
- Log on to the Colorado CTE Gateway website (https://ColoradoCTE.com) and click on the "Data Collection" card. Then click on the "Student Follow-up" section to download the student list of your previous year program concentrators (secondary) or completers (postsecondary). If you do not see this section of the site, your district/institution's primary contact will need to assign the permission 'DC – Student Record' to users who should have access to this section of the site.
- To report the data, you can **either upload a completed spreadsheet or use the individual entry method** on the website. We recommend the individual entry method if there are not a large number of students in a program, otherwise we recommend the file upload method.

What else do I need to know about Follow-up?

- **You should not start surveying students until December 2021.**
- **Phrase all questions, excluding technical skills assessment, relative to what the student was doing during the specific survey window of October 1, 2021 through December 31, 2021.** We have included example survey questions later in this document for your use to provide you with ideas.

- **Try to collect survey information on all students in the follow-up.** You should try to contact students at least 3 times before giving up. We recommend that you get at least a 50% response rate for each approved program.

- **The follow-up process is for all previous year CTE program secondary concentrators or postsecondary completers regardless of grade or high school graduation.**

- **Even if a program closed or was made inactive** in the current school year, the US DOE requires you to conduct surveys on students who completed the previous year and report it in the follow-up.

- If a student is a completer in multiple programs you should try to contact them only once, gather placement information relative to each program they completed, and submit placement for every completion record in the Follow-up collection for that student. You may also find that the Follow-up survey relates to another survey you need to conduct. You are welcome to combine surveys; however, you must still meet the requirements of CTE Follow-up reporting.

- **You must provide an answer in the Placement, Continuing Education, Military, Apprenticeship, Service Program, Certification Exam Completed and Certification Exam Passed fields for every student in Follow-up (even if your response may be a selection for "unknown")**. All these fields are extremely important for telling the story of student outcomes and program renewals.

- Please review the "**Special Rules**" sections below for help in determining special circumstances you may encounter with student responses.

- You can report your data at ColoradoCTE.com by **single record data entry or by uploading a data file**. **The deadline for follow-up submission is March 31, 2022.** If you report by single record entry, you will pick answers from a dropdown list for each student. **If you provide a data file, then you will use the codes listed in the first column in the table below.**

- Before you create your data file, you need to log-in to ColoradoCTE.com, go to the Data Collection>Follow-up section, and **retrieve a list of students at your institution who will be included in Follow-up**. This is the easiest way for you to begin building your data file.

- Check the reporting year listed at the top of this document to make sure you are using the correct documentation. Current reporting year file formats are posted in the Follow-up section of the Colorado CTE Gateway website.

- Fields in the table below can be in any order in the follow-up file but must contain the designated header in row 1 of the file.

- You must use the same SASID (secondary level programs), or Student ID (postsecondary level programs) in your data file that displays with each student record. The reason that we need the same ID number is so that we can match the records in your data file to those in our database.

- **Do not try to add any extra student records in your data file or modify Enrollment data previously submitted** that was not already in the CTE enrollment in the 20- 21 school year as secondary concentrators or postsecondary completers. Extra student records in your data file thatare not found in our database will trigger an error during the file validation process and you will need to remove them from your file.

- Incorrect formatting or inaccurate student records will trigger an error during the upload process, and you will haveto correct the file.

- It is recommended to upload a single file of follow-up records for an entire district or college. Only one file may be uploaded at a time. However, you may submit a separate file of follow-up records for each program at a single school or you may submit a single file of follow-up records for all programs at a single school. **If you submit separate files of follow-up records, whether for a program, school, district, or college, each file overwrites the previously submitted file's records.** We recommend that you submit a single file per district/college of all follow-up records to avoid confusion and also to more efficiently format and validate a single file versus many. As long as the entity has not "certified" and saved that its follow-up is complete in the site, you may resubmit files until the submission deadline. Each new file will overwrite previously imported data.

- There are no specific requirements for the file name but it is suggested that you name the file in such a way that it can be clearly distinguished from any other files that you upload, e.g. <followup>_<schoolname>_<year>, or, if

submitting one file per program per school, include something to distinguish each file.

- To validate and upload your completed data file, log into ColoradoCTE.com and go to the Data Collection section of the site. You will see a section for Follow-up, where you will see a file upload button and onscreen instructions.
- All Follow-up data reported is subject to verification for completeness and accuracy during scheduled audits, monitoring visits, and technical assistance visits by CCCS and by state and federal level agencies.
- For questions on CTE student data reporting please contact cte@cccs.edu.
- For issues with the CTE Gateway, use Submit Issue in the footer.

