

Guide for Conducting Perkins Placement Follow-up Surveys

For Use by States in Responding to the
Accountability Requirements of the
Carl D. Perkins Career and Technical
Education Improvement Act of 2006

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Introduction

To comply with the accountability requirements of the Carl D. Perkins Career and Technical Education Improvement Act of 2006, states will need to report on the secondary and postsecondary placement outcomes of all graduates concentrating in a career and technical education (CTE) program area. To collect this information under the current Perkins legislation, most state and local agencies currently conduct mail or telephone follow-up surveys at some point in the year following student exit.¹ Constructing straightforward, effective surveys and ensuring a high response rate can be challenging.

This guide reviews procedures states may wish to adopt in developing and administering state-wide student surveys to collect required placement data. For states currently using electronic administrative record matching, this guide can provide ideas for supplementing record-match information, for example, by surveying concentrators lacking uniquely identifiable information.

The guide opens with a general overview of Perkins placement measurement, including a description of the construction and definitions for the preferred measure. This is followed by a description of three steps necessary for effective follow-up survey administration:

1. Developing a survey plan.
2. Constructing the survey.
3. Administering the survey.

Strategies for overcoming measurement challenges are also detailed.

¹ Follow-up surveys are not the only way to collect placement information. Some state education agencies also use administrative record matching to follow up on secondary and postsecondary graduates concentrating in a CTE program. Record matching requires agencies to use a unique student identifier, typically the Social Security number (SSN), to track secondary graduates electronically as they move into further education, employment, or the military. Data sources include state postsecondary education records, data contained in the National Student Clearinghouse, state unemployment wage records, and federal Department of Defense or employment records.

Overview of Perkins Core Indicator of Placement

All students concentrating in a secondary vocational education program should obtain skills that prepare them for a successful transition to postsecondary education or advanced training, employment, and/or military service. To assess the quality of student preparation, Congress is requiring that states and local education agencies report on the outcomes of CTE concentrators who graduate from high school and, at the postsecondary level, those who exit from a postsecondary program in the reporting year.

The new legislation requires that states report on the following measures:

Secondary

- Student placement in postsecondary education or advanced training, in military service, or in employment.

Postsecondary

- Student retention in postsecondary education or advanced training, in military service, or in employment.
- Student placement in military service or apprenticeship programs or placement or retention in employment, including high skill, high wage, or high demand occupations or professions.

At the time of this writing, U.S. Department of Education administrators were working with state directors and other federal agencies to define measures and reporting procedures. It is anticipated that the Office of Vocational and Adult Education will issue guidelines or guidance to assist states in structuring measures and in collecting program data.

Reporting Restrictions

Because the most accurate information is needed to assess placement rates, states should not use intent questionnaires distributed prior to or at graduation to report placement rates. Information

obtained in this way does not necessarily reflect what students actually *do*, but rather what they *think they may* do.

Further, if current guidelines are maintained, state and local education agencies must collect data from *all* students who complete a CTE program and graduate in the state-designated reporting period, not just from a representative sample of students.

General Procedures for Conducting Follow-Up Surveys

Developing a Survey Plan

Because many tasks are involved in developing, collecting, and administering survey data, conducting follow-up surveys can seem overwhelming. Although survey development is a state-level function, survey administration typically occurs at the school or institutional level. Therefore, state administrators should plan to collaborate with local agencies to ensure that follow-up surveys are conducted appropriately. Considering the following issues before starting can make the processes more manageable.

- *Identify who will lead the survey effort.* Designating one person as the lead contact at the state level facilitates decision making and avoids confusion. This is not, however, a one-person job. Survey administration will require coordination among various departments and staff, so it is also important to identify other key people participating in the survey project and to coordinate efforts. Since local administrators will be involved in the survey effort, it may also be useful to identify a local contact to coordinate site outreach efforts.
- *Set the scope of the survey.* Although the main objective is to collect placement information about students, this survey also offers an opportunity to gather information for school and program improvement. As long as adding questions does not become overwhelming for the respondent or prohibitively expensive, you can use the survey to gather important information that will aid program operators in critiquing their systems. A model survey template in Appendix A provides examples of the type of information you might wish to collect when conducting a follow-up survey.
- *Determine the cost of survey options.* Survey administration is not inexpensive. It requires financial resources that include, but are not limited to, staff time, copying, postage, telephone charges, and computer time and maintenance. The budget should also include funds for follow-up of non-respondents. Estimating how much the survey will cost can help state and/or school administrators plan for and find the necessary resources.

