Career & Technical Education

CTE Placement Survey Instructions & Recommendations for Conducting Follow-up

Contents

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Section 1: Guidance

Introduction

The activities of Career and Technical Education (CTE) students after they exit high school is a primary indicator of success for CTE programs. In Arizona, school districts report placement outcomes for CTE concentrators using a locally administered survey instrument. Survey data is reported to the Arizona Department of Education (ADE) through the CTE Data Portal, ADE's online CTE data management system. Placement data is used in the calculation of a core indicator of performance required by the Strengthening Career and Technical Education for the 21st Century Act ("Perkins V") for participating school districts. Placements that are determined to be related to the student's high school CTE program also generate funding for Perkins-participating school districts, administered through the CTE State Priority grant.

This document serves to provide instructions for completing the CTE Placement Survey in the CTE Data Portal as well as to provide recommendations for conducting the CTE Placement Survey at the local level.

Placement Categories

According to Section 113 of Perkins V, students (CTE concentrators) are considered "placed" if, in the second quarter after exiting high school, they are:

- enrolled in postsecondary education, or
- enrolled in advanced training, or
- in military service, or
- a volunteer in a national service program, or
- a volunteer in the Peace Corps, or
- employed.

Targeted Populations/Eligible Students

Students that have concentrated in a CTE program in high school and have graduated or otherwise left secondary education in the reporting year are eligible for placement survey. Data are reported to the ADE through the CTE Data Portal. The CTE Data Portal creates a list of eligible students in each reporting year based on the student's concentrator status and their enrollment status. Concentrators with the following enrollment statuses are eligible for placement survey:

"GR" – Student has graduated

"LS" – Student has left secondary education and is not expected to re-enroll

Students are considered CTE concentrators if they complete and pass no fewer than two courses worth at least one credit each in a single CTE program. Certain course

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exclusions apply. Only students that are verified as concentrators and have a qualified enrollment status within the CTE Data Portal application will be eligible for placement survey; the CTE Data Portal application will not allow districts or schools (including CTEDs) to report Placement Survey data for ineligible students. ADE cannot accept placement data for ineligible students.

Districts/Schools and CTEDs should conduct a placement survey for all eligible students.

Placement Timeframe

Placement surveys record the activities of eligible concentrators in the second quarter after exiting high school (with a qualified enrollment status). This is the six- to nine-month timeframe (quarter) after the quarter in which the student leaves high school. The concentrator must be actively enrolled in postsecondary education or advanced training, employed, in military service, or engaged in a service program during that timeframe to be considered "placed". Please consult the chart below for when a placement survey should be conducted, based on when the student left high school:

QUARTER IN WHICH STUDENT LEFT SCHOOL	QUARTER IN WHICH STUDENT IS PLACED
Quarter 3 (January 1 – March 31)	Quarter 1 (July 1 – September 30)
Quarter 4 (April 1 – June 30)	Quarter 2 (October 1 – December 31)
Quarter 1 (July 1 – September 30)	Quarter 3 (January 1 – March 31)
Quarter 2 (October 1 – December 31)	Quarter 4 (April 1 – June 30)

As students typically graduate in the middle of Quarter 4 (April 1 – June 30), the activities of the student during Quarter 2 (October 1 – December 31) would be recorded in the placement survey. The chart above references quarters as they relate to the state's fiscal year and school year. Please note that a student may be placed any time in the second quarter after leaving high school. The placement timeframe should be applied to each student, so please note when the student graduated or left secondary education when determining when to follow-up with a Placement Survey.

Timeline of Follow-up Process

Placement survey data is available in the CTE Data Portal on an annual basis. Since placement surveys document the activities of students after the graduate, the placement survey data is on a year lag behind the current fiscal year. Placement surveys are available in the CTE Data Portal in the Fall following the student's graduation and remain open for data entry through the following summer. Please consult the CTE Data

Portal or calendar of deadlines for each year's specific dates. This allows for a nine-month period in which schools may record placement survey data. The state compiles placement survey data in the late summer and early fall for reporting to the United States Department of Education as part of a required annual report at the end of the year.

