Office of Adult Education

Follow-Up Manual

State of Michigan
Workforce Development Agency
Office of Adult Education

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CONTENTS

Overview of NRS Requirements

The National Reporting System (NRS) is the accountability system for the federally funded, State-administered adult education program. The NRS addresses the accountability requirements of the Adult Education and Family Literacy Act, Title II of the Workforce Investment Act (WIA—P.L.105–220). The NRS defines the measures local programs must collect, the methodologies for collecting them, the state reporting requirements and the data collection policies.

The NRS core outcome measures are: educational gain, entered and retained employment, receipt of a secondary credential, and entered postsecondary education. States set performance standards for these measures, and program effectiveness is judged in part by whether these standards are met.

Exhibit 1 summarizes the NRS core follow-up outcome measures.

Exhibit 1
Summary of NRS Measures and Definitions

Topic	Measures	Definitions
Core Outcome Measures		
Educational Gains	• **Educational gains**	**Educational functioning levels in reading, writing, speaking, and listening and functional areas**
Follow-up Measures	• **Enter employment**	**Learners who obtain a job by the end of the first quarter after the exit quarter**
	• **Retained employment**	**Learners who obtain a job and remain employed in the third quarter after program exit**
	• **Receipt of secondary school diploma or GED**	**Learners who obtain a GED, secondary school diploma, or recognized equivalent after exit.**
	• **Placement in postsecondary education or training**	**Learners enrolling after exit in a postsecondary educational or occupational skills program building on prior services or training received**

The NRS requires that states report on the follow-up measures of entered and retained employment, attainment of a secondary credential and entry into postsecondary education or training for participants.

Beginning Program Year 2012-13 the NRS replaced ***goal-setting*** with **Automatic Cohort Designation** as a means for defining the population of participants on which states must report the NRS follow-up measures of entered and retained employment, receipt of a secondary credential, and entered postsecondary education or training. This **Automatic Cohort Designation** will vary according to each follow-up measure.

The new **Automatic Cohort Designation** for the follow-up measures requires that states collect data on a larger number of participants. The validity of a survey depends largely on the response rate—the proportion of people who respond to the survey out of the total number targeted for the survey. The NRS requires a minimum response rate of **50 percent for the survey**.

The Office of Adult Education requires all federal and state funded adult education programs to assess program performance on the NRS core follow-up measures. Local programs must obtain these measures on appropriate participant cohorts by conducting follow-up surveys. Collection of participant data is critical in order to determine program effectiveness, participant outcome measures and return on investment of adult education funds. Local programs must collect data on the NRS follow-up measures after the participant has exited the program.

The NRS allows two methodologies for collecting data on follow-up measures: data matching and surveys. Data matching relies on using other databases, such as unemployment insurance wage records, to obtain the measures by matching participant records and social security numbers with the information in the database. States can use this procedure to meet NRS reporting requirements for participants that are in a follow-up measure. When this capability is not present, data on follow-up measures must be collected through a survey of participants. **Michigan's adult education programs currently use the survey method.**

The Office of Adult Education continues to work with partnering agencies to develop agreements for data matching. We are hopeful that these agreements, and the accompanying computer programming that must be developed, can be accomplished for the enter employment, retain employment, enroll in postsecondary education, and obtain GED follow-up measures in the future. If so, we will be able to give local programs the option of using data matching for these follow-up measures. Given the difficult nature of locating participants after they exit local programs in addition to the labor-intensive task of conducting telephone interviews, data matching will be the most cost and labor effective method of follow-up.

Overview of this Document

This document presents information on the NRS core outcome measures, methods, reporting requirements, and NRS data collection policies for conducting participant post program follow-up

This document:

- Explains what participants need to be surveyed and when,
- Outlines the process for conducting the telephone survey,
- Provides guidelines for selecting and training telephone interviewers, and
- Includes standardized forms and checklists for use in the participant survey process.

Getting Started – Notifying Participants at Program Entry

The follow-up process begins at **program entry** and continues well after the participant has exited the program. Participants should be notified about the follow-up process at registration and reminded periodically. It is very important that participants know they may be contacted later and asked about their outcomes. Local programs should inform participants at program entry about the survey and collect extensive contact information about them, such as addresses and phone numbers of relatives or others who may know the participants' whereabouts over time. In addition, participants should be encouraged to provide new addresses and phone numbers when they move, and local programs should implement procedures to update this information periodically while the participant remains enrolled. These procedures can greatly assist in locating participants months later when the survey is conducted

Conducting a Participant Follow-Up Survey

Conducting the follow-up survey is the most difficult aspect of NRS data collection. It is difficult to conduct a survey in a way that produces valid and reliable results. The process includes determining which participants must be included in the survey, locating them and securing their cooperation, and administering the survey. Finding the participants and getting them to cooperate in the survey is critical to its success since the response rate—the proportion of participants you reach—largely determines the validity of the information. Locating adult education participants is especially difficult, given the transient nature of many adult education participants. The procedures described below will assist local programs in conducting a valid survey.