Follow-up File Format and Codes

Remember to phrase all questions, excluding technical skills assessment, relative to what the student was doing during the specific survey window of *October 1, 2021 through December 31, 2021.*

The codes below are those used in the follow-up file upload process. They are provided here for your convenience if you are going to build a data file, but the definitions also apply for data submitted by manual entry on the website.

When you download the list of students for Follow-up reporting, you will see many populated fields based on what was reported for enrollment (e.g., student identifier, name, demographics) and the following blank Follow-up fields. You should not be changing the pre-filled fields, as it may cause issues when uploading the file with the Follow-up fields completed. DO NOT CHANGE THE FIELD HEADERS IN THE FILE.

Column Header (Row 1 of your Excel file must match exactly)	Field Name	Field Coding	Field Length (number of characters)
Placement	Placement Status **Provide a code for every record**	**At any time between October 1st and December 31st, 2021, were you:** • **1** = Employed full or part time in an occupation **related** to the CTE program completed last year • **2** = Employed full or part time in an occupation **not related** to the CTE program completed last year • **3** = Unemployed and actively seeking employment • **4** = Unemployed and **not actively seeking** employment (use this status if the student is not seeking employment for any reason such as by choice, volunteering, enrollment in school, illness, pregnancy, etc.) • **5** = Unknown - unable to contact student. No follow-up information was collected on this student • **7** = Student is deceased	1
	Special Rules for Placement: • **ACE**: ACE (998005) program completers—mark all students that have any type of employment with a placement status code "1" (employed related to training). Do not use status code "2" (employed not related to training). • **SAE**: If a student is involved in a supervised agricultural experience program (paid or unpaid), then you should use placement status code "1" (employed related to training).		

Column Header (Row 1 of your Excel file must match exactly)	Field Name	Field Coding	Field Length (number of characters)
		• **Unsure**: A respondent may be unsure at times whether they should be considered employed. You may explain that they are considered employed even if they are on paid leave, vacation or sick leave. • **Unemployed not actively seeking**: Placement status code 4 (unemployed and not actively seeking employment) can be used when the student chooses not to seek employment for any reason. The student may be ill, continuing education (secondary or postsecondary), retired, pregnant, or simply chooses not to seek employment. If the student is continuing education and is not employed, use this placement code and then choose one of the continuing education categories (1, 3, or 4). If you know the student is continuing education, but don't know their employment status, you should still use placement code 4 and choose one of the continuing education categories (1, 3, or 4—see information on the field below). • **Unknown**: You should only use the placement status code 5 (Unknown or unable to contact) when you know nothing about the status of the student or only technical skills assessment/certification exam information is known. *In other words, if you mark '5' (Unknown or unable to contact) for placement, also mark unknown for Continuing Education(5), Military Service(3) and Apprenticeship(3).*	
ContEducation	Continuing Education **Provide a code for every record**	**At any time between October 1st and December 31st, 2021, were you:** • **0** = Not continuing education • **1** = Continuing at high school level (secondary) • **3** = Continuing at community or technical college or similar (i.e. certificate or associate degree program or similar) • **4** = Continuing at four-year college or university (i.e. bachelor's degree) • **5** = Unknown	1
	Special Rules for Continuing Education: • This question pertains to where the student was primarily enrolled during the survey window (October 1-December 31) following program completion. It is **not** asking if the student **plans** to pursue a postsecondary education in the future. • **Dual/Concurrent Enrollment**: If the student is in a concurrent enrollment program during the survey window, then they are still primarily enrolled at the **secondary** level. Thus, do not answer that they were continuing education at the postsecondary level. • **Apprentice**: If a student is in an apprenticeship program, then mark them as continuing education = '3' (continuing at community or technical college level). • **Military Full-Time**: If a student is in the military full-time (see field below), mark them as continuing education = '3' (continuing at community or technical college level), unless you know that they are enrolled at a four-year institution (and in that case enter '4' in the continuing education field).	
MilitaryServiceId	Military Service **Provide a code for every record**	**At any time between October 1st and December 31st, 2021, were you:** • **0** = Not in the military • **1** = In the Military Full Time (≥35 hours/week) • **2** = In the Military Part Time (< 35 hours/week)	1