Data Management – Local Responsibilities

Enrollment

The placement surveys in the CTE Data Portal are contingent on the student having a concentrator record. Concentrator status is determined by course completion and number of credits earned. It is critical that schools maintain accurate enrollment records in the CTE Data Portal for all students so that qualified concentrators become eligible for placement.

Enrollment Status

The placement surveys in the CTE Data Portal are contingent on the student having a qualifying enrollment status at the end of the reporting year as only students that have left secondary education qualify for placement. Schools should maintain accurate entry and exit codes (within the AzEDS system) to ensure that students are tracked appropriately and that a placement survey is created for eligible students in a timely manner. Please see the CTE Data & Accountability Handbook for more information on how enrollment statuses are assigned to CTE students in the CTE Data Portal system.

Duplicative Records

Students may concentrate in more than one CTE program during their high school career. Once the student leaves high school (with an eligible exit code), a placement survey will be created for each program in which the student concentrated. This may lead to the appearance of duplicated data, however, the CTE Data Portal is programmed to deduplicate data in the calculation of performance measurements and in the calculation of related placement funding.

Although a placement survey may be created for multiple programs for a single student, they are "linked" for purposes of tracking placement. In the case of multiple placement surveys for a single student, entering data for one placement record will update all records for the student simultaneously (contact information and placement information). The only item that is not updated on all "linked" placement records is the Yes/No flag for if the placement is related to the student's high school CTE program (as each record is for a separate program). You must select Yes/No for "related to program" questions on each placement record simultaneously. A student may be placed in multiple categories which may be considered "related" for different programs (i.e., a student is both employed and enrolled in advanced training – their employment may be "related" to one

CTE program while their advanced training program is "related" to another CTE program, given that the student was a concentrator in both programs).

Students may generate funding for no more than one related placement. It is still encouraged to indicate which placements are "related" for data analysis and reporting purposes.

Related Placements

Secondary-level Perkins V grant sub-recipients are eligible to receive funding, through the CTE State Priority grant, for placements that are determined to be related to the student's high school CTE program. Determination of "related" Placement is made by the sub-recipient and reported to the Arizona Department of Education – Career and Technical Education unit through the placement survey.

For Perkins V grant purposes, including performance measures, the placement does not need to be considered related to the student's high school CTE program.

Verification of Placement Data

It is the responsibility of each district and/or CTED that submits placement survey data to verify the accuracy and completeness of the data that is submitted. Examples of data verification procedures may include documentation of employer contact, documentation of enrollment in a postsecondary institution, documentation of enlistment in military service, etc.

Related Placements in Postsecondary Education and Advanced Training

Placement in postsecondary education or advanced training may be considered related if the curriculum of the postsecondary education program or advanced training program is **directly aligned to the technical skills and standards taught in the student's high school CTE program**. Such programs should be a continuation or expansion of the technical skills and knowledge learned in the student's high school CTE program.

Postsecondary education may be at any level, including community college (student in pursuit of an associate degree), college or University (student in pursuit of a Baccalaureate degree) or at any postsecondary education institution or advanced training provider (student in pursuit of any form of postsecondary certificate, credential, licensure, etc.).

Students who graduate from high school but remain enrolled in a career and technical education district central campus in the year immediately following graduation for the purpose of completing a CTE program may be considered placed in advanced training, but the placement may considered related only if 1) the student became a concentrator prior to graduating high school and is continuing in the same program after graduation, or 2) the technical skills in the CTED central campus program align to the high school CTE program in which the student is a concentrator/eligible for placement.

Related Placements in Employment and Military Service

Placement in employment or military service may be considered related if the job duties performed by the student in the regular course of their employment or military service **directly align to the technical skills and standards taught in the student's high school CTE program**. To be considered related, the student's job duties should be the practical application of the technical skills and knowledge learned in the student's high school CTE program. Employment or military service with job duties that apply the professional skills learned in a CTE program but do not practically apply the technical skills may not be considered related placement.