- *Select a reliable data collection method.* There are many ways to collect survey data, including mail, telephone, Internet, and in-person interviews. While all have cost implications, one-on-one interviews are the most costly and typically least feasible method for larger agencies. Response rates also differ by data collection method, with surveys conducted by mail or web-based methods likely to have a lower response rate than those collected via phone. Consider combining different methods to increase response rates.

- *Consider data processing costs.* Once data are collected, they must be subjected to statistical analysis if they are to yield useful lessons. Conducting web-based follow-up can provide a cost-effective way of processing data. Since student responses are entered directly into an electronic database when they take the survey, no additional time is needed to enter data. Posting surveys on the Internet can also reduce the postage and labor costs associated with survey administration, since students can be sent a reminder postcard or e-mail rather than a complete survey with return postage. For an example, visit the following sites:
 - **Secondary:** <http://www.hemethigh.com/forms/gradsurvey.html>
 - **Postsecondary:** http://www.snc.edu/career/alumni/grad_followup_form.htm
 - **Commercial Site:** <http://www.surveymoney.com>

- *Develop a survey timetable.* Data collection becomes more manageable when survey deadlines are set. Ideally, the survey should be administered as close to the end of the state-defined placement period as possible, so that student recollections about high school activities are still fresh. Be sure to allot sufficient time for the follow-up of non-respondents and preparing data for analysis. Consider establishing the following timetables:
 - For collecting contact information (i.e., student address or e-mail information).
 - For assembling mailings, sending e-mails, or making telephone calls.

- For response dates, including the date of initial contact (mail, phone, e-mail); dates and frequency of follow-up contacts; and participant response times (i.e., one week, two weeks, one month).

- *Coordinate with local agency staff.* School and institutional administrators will require training in survey administration to ensure that placement data are administered and collected accurately. Consider providing:
 - Statewide technical assistance training to communicate the survey's purpose and proper data collection procedures.
 - A follow-up manual detailing important dates and procedures for collecting data.
 - A survey help-line that local administrators can call for assistance before and during the survey period.

Constructing the Survey

Follow-up surveys must address several essential topics to ensure that the survey meets state guidelines for federal reporting. Additional topics, however, can help drive program improvement efforts. Some potential topics are listed below. Appendix A provides an example of survey items. Survey instruments used by other agencies in your state also may be worth reviewing for additional survey topics.

Table 1. Essential Survey Topics

Major topics	Sub-topics
Student information	<ul style="list-style-type: none"> • Race/ethnicity • Gender • Special population status • Year of high school graduation • High school CTE program • Current and permanent contact information
Educational information	<ul style="list-style-type: none"> • Name and type of institution • Full-time or part-time status • Postsecondary area of study
Employment information	<ul style="list-style-type: none"> • Current and past employment history • Full-time or part-time status in current job • Job title and duties • Salary and hours worked • Relationship of current employment pursuits to CTE high school program

Table 2. Supplemental Survey Topics

Major topics	Sub-topics
Educational information	<ul style="list-style-type: none"> • Grade point average (GPA) • Expected highest level of educational attainment • Relationship of current educational pursuits to CTE high school program • Influence of CTE on current choice of major or course of study and on educational plans
Employment information	<ul style="list-style-type: none"> • Employer information • Access to training opportunities • Access to union membership • Degree to which CTE program affects work habits • Confidence in achieving career goals • Activities completed towards career advancement
Other information	<ul style="list-style-type: none"> • Household members • Public assistance recipient • Financial assistance from family