Column Header (Row 1 of your Excel file must match exactly)	Field Name	Field Coding	Field Length (number of characters)
MilitaryServiceId cont'd		• **3** = Unknown	
	*Special Rules for Military Service:* • This includes active enlistment in a branch of the United States armed forces (Army, Navy, Marines, Air Force, Coast Guard, as well as Army National Guard, Air National Guard, or Active Reserves). • If a student is in the military full time (35 or more hours per week), you should use placement status code '1' (employed related to training), mark them as continuing their education as code '3' (continuing at community or technical college level), unless you know that they are enrolled at a four-year institution (and in that case enter "4" in the continuing education field), and for the military service category, mark them '1' (military full time category).		
Apprenticeship	Apprenticeship **Provide a code for every record**	**At any time between October 1st and December 31st, 2021, were you:** • **0** = Not in an apprenticeship • **1** = Participating in an apprenticeship related to the CTE program completed last year • **2** = Participating in an apprenticeship not related to the CTE program completed last year • **3** = Unknown	1

	*Special Rules for Apprenticeship:*
	• Definition of apprenticeship is as follows:
	Apprenticeship is a work-based training model that integrates all of the following components:
	  1. Apprentices earn wages from their employers during training;
	  2. Programs provide on-the-job learning and job-related technical instruction;
	  3. On-the-job learning is conducted in the work setting under the direction of one or more of the employer's personnel;
	  4. Training results in an industry-recognized credential.
	• If an individual is in an apprenticeship program (related or unrelated to CTE program), **then mark them for Continuing education as '3'** (Continuing at community or technical college level).		

ServiceProgram ==New Perkins V Category==	National and Community Service Program or Peace Corps **Provide a code for every record**	**At any time between October 1st and December 31st, 2021, were you:** • **0** = Not in AmeriCorps, Volunteers in Service to America (VISTA), National Civilian Community Corps (NCCC), or Peace Corps • **1** = In AmeriCorps, Volunteers in Service to America (VISTA), National Civilian Community Corps (NCCC), or Peace Corps • **2** = Unknown	1
CertExam Completed	Industry Certification or License Exam Completed **(Part 1)**	• **0** = Unknown • **Y** = During the program completion year or since leaving school student has taken a state licensing test or an industry certification test related to the program completed	1

Column Header (Row 1 of your Excel file must match exactly)	Field Name	Field Coding	Field Length (number of characters)
	Provide a code for every record	• **N** = During the program completion year or since leaving school student **has not** taken a state licensing test or an industry certification test related to the program completed	
CertExamPassed	Industry Certification or License Exam Passed **(Part 2)** **Provide a code for every record**	• **0** = Unknown or No to Part 1. • **Y** = If yes to Part 1, and student did meet the requirements for licensure/certification. • **N** = If yes to Part 1, and student did not meet the requirements for licensure/certification.	1
	Special Rules for Industry Certification or License Exam: If certification exam completed is 'unknown' (0) then fill in certification exam passed as 'unknown' (0).		

End of Follow-Up File Format

Survey Question Examples Available for Your Use

Many schools opt to issue an online survey (using Surveymonkey, Qualtrics or Google forms, for example) as one way to reach respondents. Some schools integrate follow-up related questions within broader surveys. The following survey question examples are provided to help you phrase your questions if you find you need inspiration.

First, of course, determine the best way that works for you to gather individual student information (i.e. identifying information for individual student, identifying the program, etc., though it may also be an automated option within your survey tool to track respondents).

Consider including phrasing or text around why we conduct these surveys. As in: *Student outcomes trends are important for us to understand so we are able to advocate that Career & Technical Education is a valuable and worthwhile use of government funds. Your answers will be confidential and will be used in fulfilling reporting requirements in order to help us continue to fund these programs.*

At any time between October 1st and December 31st, 2021:

Were you employed?
- ☐ Employed full or part time in an occupation related to the program I completed last year
- ☐ Employed full or part time in an occupation **not related** to the program I completed last year
- ☐ Unemployed and actively seeking employment
- ☐ Unemployed and not actively seeking employment (this may be for any reason such as by choice, enrollment in school, volunteering, illness, pregnancy, etc.)

Were you enrolled in an educational program?
- ☐ Attended high school
- ☐ Attended community or technical college or similar (i.e. enrolled in a certificate or associate degree program or similar)
- ☐ Attended a four-year college or university (i.e. enrolled in a bachelor's degree program)
- ☐ Not enrolled in any education

Were you in the military?
- ☐ In the military full-time (greater or equal to 35 hours/week)
- ☐ In the military part-time (less than 35 hours/week)
- ☐ Not in the military

Were you in an apprenticeship?
- ☐ Participated in an apprenticeship related to the program I completed last year
- ☐ Participated in an apprenticeship, but it is **not** related to the program I completed last year
- ☐ Not in an apprenticeship

Were you participating in AmeriCorps, Volunteers in Service to America (VISTA), National Civilian Community Corps (NCCC), or the Peace Corps?
- ☐ Yes
- ☐ No

Have you completed an industry certification or licensure exam during or after you completed your program?
- ☐ Yes
- ☐ No

If you answered "yes" to the previous question, did you meet the requirements for licensure or certification?
- ☐ Yes, I passed the exam/met the requirements for licensure and/or certification.