The Arizona Department of Education – Career and Technical Education unit requires that job duties are accurately described in the placement survey when the respondent answers in the affirmative for either employment or military service placement.

Apprenticeships

Apprenticeships may be considered either employment (if the individual receives a wage for the performance of their apprenticeship job functions) or as advanced training (if the apprenticeship culminates in the award of a credential, certificate, license, etc.).

Professional Skills

Professional skills are an integral part of all CTE programs and are necessary to obtain a job and to be successful in that job in any career pathway. Since all CTE programs incorporate professional skills in the instruction of the program's standards, placement (in any category) that utilizes the professional skills learned in a CTE program but not the technical skills learned in the CTE program should not be considered a related placement; placements must align to the technical skills and knowledge learned in the student's CTE program to be considered a related placement.

Example of Related Placement

The Precision Machining CTE program prepares students for entry-level employment, further training, or further education in the following occupations: CNC Programmer, Metalworking Machinist, Industrial Machinist, Aircraft and Parts Machinist, Plastic-working Machine Operator, Tool and Die Maker, and Instrument Maker.

- If an eligible concentrator is employed as a Tool and Die Maker, they are most likely utilizing the skills learned in their CTE program, and their placement would be considered "related" (as employment).
- If an eligible concentrator were enrolled in advanced training for CNC Machine operation and programming, they are most likely expanding on the skills learned in their CTE program and their placement would be considered "related" (as advanced training or postsecondary education, depending on the type of training).

Section 2: CTE Data Portal Placement Survey Instructions

The CTE Data Portal creates a list of eligible concentrators in the Placement Survey module on an annual basis. Only students that exist on this list in the Placement Survey module can have a placement survey recorded/report to ADE. Students cannot be added to this list after it is completed, so it is critical that schools maintain accurate enrollment reporting, including the appropriate credits, to ensure that all concentrators are tracked appropriately.

Data Entry

The CTE Data Portal allows for data entry in two ways – direct data entry through a placement survey form or via upload using an Excel template. The explanations below of each field within the placement survey apply to both methods of data entry.

Manual Entry

To access the Placement Survey page in the CTE Data Portal, click in "Placement Survey" in the main navigation menu.

To modify/enter data in individual Placement Surveys in the CTE Data Portal, click "Modify" for the record you wish to modify.

Complete each required field; if student has placement in any category, additional questions will be required in that category. Some questions may not appear unless student has placement in that category (i.e., some fields are dependent on other fields)

Click "Save Changes" to save your data and return to the main Placement Survey page.

See the CTE Data Portal User Guide for step-by-step instructions.

Placement Survey Upload

To upload individual Placement Surveys in the CTE Data Portal, hover over "Upload" in the main navigation menu and click on "Placement Survey".

Upload a complete (filled in) Placement Survey template by browsing for the file on your computer and clicking "Upload".

If there are any errors in the template, the system will show a link for an "Error Report" that specifies the error. Resolve and re-upload.

See the CTE Data Portal User Guide for step-by-step instructions.

For fields that contain either a "Y" or "N", do not include quotes (") in the field.

Fields in the CTE Placement Survey

Fields marked with an asterisk (*) are required.

Field: Fiscal Year*

- Upload: type fiscal year for placement survey (one-year lag from current fiscal year)
- Website: fiscal year is displayed in top right of placement survey page

Field: CTDS*

- Upload: type full CTDS number for school at which placement survey record exists
- Website: CTDS is displayed in top left of placement survey page (in school selector)

Field: Program Number*

- Upload: type full program number, no periods, for program for which student qualified for placement survey
- Website: program number is displayed on each record

Student Information

Field: SUID*

- Upload: type the student's state student ID (known as Student Unique ID, formerly known as SAISID)
- Website: SUID is displayed on each record

Field: Student First Name*

- Upload: type the student's first name
- Website: First name is displayed on each record

Field: Student Last Name*

- Upload: type the student's last name
- Website: Last name is displayed on each record