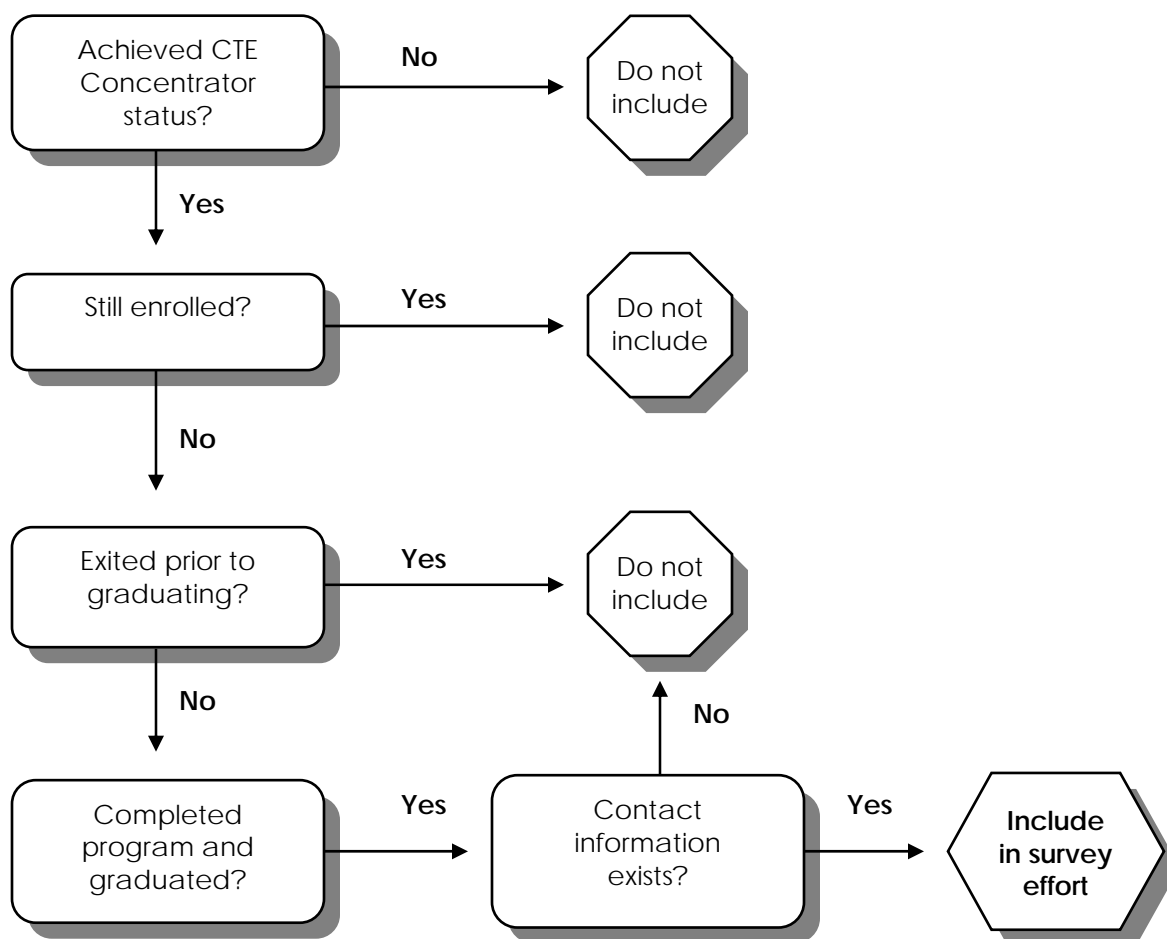
Other considerations in constructing the survey include the following:

- *Pilot-test.* Have a group of graduates take the survey before administering it to ensure that survey questions and instructions are understandable.
- *Secure translations for non-English speakers.* Since follow-up may include students for whom English is not a native language, surveys may need to be translated into a variety of languages (e.g., Spanish) and, if telephone calls are conducted, interviewers should be selected who are fluent in those languages.
- *Survey length.* The shorter the survey, the higher the response rate. Try to keep the survey to 15 minutes or less.

Administering the Survey

Several steps need to be taken before and during administration of the survey to ensure high-quality data and good response rates.

- *Identify and generate a list of program completers to be surveyed.*



- *Collect data from the School Information System (SIS).* Use information already available in state or district record systems to reduce the number of questions asked of students. Using existing administrative records can help to improve data quality, while offering additional options for disaggregating student data. If available, the following information should be extracted for each student:
 - Demographic characteristics (e.g., race/ethnicity, gender, age)
 - Special population status

- Social Security number
 - Year of high school graduation
 - Year of completion of CTE program
 - Classification of Instructional Programs (CIP) code for CTE coursework
 - Participation in CTE-related activities during high school (e.g., job shadowing, apprenticeship programs, internships)
 - Participation in CTE student organizations (e.g., Distributive Education Clubs of America (DECA), National FFA, Health Occupations of America (HOSA)).
 - GPA or other indicators of achievement
 - Extracurricular activities
- *Inform students of the survey.* The most effective time to enlist survey participation is before program completers graduate from high school or complete their postsecondary program. Explain the purpose of survey to students and tell them they will be contacted to participate after they graduate. This will increase the likelihood that they will respond to your attempts to contact them. This is also a good time to ask them to provide contact information, including address, phone number, and e-mail address, as well as the name, address, and e-mail of someone who will always know how to contact them. An example of a contact form is included in Appendix B. Alumni associations and school administrative or teaching staff are also good sources of information.