☐ No, I did not meet the requirements for licensure and/or certification.

Suggested Follow-up Best Practices

- All institutions are welcome to collect additional data for their own internal purposes as part of the CTE follow-up survey.
- If you have more than one person conducting the surveys, then you should hold a training session in order to achieve accurate, consistent results.
- If you have delegated the responsibility of contacting students to teachers, you may wish to spot check a random sample of the students to confirm that the information was gathered correctly. This will help to identify any needs to retrain and to raise the level of the completeness, accuracy and reliability of your data.
- In order to gather accurate, consistent and reliable data, survey data should be gathered at the same time and in the same way.
- 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.
- More on response rates:
  - The value of the data collected through the Follow-up Survey depends on an accurate representation of the status of all completers. For this reason, the survey response rate is of major importance. You need a good response rate to accurately portray all completers in the state. If interviewers do not make a strong effort to reach completers (evenings before 9 pm and on weekends), employed students may go underrepresented because they can be more difficult to reach during the day. 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. The State feels that the close connection between districts and completers is good reason to expect high response.
  - Overall 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.
- **In order to improve response rates for the follow-up data collection process, it is often effective to gather some initial information before completers actually complete a CTE program**.
  - You may wish to gather general contact information for the follow-up data collection process from completers in their last class before they complete their program. A suggested contact form template is provided below. You may modify the template to fit your needs.

CTE Contact Form Example

Career and Technical Education programs like the one you are about to complete are a vital component of our educational offering and, we feel, an important part of your education. In order to continue to fund and offer this program we are required by the U.S. Department of Education Office of Career, Technical and Adult Education to gather and provide data that shows its value in terms of leading to high-skill, high-wage jobs. As such, we will be contacting you at the end of the calendar year to complete a very short survey mainly regarding your employment, continued education, or service in the military. We would very much appreciate it if you could provide as much of the below information as possible in order to contact you for the survey. Thank you!

Information about you:

Your name:

Name of CTE program:

Email:

Phone:

Mailing address:

Information about someone whom you designate to complete the survey for you (someone who will always know you, e.g., a spouse, parent, grandparent, etc.):

Relationship to You:

Name:

Email:

Phone:

Mailing address:

Comparison of Different Contact Methods

It is often effective to use a variety of different contact methods. For example, your educational institution may choose to contact students in the follow-up initially via email, then by phone, then review social media. Nowadays, resources like LinkedIn and Facebook can be helpful in establishing where students are working or attending school. Each method has distinct advantages and disadvantages.

Method	Advantages	Disadvantages	Best Practices
Web-based survey	• Very cost effective. Easier than other methods to collect data consistently.	• Less opportunity to clarify potential confusion about survey questions than phone or personal contact. May result in lower response rate than phone or personal contact due to less "pressure to respond."	• Send an initial letter or e-mail indicating the purpose of the survey and the location of the survey on the web. • Send an e-mail reminder to non-responders approximately two weeks after the initial mailing. • Mail postcard reminders if e-mail address unavailable. • For non-responders, continue to pursue other avenues (e.g., email, social media, affiliation lists) to obtain information.
Phone	• More likely to result in good response if student knows caller or if called outside of standard business hours. • Lower cost than other methods.	• May be difficult to gather current phone numbers. • May be difficult to get a return call.	• Create and use a detailed script. • Request convenient call back time if student unavailable or leave voice message. • Request forwarding information from person answering phone. • Call from school phone. • Call in evenings or on weekends. • Make multiple attempts. • Use contact information from parents, relatives, or friends to locate students who have not responded. • Collect and use cell phone numbers. • (The Telephone Consumer Protection Act states that telephone solicitation cannot occur before 8 am or after 9 pm. Schools technically are not solicitors, but it is highly recommended keeping within the 8 am – 9 pm time frame.)
Email	• Very cost effective. • Easier than other methods to collect data consistently.	• Some students may not have personal email addresses. • Less opportunity to clarify potential confusion about survey questions than phone or personal contact. • May result in lower response rate than personal contact due to less "pressure to respond."	• Make the email as personal as possible by including the student's full name, degrees awarded, courses completed, etc. • Inform students that they will be receiving an email around a certain date and it may unintentionally go to their junk or spam folder.
Mail	• Less intrusive than other methods, allows student to respond at a time convenient for them.	• Costlier than other methods. • May be difficult to gather current mailing addresses. • Less opportunity to clarify potential confusion about survey questions than phone or personal contact. • May result in lower response rate than personal contact due to less "pressure to respond."	• If it is a paper survey, provide a postage-paid, addressed envelope along with the survey. • Offer a prize, with all students responding by a given date eligible to win. • Send a reminder postcard or email to non-responders two weeks after initial mailing. • For non-responders, continue to pursue other avenues (e.g., email, social media, affiliation lists) to obtain information. • Use standardized procedures for data entry.