Field: Student Address Line 1*

- Upload: type the student's home address (line 1), may be PO box
- Website: type the student's home address (line 1), may be PO box

Field: Student Address Line 2

- Upload: type the student's home address (line 2), if applicable
- Website: type the student's home address (line 2), if applicable

Field: Student City*

- Upload: type the city name from the student's home address
- Website: type the city name from the student's home address

Field: Student State*

- Upload: type the two-letter state abbreviation from the student's home address
- Website: select the state from the student's home address

Field: Student Zip Code*

- Upload: type the 5 or 9-digit ZIP code from the student's home address; if 9 digits, do not include any dashes
- Website: type the 5 or 9-digit ZIP code from the student's home address; if 9 digits, do not include any dashes

Field: Student Phone Number

- Upload: type the student's phone number, if available, do not include any parenthesis or dashes
- Website: type the student's phone number, if available

Field: Student Email Address

- Upload: type the student's personal email address, if available, must be in a valid email address format
- Website: type the student's personal email address, if available, must be in a valid email address format

Religious Mission Fields

Field: Religious Mission Student*

- Upload: if student is returning from a religious mission, type "Y", otherwise, type "N"
- Website: if student is returning from a religious mission, select Yes, otherwise, select No

Field: Religious Mission Year of Exiting High School

- Upload: if student is returning from a religious mission, enter the year in which they graduated from high school; previous column must contain a Y if this field contains any data, required if "Religious Mission Student" column = "Y"
- Website: if student is returning from a religious mission, select the year in which they graduated from high school

Postsecondary Education Fields

This section records the student's placement in postsecondary education. For purposes of CTE placement, "postsecondary education" is enrollment in a postsecondary technical school, community college or university (either public or private).

Field: Student is in postsecondary/Are you enrolled in postsecondary education?*

- Upload: if student is enrolled in postsecondary education, type "Y", otherwise, type "N"; please note that student must actually be enrolled and not only accepted to the postsecondary institution
- Website: if student is enrolled in postsecondary education, select Yes, otherwise, select No; please note that student must actually be enrolled and not only accepted to the postsecondary institution

Field: Postsecondary School Name

- Upload: if student is enrolled in postsecondary education, type the name of the postsecondary institution in which they are enrolled; required if student is enrolled in postsecondary education
- Website: if student is enrolled in postsecondary education, select the name of the postsecondary institution in which they are enrolled or select "Other" and type the name of the postsecondary institution; required if student is enrolled in postsecondary education

Field: Using Program Skills – Postsecondary/Does your program relate to your high school CTE program?*

- Upload: if student is enrolled in postsecondary education and their postsecondary education studies are related to/align to the technical skills of their high school CTE program, type "Y"; if student's postsecondary studies do not relate to their high school program OR they are not enrolled in postsecondary education, type "N"
- Website: if student is enrolled in postsecondary education and their postsecondary education studies are related to/align to the technical skills of their high school CTE program, select Yes; if student's postsecondary studies do not relate to their high school program OR they are not enrolled in postsecondary education, select No

Field: Postsecondary Level of Education Code/What level of postsecondary education are you pursuing?

- Upload: if student is enrolled in postsecondary education, type the code for the level (degree-level) of postsecondary education that the student is pursuing; student does not need to have attained that level of education yet; required if student is enrolled in postsecondary education
- Website: if student is enrolled in postsecondary education, select the level (degree-level) of postsecondary education that the student is pursuing; student does not need to have attained that level of education yet; required if student is enrolled in postsecondary education

Code	Postsecondary Level of Education
1	Non-degree seeking
2	Certificate, Credential or License
3	Associate degree
4	Bachelor's degree
5	Other, enter description online

Advanced Training Fields

This section records the student's placement in advanced training or technical schooling. For purposes of CTE placement, "advanced training" is any training program in which the student is enrolled after high school that culminates in the attainment of a credential, certificate, diploma, or license, other than those that qualify as postsecondary education (community colleges, universities, and postsecondary technical schools are considered postsecondary education). For students that are attending a CTED in the year immediately following graduation, their CTED enrollment may qualify as advanced training if, and only if, the student was a concentrator prior to their graduation from high school (the student needs to be a concentrator at time of graduation to be eligible for placement survey). Apprenticeships may also be considered advanced training (they may also be considered employment, depending on the student's responses to the survey questions).