Improving Response Rates

Low response rates are perhaps the single greatest challenge in collecting follow-up information from students. Initial response rates of less than 40 percent are not uncommon for the first round of a follow-up survey. Depending on the methods you use to collect information, consider the following strategies to increase responses:

Mail Survey:

- Mail a first-class postcard two weeks before the survey to check for invalid addresses and inform students of the upcoming survey.
- Provide a postage-paid, addressed response envelope along with the survey.

- Offer a prize, with all students responding by a given date eligible to win.
- Include a coupon for free or discounted merchandise redeemable at a local business.
- Send a reminder postcard to non-respondents two weeks after the initial mailing.
- Call non-respondents.
- Mail a second survey, along with a letter explaining its importance.

Phone Survey:

- Ask if there is a good time to call back, if the student is not there.
- Request forwarding information from the person answering the phone.
- Use state or national databases to track students who may have moved within or outside the state.
- Use contact information from parents, relatives, or friends to locate students who have not responded.

Internet Survey:

- 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-respondents approximately two weeks after the initial mailing.
- Mail postcards reminders if no e-mail addresses are available.
- Call non-respondents.

Other strategies include:

- *Follow-up with non-respondents*—Develop standardized procedures for following up with students who do not respond to initial mail, e-mail, or telephone contacts.
- *Develop standardized protocols*—Design guidelines and telephone survey form to provide interviewers with consistent guidance.
- *Establish institutional response thresholds*—Establish minimum reporting levels that each institution must meet or exceed. Provide technical assistance and/or sanctions to institutions that fail to meet the minimum reporting rate.

Ensuring Data Quality

A good survey provides reliable information that accurately and consistently measures participants' experiences. Since generally the survey will be administered at the local level, you may want to invest time in training school and institutional staff in survey techniques and procedures. To ensure that data collected are accurate:

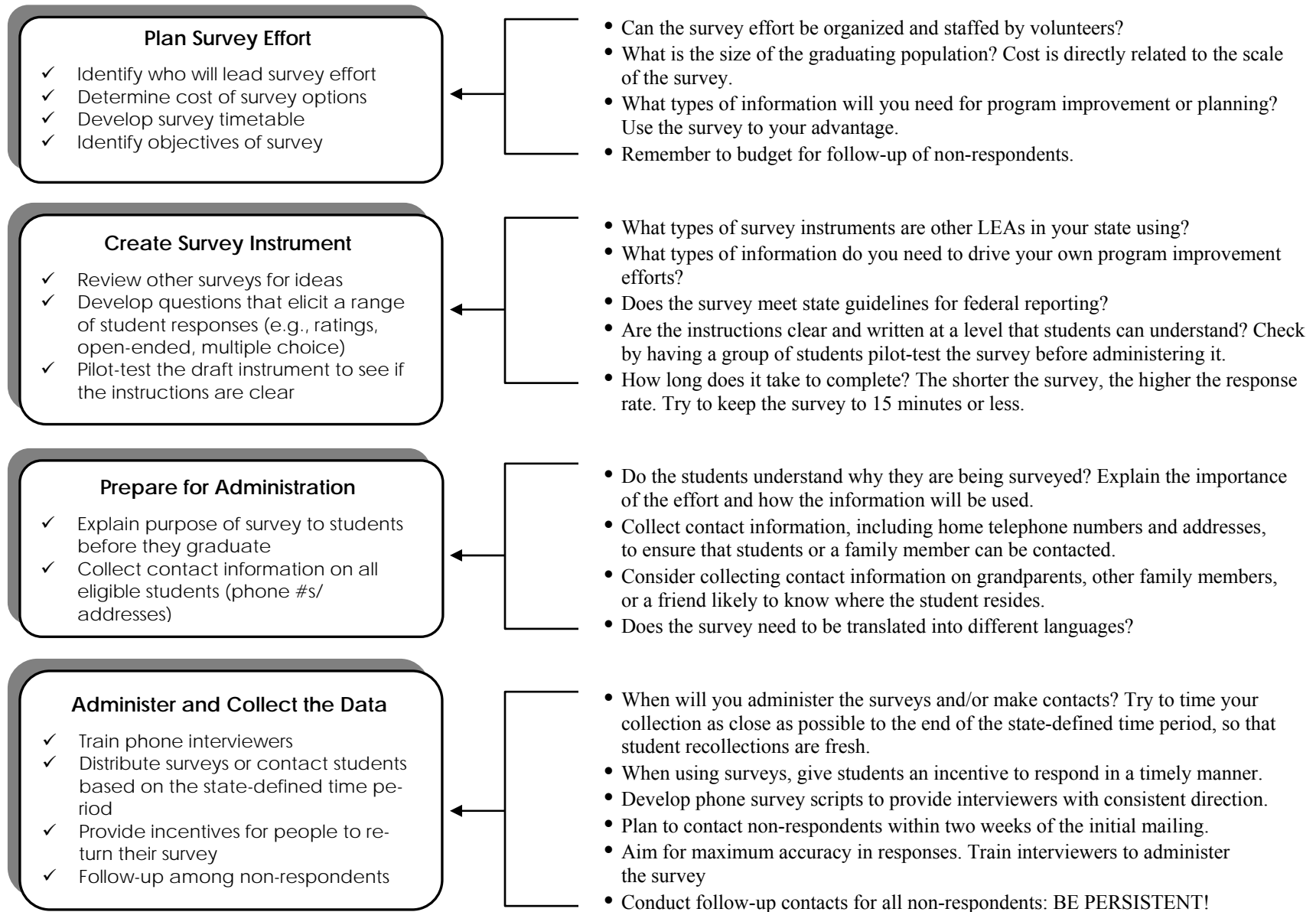
- *Train telephone interviewers.* It is critical that telephone interviewers ask questions in the same manner. Differences in how the questions are asked can change the meaning of the question and therefore elicit different information. If you will be conducting telephone or in-person follow-ups, consider developing a written script for all interviewers to use when contacting students.
- *Train data-entry staff.* If you are using a mail survey, be sure that all data-entry staff follow standardized procedures when entering data. This includes developing strategies for dealing with incorrect or unexpected responses, such as when more than one answer is marked where only one was requested. Staff should also understand the difference between responses that are correctly left blank from those that are missing information, and should be taught to check entered data for accuracy.
- *Review data before analysis.* Before conducting final analyses, have programmers run accuracy checks to ensure that responses are appropriate and that missing data are properly noted.

