



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.
- 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 customized, 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.
- Leverage social media to track down students through networking sites, such as LinkedIn.

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.