Field: Student is in advanced training/Are you enrolled in an advanced training program?*

- Upload: if student is enrolled in an advanced training program, type "Y", otherwise, type "N"
- Website: if student is enrolled in an advanced training program, select Yes, otherwise, select No

Field: Advanced Training Provider

- Upload: if student is enrolled in an advanced training program, type the name of the advanced training provider, otherwise, leave blank; required if student is in advanced training
- Website: if student is enrolled in an advanced training program, type the name of the advanced training provider

Field: Using Program Skills/Does your program of study in advanced training relate to your high school CTE program?*

- Upload: if student is enrolled in advanced training and their advanced training is related to/aligns to the technical skills of their high school CTE program, type "Y"; if student's advanced training does not relate to their high school program OR they are not enrolled in advanced training, type "N"

- Website: if student is enrolled in advanced training and their advanced training is related to/aligns to the technical skills of their high school CTE program, select Yes; if student's advanced training does not relate to their high school program OR they are not enrolled in advanced training, select No

Field: Student is in advanced training apprenticeship/Is your advanced training an apprenticeship?*

- Upload: if student is enrolled in advanced training and their advanced training is also a registered apprenticeship, type "Y", if student is enrolled in advanced training and their advanced training is not an apprenticeship OR student is not enrolled in advanced training, type "N"
- Website: if student is enrolled in advanced training and their advanced training is also a registered apprenticeship, select Yes, if student is enrolled in advanced training and their advanced training is not an apprenticeship OR student is not enrolled in advanced training, select No

Military Service Fields

This section records the student's placement in military service. Although not typical, military service for nations other than the United States may still qualify the student for placement in this category. To be considered for placement in this category, the student must be active duty in the military or a member of the military in a reserve capacity.

Field: Student is in Military/Are you in the military?*

- Upload: if student is in the military, type "Y", otherwise, type "N"
- Website: if student is in the military, select Yes, otherwise, select No

Field: Military Branch Code/Military Branch Name

- Upload: if student is in the military, type the code for the branch in which the student is serving; required if the student is in the military, otherwise, leave blank
- Website: if student is in the military, select the branch in which the student is serving; required if the student is in the military

Code	Military Branch	Code	Military Branch
1	Air Force	8	Coast Guard Reserve
2	Army	9	Marine Corps Reserve
3	Navy	10	Navy Reserve
4	Marine Corps	11	Air National Guard
5	Coast Guard	12	Army National Guard
6	Air Force Reserve	13	Space Force
7	Army Reserve	14	Other, enter description online

Field: Using program skills – military/Does your job directly relate to the skills learned in the program listed above?*

- Upload: if the student is in the military and their job duties are related to/align to the technical skills of their high school CTE program, type "Y", if student is in the military and their job duties are not related/aligned to the technical skills of their high school CTE program OR student is not in the military, type "N"
- Website: if the student is in the military and their job duties are related to/align to the technical skills of their high school CTE program, select Yes, if student is in the military and their job duties are not related/aligned to the technical skills of their high school CTE program OR student is not in the military, select No

Public Service Fields

This section records the student's placement in a public service program. For purposes of CTE placement, "public service program" is the Peace Corps or any national service program that receives assistance through Title I of the National and Community Service Act of 1990 (42 U.S.C. 12511 et seq.). Placements in a public service program are considered "related" for CTE placement funding purposes and the survey does not ask if the placement is related to the student's high school CTE program.