Conclusion

The information provided in this guide is intended to provide states and LEAs with some fundamental principles for conducting a successful follow-up survey. Figure A provides a general overview of the guide. For additional guidance on collecting Perkins placement data or more general questions on Perkins accountability, visit www.edcountability.net.

For state-specific questions, please contact your state Perkins coordinator.

Figure A. Tips for Conducting the Survey Process



APPENDIX A: Perkins Placement Follow-up Survey
Model Template

Perkins Placement Follow-up Survey

MODEL TEMPLATE

Introduction

This survey is designed as a model template for states to modify and use in conducting follow-up surveys of graduates who concentrated in a career and technical education (CTE) program in high school. The survey consists of four sections: high school experiences, college experiences, employment, and respondent information (“About You”). In each section, the template includes core survey items that address Perkins reporting requirements and optional survey items that elicit more in-depth information for analysis and reporting.

Core items should be included in any state follow-up survey of CTE graduates to gather the information necessary to report on their secondary and postsecondary placement outcomes. In some cases, core questions are necessary for survey skip patterns. **In this template, core items appear bold with a dark number.**

Optional items may also be included in the state follow-up survey to enhance its analytic value. These items give more in-depth information about CTE graduate outcomes, and provide the data needed to relate these outcomes to the high school CTE experiences. However, the optional items increase the length of the survey and so should be included only if the state plans to analyze the data. In this template, optional items appear in the regular typeface with a light number.

To the extent that you do not include the optional items in your state survey, be sure to change the skip patterns so they correspond to the correct item numbers.

1 High School Experiences

This section asks about your education and activities during high school. Some questions ask specifically about the Career and Technical Education (CTE) program you completed during high school.

1. When did you graduate from high school?

___ ___ Month ___ ___ Year

2. What was the name of the career and technical education program you completed during high school?

3. When did you complete this program?

___ ___ Month ___ ___ Year

4. Sometimes high schools arrange special opportunities for students to learn about careers. Which of the following experiences did you participate in while enrolled in high school? *Check all that apply.*

- Technical College Courses**—where students take technical courses during high school for advanced placement standing in a program after high school completion
- Dual Enrollment**—where students take college courses that are credited towards both the high school diploma and college credit
- Youth Apprenticeship Programs**—where students participate in a guided worksite learning experience that is closely associated with their classes in high school
- Job Shadowing**—where students spend time following workers in a work site
- Internship**—where students work for an employer to learn about a particular occupation or industry
- School-sponsored enterprise/business**—where students operate a business or provide services as part of an enterprise sponsored by the school and often located on school property
- Career Academy**—where groups of students and teachers stay together for some of their classes in high school and students take classes related to a specific occupational area
- Community service and service learning**—where students do volunteer work in the community that may or may not be related to their career interests
- I did not participate** in any of the above experiences while in high school