Method	Advantages	Disadvantages	Best Practices
		• May be difficult to conduct mailing within timeframe.	
Social Media (LinkedIn, facebook, etc.)	• Very cost effective. • Can often help fill in gaps when you have tried other methods to contact non-responders as it does not require a student to respond to outreach during a specific timeframe.	• On LinkedIn, some career fields tend to be better represented than others. • No clarification if needed or verification of accuracy of information.	• First, try to contact students directly; then look up student information on social media if they do not respond otherwise.

Follow-Up Frequently Asked Questions (FAQ)

1. Why are there **bold** and *italics* in the column headers in the file I download of the students to report on for Follow-up?
   a. The follow-up student file column headers are encoded as follows:
      i. **Bold** fields are required during the upload process.
      ii. *Italic* fields are optional and will be reported where available.

2. What happens when I submit the completed spreadsheet?

   a. The system will validate the entries in every field. If you have entered incorrect coding you will see an errorlog within the browser and receive an email that will direct you to the specific row to correct.
   b. Once you clean up the errors and submit the clean file, it will queue up for import that evening. When theimport finalizes that evening, an automated confirmation email will be sent to you for your records.
   c. Please check the next day that the student records have uploaded before certifying the results. If they are not there, but you received a confirmation email, please submit an issue ticket.

3. Why is there a little green triangle in the upper left corner of some of the cells in my Excel spreadsheet?

1	09	0640	19
1	09	0640	19
1	09	0640	19
1	09	0640	19
1	09	0640	19
1	09	0640	19
1	09	0640	19
1	09	0640	19
1	09	0640	19

The little green triangle (see picture) indicates that there is text data in a numeric field. Excel automatically
determines what type of data is in a column by looking at the first few lines of data.
If the data is all numbers,then Excel assumes that the entire column is numeric. If
the first few lines contain dates, then Excel assumesthat the entire column contains

dates. If the first few cells contain non-numeric text, then Excel assumes thatthe entire column contains text data. You can override this behavior by formatting the cells as text or by preceding the data in the cell with a single apostrophe ('). If you do this, then the green triangle appears.

4. Why do leading zeros disappear in the Excel spreadsheet?

    a. This is related to the discussion in 3 above. In numeric fields, leading zeros are always removed by Excel. Toget the leading zero to appear you have to either format the cell as text or prepend a single apostrophe to thenumber in the cell, e.g. enter '09 in a cell instead of just 09.

        If you do not wish to retype values in cells manually in order to retain leading zeros, follow these directions to convert entire columns in just a few quick steps to the correct, consistent text format*.*

5. Why does the error report say that various fields have no value found but when I look in the spreadsheet there is avalue there?

    a. This is closely related to items 3 and 4 above. If you, for instance, download the active teacher report in orderto add more records to it, the data in the downloaded Excel file will generally be formatted as text. Hence numeric fields such as Program ID will be numbers formatted as text and will appear with the green triangle in the upper left corner of each cell. If you add more records and put numeric data in (no green triangle in the cell, no apostrophe preceding the value in the cell) then the validator cannot read that data. Excel looks at the first few lines, determines that the column contains text and then cannot read the numeric data you added in later rows. This works (or fails to work as the case may be) conversely as well. If you download the starter file, there is no data in it. If you put numeric values in the first few rows of data then add rows with text data in the numeric columns, the validator will be unable to read the differently formatted data. The main point of this is that all the fields in any given column must be the same type – either text or numeric.

6. Do I have to put leading zeros into fields such as CDE ID and Program ID?

That depends. The data file format above shows leading zeros required in CDE ID, CIP, and Program ID. If you are modifying or adding records in a file that already has data in it with leading zeros (see the discussionin 3, 4, and 5 above) then you must format your new data to match what is already in the file. So if you download the Follow-up Student list and it has, for example, 01122 for program ID, then any rows you add or modify should have the leading zeros or you will get the error described in 5 above. If you are starting with an empty file, then it is not necessary to put leading zeros in any of the fields – the validation process will put them in for you