Field: Student is in the Peace Corps/Are you in the Peace Corps?*

- Upload: if student is a volunteer in the Peace Corps, type "Y", otherwise, type "N"
- Website: if student is a volunteer in the Peace Corps, select Yes, otherwise, select No

Field: Student is in a National Service Program/Are you in a National Service program?*

- Upload: if student is a volunteer in an eligible national service program, type "Y", otherwise, type "N"
- Website: if student is a volunteer in an eligible national service program, select Yes, otherwise, select No

Field: National Service Program Name

- Upload: if student is a volunteer in an eligible national service program, type the name of the national service program; required if student is a volunteer in a national service program; otherwise, leave blank
- Website: if student is a volunteer in an eligible national service program, type the name of the national service program; required if student is a volunteer in a national service program

Employment/Working Fields

This section records the student's placement in employment. A person is considered employed if they are working in a paid position. There is no hour per week or specific

employer requirements. Students in apprenticeships may be considered for placement in employment (apprenticeships may also be considered for placement in the advanced training category depending on the student's survey responses).

Field: Student is working/Are you working?*

- Upload: if student is employed, type "Y", otherwise, type "N"
- Website: if student is employed, select Yes, otherwise, select No

Field: Using Program Skills – Employment/Does your job directly relate to the skills learned in the program listed above?*

- Upload: if student is employed and their job duties are related to/aligned to the technical skills of their high school CTE program, type "Y"; if student's job duties do not relate to their high school program OR they are not employed, type "N"
- Website: if student is employed and their job duties are related to/aligned to the technical skills of their high school CTE program, select Yes, if student's job duties do not relate to their high school program OR they are not employed, select No

Field: Student is in employment apprenticeship/Is your employment an apprenticeship?*

- Upload: if student is employed and their employment is also a registered apprenticeship, type "Y", if student is employed and their employment is not an apprenticeship OR student is not employed, type "N"
- Website: if student is employed and their employment is also a registered apprenticeship, select Yes, if student is employed and their employment is not an apprenticeship OR student is not employed, select No

Field: Employer Name

- Upload: if student is employed, type the employer's name (i.e., company, organization, etc.); required if student is employed
- Website: if student is employed, type the employer's name (i.e., company, organization, etc.); required if student is employed

Field: Employer Address Line 1

- Upload: if student is employed, type the employer's address line 1 (i.e., company, organization, etc.); required if student is employed
- Website: if student is employed, type the employer's address line 1 (i.e., company, organization, etc.); required if student is employed

Field: Employer Address Line 2

- Upload: if student is employed, type the employer's address line 2 (i.e., company, organization, etc.)
- Website: if student is employed, type the employer's address line 2 (i.e., company, organization, etc.)

Field: Employer City

- Upload: if student is employed, type the city from their employer's address; required if student is employed
- Website: if student is employed, type the city from their employer's address; required if student is employed

Field: Employer State

- Upload: if student is employed, type the two-letter state abbreviation for the state from their employer's address; required if student is employed
- Website: if student is employed, select the state from their employer's address; required if student is employed

Field: Employer ZIP Code

- Upload: if student is employed, type the 5 or 9-digit ZIP code from their employer's address, if 9 digits, do not include any dashes
- Website: if student is employed, type the 5 or 9-digit ZIP code from their employer's address, if 9 digits, do not include any dashes

Field: Employer Phone Number

- Upload: if student is employed, type the phone number for their employer, if available
- Website: if student is employed, type the phone number for their employer, if available

Field: Employer Fax Number

- Upload: if student is employed, type the fax number for their employer, if available
- Website: if student is employed, type the fax number for their employer, if available

Field: Employer Supervisor Name

- Upload: if student is employed, type their supervisor's name, if available
- Website: if student is employed, type their supervisor's name, if available

Field: Employee Job Duties/What are your job duties?

- Upload: if student is employed, type a brief description of their job duties; required if student is employed
- Website: if student is employed, type a brief description of their job duties; required if student is employed

Please see the instructions tab of the placement survey upload template for maximum character limits and character type (numeric, letters) restrictions for each field.