1—High School Experiences

5. Which of the following student associations did you belong to during high school? *Check all that apply.*
- Business Professionals of America (BPA)
 - Distributive Education Clubs of America (DECA)
 - National FFA
 - Family, Career and Community Leaders of America (FCCLA)
 - Health Occupations Students of America (HOSA)
 - Technology Students Association (TSA)
 - Skills USA
 - Other—please specify _____
6. Other than a high school diploma, did you receive any other certificate or credential during high school? *Include certificates, credentials, and skill certificates.*
- No Yes—please specify _____
7. How important are the things you learned in high school to your career goals?
- Very important
 - Somewhat important
 - Not at all important
8. While you were enrolled in high school, did you ever hold a job?
- No ↪ **SKIP** to question #
- Yes → **CONTINUE** with question #
9. Please estimate the amount of money you made per hour in the last job you held before high school graduation. If you held more than one job simultaneously, choose the job where you worked the most hours.
- Zero—my job was unpaid
 - \$5.25 per hour or less
 - \$5.26 to \$6.00 per hour
 - \$6.01 to \$7.00 per hour
 - \$7.01 to \$8.00 per hour
 - More than \$8.00 per hour
 - I don't know

1—High School Experiences

10. In the last job you held before high school graduation, how many total hours did you work during a typical week?

- 5 hours or less
- 6–10 hours
- 11–20 hours
- 21–30 hours
- 31–40 hours
- More than 40 hours

11. Since graduating from high school, have you ever enrolled in any college or university?

- No** → SKIP to question # in Part 3, Employment
- Yes** → CONTINUE with question # in Part 2, College Experiences

2 College Experiences

This section asks about your educational experiences since high school graduation. Most of the questions ask about the college or university you are **currently** attending or how your high school career and technical education program affected your college experience.

12. How soon after high school graduation did you first enroll in a college or university? *Check the one best response.*

- Within six months of high school graduation
- Six months to one year after high school graduation
- More than one year after high school graduation

13. Are you **currently** enrolled in a college or university?

- No ↳ SKIP to question #
- Yes → CONTINUE with question #

14. What type of college or university are you currently attending? *Check only one.*

- Public, 4-year
- Private, 4-year
- Public, 2-year
- Private, 2-year
- Technical college, 1- or 2-year
- Registered Apprentice
- Other—please specify _____

15. What is the name, city, and state of the college or university you are currently attending?

Name: _____

City: _____ State: _____

16. When did you first enroll in the college or university you are currently attending?

___ ___ Month ___ ___ Year

17. Are you currently enrolled as a full-time or a part-time student?

- Full-time Part-time

18. How many semesters or quarters have you completed at the college or university you are currently attending?

___ Number of semesters (if on a semester system) OR

___ Number of quarters (if on a quarter system)

19. What was your cumulative grade point average (GPA) in all of your courses at the end of the last semester or quarter of study?

___ . ___ ___ GPA

Note to States: Choose either Question 20a or Question 20b, but not both.

20a. What is your current program of study?

20b. Of the following categories of college majors, which one most closely matches your current program of study? **Check the one best response.**

- Agriculture (**agricultural business, natural resources, animal science, horticulture, farm management**)
- Allied health (**medical, dental, occupational or physical therapy, nursing, radiology, veterinary medicine**)
- Business and information technology (**accounting, banking, computer programming, information processing, secretarial, general management, marketing real estate, travel agent**)
- Human services (**teacher, teacher assistant, child care, fashion design, hotel management, chef**)
- Humanities, fine arts, communications (**art, drama, English, music, foreign languages, journalism, television/radio, commercial art**)
- Industrial/engineering technology (**construction, machining, electronics, automotive, manufacturing, architecture**)
- Public service (**law and law enforcement, legal assistant, firefighting, social worker, armed services**)
- Science, mathematics, engineering (**biology, chemistry, mathematics, physics, engineering, computer science**)
- Social and behavioral sciences (**economics, history, psychology, sociology**)
- Other—**please specify** _____
- I am undecided about my program of study

21. How closely is your college or university program of study related to your high school career and technical education program?

- Very related
- Somewhat related
- Not at all related

22. How much influence did your high school career and technical education program have on your choice of your program of study in college or university?

- A great deal of influence
- Some influence
- No influence

23. How much influence did your high school career and technical education program have on your overall educational goals?