Placement Survey Error Report

If using an upload template and there are any errors in the template, the system will show a link for an "Error Report" on the upload page. The error report will display each record that contains an error plus a message on why the record is invalid. Some common errors include:

"Student does not qualify as a concentrator. Only concentrators are eligible for placement surveys". This means that the student in the uploaded file is not eligible for placement because they were not a concentrator in the program displayed on the error report. Recall that students may participate in multiple programs but qualify for placement surveys only in the programs in which they were concentrators. To fix this error, remove the records from the uploaded file and try again.

"Student is not eligible for placement." The student's exit code did not qualify the student for placement survey. Please see list of eligible exit codes that qualify concentrators for placement. To fix this error, remove the records from the uploaded file and try again.

"You are not authorized to enter data for this school". You are not authorized to enter data for the CTDS number that is in the uploaded file. To fix this, ensure that you are only uploading data for the schools within your organization.

"Student does not have Participant Concentrator record at your school for the specified program". This means that the student is not eligible for placement at your school as they either did not attend the program there or attended the program at another school more recently. To fix this, remove the records from your uploaded file and try again.

For all errors, read the error message and fix the error that is causing it. Any record that does not contain an error is processed by the system into the student's placement survey record. Only records that contain at least one error are not processed.

You may also see an error report where the report header is blank and does not contain your school information. This typically occurs when the CTDS number in the uploaded file is invalid. Check the CTDS number in the uploaded file and try again.

Section 3: Recommendations for Conducting Placement Surveys

Introduction

It is the responsibility of the CTE participating school or Career and Technical Education District (CTED)to conduct appropriate placement/outcome surveys for all eligible CTE concentrators on an annual basis and report this information to Arizona Department of Education through the CTE Data Portal. Individual, eligible CTE concentrators/students cannot access the CTE Data Portal system; the CTE Data Portal is accessible only by authorized school district/CTED personnel. Schools (including CTED schools) must collect the required information from eligible concentrators outside of the CTE system and use the CTE system for reporting to the ADE only.

ADE-CTE prepares a "paper form" of the Placement Survey that is available for download on the CTE website at www.azed.gov/cte/cte-placement. Although schools are not required to use this "paper form" placement survey, it is encouraged to use the survey form or a similar mechanism (such as an online survey) to ensure that all placement survey questions are asked when speaking with eligible concentrators.

Conducting the Placement Survey

When conducting the placement survey, follow the tips and suggestions below to ensure that the data you are collecting, and reporting is reliable and valid.

- Follow a script or use the same wording each time. An example script is included in the Appendix.
- Do not attempt to coerce or sway a survey respondent's answers.
- Do not alter or change a survey respondent's answers unless requested by the survey respondent.
- If conducting the placement survey over the phone, document the survey responses in a timely and accurate manner (document answers while on the phone). School personnel with access to the CTE Data Portal may document the respondent's answers directly in the CTE Data Portal. However, it is encouraged to develop a consistent method for documenting answers in a way that will facilitate the transferal of the information into the CTE system while maintaining original records. ADE-CTE encourages the use of the "paper form" placement survey document available on our website.
- Be objective and impartial. Having highly positive placement rates is reflective of high-quality programs. Ask the questions and document the respondent's answers as they are provided.
- Student may be more inclined to speak with their course/program instructor as they have established a relationship/rapport with this individual more so than with other

school/administrative/temporary personnel. If possible, have teachers conduct placement surveys for student that they taught.
- Placement surveys may be conducted by any school personnel with authorized access to sensitive student information.

Relationship Between Response and Placement Rates

Response Rate is determined as the total number of survey responses divided by the total number of eligible concentrators. Placement rate (for Perkins) is determined as the total number of survey responses in which a positive placement is reported divided by the total number of eligible concentrators. The response rate is not reported to ADE nor does ADE calculate the response rate. However, having a high response rate will help ensure that the placement rate is high – placement rate is one of the core indicators of performance for both secondary school districts (Perkins performance measure 3S1). All eligible concentrators are counted when determining placement rate, even if they did not respond to the Placement survey, therefore schools should target a high response rate. Please note that placement rate for CTED Accountability/Achievement profiles is calculated as the number of positive responses divided by the total number of responses.