- A great deal of influence
- Some influence
- No influence

24. How much did your participation in your high school career and technical education program improve your ability to:

	Not at all	Some- what	A great deal
a. take responsibility	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. be on time	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. follow directions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. work well with adults	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. act appropriately in a work situation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f. use time effectively	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g. ask questions or ask for help	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
h. take initiative	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
i. complete tasks	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
j. have confidence in your ability to get work done	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
k. plan your time wisely	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
l. meet high-quality standards	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
m. use computer and computer software	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
n. use other technical equipment to get work done	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
o. follow rules and norms	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
p. work on a team	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
q. interact with people from diverse backgrounds	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
r. identify and improve your strengths and weaknesses	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
s. resolve conflicts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

2—College Experiences

25. Which of the following college credentials are you seeking right now? *Check the best response.*

- A certificate or license requiring less than a 2-year degree
- An associate of applied science degree in an occupational-technical field
- A transfer associate of science or arts degree designed for continuation at a 4-year college
- A bachelor's degree
- A graduate or advanced degree such as Master's, Doctorate, or M.D.
- Other (please specify _____)
- I am not currently seeking a college credential

26. Since high school graduation, which college credentials have you already received? *Check the best response.*

- A certificate or license requiring less than a 2-year degree
- An associate of applied science degree in an occupational-technical field
- A transfer associate of science or arts degree designed for continuation at a 4-year college
- A bachelor's degree
- A graduate or advanced degree such as Master's, Doctorate, or M.D.
- Other (please specify _____)
- I have not received any college credentials

27. Which of the following college credentials do you expect to receive eventually? *Check all that apply.*

- A certificate or license requiring less than a 2-year degree
- An associate of applied science degree in an occupational-technical field
- A transfer associate of science or arts degree designed for continuation at a 4-year college
- A bachelor's degree
- A graduate or advanced degree such as Master's, Doctorate, or M.D.
- Other (please specify _____)

28. How confident are you that you will reach your ultimate educational goal?

- Very confident
- Somewhat confident
- Not at all confident

3 Employment

This section asks about the jobs you've had since high school graduation. Several of the questions ask about your primary job, that is, the job you work the most hours at during each week.

29. How many jobs have you had since graduating from high school?

- 1 job
- 2 jobs
- 3 jobs
- 4 jobs
- 5 jobs or more
- I have not had any jobs since high school graduation → SKIP to question #

30. How many jobs do you currently have?

- 1 job
- 2 jobs
- 3 or more jobs
- I am not currently working → CONTINUE with the following:
 - Are you:
 - A homemaker → SKIP to question #
 - Unemployed but actively seeking employment → SKIP to question #
 - Unemployed and not seeking employment → SKIP to question #

If you have more than one job, please answer the following questions about your current primary job, that is, the job you work the most hours at during each week.

31. What is your current employment status? *Check only one.*

- Employed full-time (35 or more hours per week)
- Employed part-time (less than 35 hours per week)
- Serving in the military full-time

32. Is your current job related to the career and technical education (CTE) program you completed in high school?

Your job is related if it meets any of the following criteria:

- *You were required to complete your CTE program in order to qualify for this job;*
- *You are using knowledge and skills on your job acquired through your CTE program; or*
- *Your job is an entry-level position required to obtain a job for which you were trained in your CTE program.*

Yes, my current job is related to my high school CTE program

No, my current job is not related to my high school CTE program

33. How much did your participation in your CTE program in high school affect your career plans?

A great deal

Somewhat

Not at all

34. What is your job title for your primary job?

35. What are your job duties for your primary job?

36. Who is your employer?

37. How many hours do work on average each week at your primary job?

___ hours

38. How much do you make per hour in your primary job?

\$_____ per hour

39. Do you have access to training opportunities through your company at your primary job?

No Yes

3—Employment

40. Do you have the opportunity to join a union or employee association at your primary job?
- No Yes
41. In your primary job, does your employer offer tuition assistance?
- No Yes If Yes, → **CONTINUE** with the following:
Are you using tuition assistance?
- No Yes
42. Which of the following best describes your primary job?
- Entry level of unskilled job**—minimal training is required and little orientation is provided by employers. Hiring is usually not very competitive.
 - Semi-skilled job**—usually requires 6 months to 1 year of specific training, college education or equivalent skills and experiences prior to being hired. Hiring is usually competitive.
 - Skilled or technical job**—usually requires 1 year to 2 years of specific training or college education prior to being hired. Hiring is usually very competitive.
 - Professional job**—usually requires 2 to 4 years or more of specific training. College degrees and/or state professional licensure or certification are often required. Hiring is usually extremely competitive.
43. Which of the following best describes the job you would ultimately like to get?
- Entry level of unskilled job**—minimal training is required and little orientation is provided by employers. Hiring is usually not very competitive.
 - Semi-skilled job**—usually requires 6 months to 1 year of specific training, college education or equivalent skills and experiences prior to being hired. Hiring is usually competitive.
 - Skilled or technical job**—usually requires 1 year to 2 years of specific training or college education prior to being hired. Hiring is usually very competitive.
 - Professional job**—usually requires 2 to 4 years or more of specific training. College degrees and/or state professional licensure or certification are often required. Hiring is usually extremely competitive.