Tips for Improving Response Rate

ADE-CTE has prepared a list of tips and suggestions for reaching students:

- Conduct the placement survey over the phone or via electronic means (such as a Google Forms survey or using a site like SurveyMonkey). Please note that some survey websites require advanced accounts for large datasets, which may come at a cost.
- Ask students to provide multiple contact phone numbers or emails when they enroll in CTE programs and/or when they leave school (such as on an Emergency Contact Card or Exit Survey at the end of their program).
- Keep school contact records up to date at all times.
- In addition to their own contact information, ask students to provide contact information that is unlikely to change, such as for a parent or guardian.
- Inform students that they will be contacted for a placement survey after they leave high school (after they graduate). Inform students that they will be contacted about six to nine months after graduation. It may be beneficial to inform students of this placement call once they reach an advanced level of their program (as only concentrators are eligible for placement surveys).
- Conduct the placement survey using official district phones or web email domains. It is beneficial if the phone you are calling from displays caller ID on the recipient's end.

- If conducting the survey over the phone, call in the afternoons or on weekends, if possible. It is recommended to not make any calls after 8:00 PM unless otherwise requested.
- If conducting the survey over the phone, leave a detailed voice message explaining who you are, why you are calling, and that you will call back.
- If conducting the survey over electronic means (such as a survey site), send multiple email reminders to eligible concentrators that have not yet submitted a response.
- If possible, set up a phone number that students can call to conduct the placement survey. Include this phone number in voice messages or in email reminders. If few phone lines are available, allow students to schedule an appointment at which time they can call the school, or the school can call them.
- In any form of placement survey (phone, online, etc.), clarify the timeframe in which the student must be placed in an eligible category to be considered. See the chart in the "Placement Timeframe" section above for details.

Tips for Handling Difficult Calls

ADE-CTE has prepared a list of tips and suggestions for handling difficult phone survey engagements/calls or refusals to participate. Schools should never harass students to participate in a placement survey and should honor student's requests for privacy.

- If respondents refuse to participate because they do not understand the reason for the survey, inform the respondent that the data they provide is important for improving the quality of programs that your school offers.
- Many people do not appreciate unexpected phone calls from solicitors. Inform the respondent that you are calling from their high school and that you are not a solicitor. Empathize with their frustrations with unexpected calls and thank them preemptively for their time in helping improve public education.
- It is unadvisable to say that you are legally required to collect this information (there is no legal stipulation that a placement survey must be used as the instrument for recording outcome information).
- If respondents have specific complaints, record them and analyze all complaints to identify trends – use this to adjust future survey periods (i.e., if many people complain about late calls, you could set a cut-off at an earlier time of day).
- If respondents refuse to participate because they are busy, offer to call back or conduct the placement survey in another way, such as via email or online submission.
- If respondents refuse to participate because they do not wish to share data with you, assure respondent that they may skip any question or questions that they are uncomfortable answering. Explain that all answers are kept confidential, and

any public-facing report contains only aggregate data (names and specifics are not included).

- Explain that responses help improve their school's programs and that the school is invested in the experience and outcomes for all students that attended their program.
- If respondents refuse to participate, always thank them for their time. If possible, provide a contact person phone and/or email that they may contact if they change their mind.
- ADE recommends that schools make the safety and well-being of teachers and staff as a number one priority. Never continue an engagement with a former student if the engagement turns confrontational, is threatening in nature, or makes the interviewer uncomfortable.

Although participation in placement surveys is completely optional, interviewers should avoid prefacing questions with phrases that indicate that the question is optional (i.e., "This is an optional question", or "You do not have to answer this question…".

Interviewers should also avoid prefacing questions with phrases that minimize the importance of each question, such as "I have to ask this…", "If you don't mind me asking…", or "This question isn't as important, but if you could…". Ask each question with the intent of gathering high-quality, useful data and let the respondent set the tone of how they provide the answer.