3—Employment

44. How important are each of the following factors to you in thinking about your career goals?

	Not at all	Somewhat	A great deal
a. a good income	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. job security	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. work that is meaningful to me	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. freedom to make my own decision	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. prior work experience in a similar field/ practical experience	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f. working with friend or family members	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g. meeting and working with friendly, sociable people	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
h. potential for advancement	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
i. having little or no responsibility	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
j. having the opportunity to help others	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

45. How confident are you that you will reach your ultimate career goal?

- Very confident
- Somewhat confident
- Not at all confident

4 About You

This section asks a few questions about you.

46. What is your gender?

- Male Female

47. Are you of Hispanic origin or descent?

- No Yes

48. What is your racial/ethnic background? Check the one best response.

- White
 Black or African American
 Asian or Pacific Islander
 American Indian or Alaska Native
 Mixed/other

49. What is your current marital status? Check the one best response.

- Single, never married
 Married
 Separated
 Widowed
 Divorced
 Single but living as married

50. How many children do you have?

- None
 1
 2
 3 or more

51. Are you considered a financial dependent of parent(s) or legal guardian(s)?

- No Yes

52. Who lives in your household with you at this time? *Check all that apply.*
- father/male guardian
 - mother/female guardian
 - brother(s) or sister(s)
 - spouse
 - dependent children
 - other relative(s)
 - non-relative(s)
 - I live alone
53. Do you receive any financial assistance from your parents or other relatives?
- No Yes
54. Do you pay rent or mortgage?
- No Yes
55. Do you receive any form of public assistance (e.g., food stamps, welfare, Temporary Assistance for Needy Families [TANF])?
- No Yes
56. How much education has your father, stepfather, or male guardian completed? *Check the best response.*
- Less than high school graduation
 - GED
 - High school graduation
 - Some college but no degree
 - Two-year Associate's degree
 - Four-year Bachelor's degree
 - Graduate degree such as Master's, Doctorate, or M.D.
 - I don't know

57. How much education has your mother, stepmother, or female guardian completed? *Check the best response.*

- Less than high school graduation
- GED
- High school graduation
- Some college but no degree
- Two-year Associate's degree
- Four-year Bachelor's degree
- Graduate degree such as Master's, Doctorate, or M.D.
- I don't know

5 Contact Information

This section asks some questions so we can contact you in case we need clarification.

58. What was your name when you graduated from high school?

First Name _____

Last Name _____

59. What is your name now?

First Name _____

Last Name _____

60. What is your current mailing address?

Street Address _____

City, State, Zip code _____

61. What is your telephone number including area code?

(____) ____ - _____

62. What is another telephone number where we can reach you?

(____) ____ - _____

63. What is your email address?

64. What is your social security number or other identification number?

____ - ____ - _____

65. What is your date of birth?

__ __ Month __ __ Day __ __ __ __ Year

66. What is the name, address, and telephone number of a family member, friend, or other person who will always know how to reach you?

Name _____

Street Address _____

City, State, Zip code _____

Telephone (____) ____ - _____ E-mail _____

APPENDIX B: Contact Form

Appendix B: Contact Form

INFORMATION ABOUT YOU:

Name: _____ Date of Birth: ____ / ____ / _____

High School: _____ Year of Expected
High School Graduation: _____

Gender: () Female () Male

Race/
Ethnicity: () African American, non-Hispanic () Asian or Pacific Islander () Hispanic
() Native American () White, non-Hispanic () Other

Current
Address: _____
Street City State Zip Code

E-mail
Address: _____

Current Home
Telephone: (_____) _____ - _____ In whose name is this telephone listed?

If you expect to change your last name in the next
several months, what new last name will you use? _____

PEOPLE WHO WILL ALWAYS KNOW HOW TO CONTACT YOU AFTER GRADUATION:

Parent(s): _____
Name(s)

Address: _____
Street City State Zip Code

Telephone: (_____) _____ - _____ E-mail _____

Relative(s): _____
Name(s) Relationship

Address: _____
Street City State Zip Code

Telephone: (_____) _____ - _____ E-mail _____

Friend: _____
Name

Address: _____
Street City State Zip Code

Telephone: (_____) _____ - _____ E-mail _____