Local program staff must follow a uniform set of procedures to collect data in a valid and reliable manner. Staff conducting the survey must be trained in its administration, including what to say to students to introduce the survey and get their cooperation, ways to avoid refusals, how to ask the survey questions, how to record responses, and how to answer student questions about the survey. Staff should be thoroughly familiar with all questions and procedures before beginning. Contacting participants by telephone is recommended, however email and social media is becoming a method of contact that is improving response rates. For many participants their email changes less frequently than their phone number.

The validity of a survey depends largely on the response rate—the proportion of people who respond to the survey out of the total number targeted for the survey. The NRS requires a minimum response rate of 50 percent for the survey. Getting a good response rate is probably the most difficult part of conducting a survey, and it may be especially hard for adult education participants because many are transient and may not have telephones or are otherwise difficult to locate.

Information collected from participant follow-up surveys must be collected and entered on the **Follow-up Survey form - Appendix D**, which must be kept in the participant's file. This information must also be reported into the Michigan Adult Education Reporting System (**MAERS)** on the **Enter/Update Follow-up** screen. The local program's NRS core follow-up measures achievement is reported on the NRS Table 5 and is determined from the participant responses entered into MAERS.

Identifying Participants for Follow-up

The **MAERS Follow-up Selection report** includes all participants in the cohort applicable to each NRS follow-up measure who exit. The report also includes:

- The follow-up outcome measure that applies to each participant
- The program year in which follow-up is due
- Indicates if the participant has already been contacted
- Indicates if the cohort was attained
- Indicates the earliest date the follow-up survey can be completed
- Indicates the last date the follow-up survey can be completed

Time Period for Conducting the Survey

The survey must be conducted for all participants in the NRS core follow-up measures of entered and retained employment, receipt of a secondary credential, and entered postsecondary education or training. Participants in the entered employment and retained employment follow-up measures **must** be contacted within the appropriate contact quarter to conduct the follow-up survey, data collected before or after the contact quarter date range is not valid.

Exhibit 2 summarizes the participant population included for each follow-up measure and when to contact them to collect follow-up data.

Exhibit 2
Participant Population and Collection Time for Core Follow-up Measures

Core Outcome Measure	Participant Population to Include	Time Period to Collect Measures
Entered Employment	**Learners unemployed and in the labor force at entry who exit**	**First quarter after exit quarter***
Retained Employment	**Learners unemployed and in the labor force at entry who exit and are employed during first quarter after exit; and learners employed at entry who exit**	**Third quarter after exit quarter**
Placement in Postsecondary Education or training	**Learners who earned a secondary credential while enrolled, have a secondary credential at entry or who are enrolled in a class specifically designed for transition to postsecondary education who exit**	**Any time after exit through the end of the reporting period (October 25)**
Receipt of High School Diploma	**Learners enrolled in adult high school that have 50 percent or more of the required credits for graduation at the start of the program year who exit**	**Any time after exit to the end of the reporting period (October 25)**
Receipt of GED	**Learners that take all GED tests who exit**	**Any time after exit to the end of the reporting period (October 25)**

* For all measures, exit quarter is the quarter when the learner completes instruction or has not received instruction for 90 days and has no instruction scheduled. A job obtained while the participant is enrolled can be counted but must be reported and measured during the first quarter after exiting the program if the participant remains employed in that quarter.

Exhibit 3 summarizes the contact quarters for the time period to collect the employment follow-up measures.

Exhibit 3
Quarterly Periods for Collecting Entered and Retained Employment

Exit Quarter	Collect Entered Employment by the End of:	Collect Retained Employment by the End of:
First Quarter (July 1–September 30)	Second Quarter	Fourth Quarter
Second Quarter (October 1–December 31)	Third Quarter	First Quarter, Next Program Year
Third Quarter (January 1–March 31)	Fourth Quarter	Second Quarter, Next Program Year
Fourth Quarter (April 1–June 30)	First Quarter, Next Program Year	Third Quarter, Next Program Year

Exhibit 4 summarizes the contact quarters collection time period to collect the follow-up measures and enter the data into MAERS.

Exhibit 4
Contact Quarter Collection Time and Record Data in MAERS for Core Follow-Up Measures

Jul-Aug-Sept	Oct-Nov-Dec	Jan-Feb-Mar	Apr-May-Jun
Q1	Q2	Q3	Q4

Obtain Employment

Contact the 1st quarter after the exit quarter. Record data into MAERS by the end of the 2nd quarter after exit.
Example: Participant exited Q3. Contact must be done in Q4 with data input no later than the last day of Q1 of the next program year.

Note: If the data entry falls into Q2, the data must be entered by October 25th.

Retain Employment

Contact the 3rd quarter after the exit quarter. Record data into MAERS by end of the 4th quarter after exit.
Example: Participant exited Q3. Contact must be done in Q2 with data input no later than the last day of Q3 of the next program year.

Note: If the data entry falls into Q2, the data must be entered by October 25th.

Obtain GED/HSD

Contact any time after the exit date until the end of the reporting period (October 25th). Record data into MAERS no later than October 25th following the end of the program year.

Post-Secondary Education

Contact any time after the exit date until the end of the reporting period (October 25th). Record data into MAERS no later than October 25th following the end of the program year.

Post-Secondary Education (Year #2)

Contact any time beginning July 1st through June 30th in the program year following the exiting program year. Record data into MAERS no later than October 25th following that 2nd program year.

Guidelines for Conducting the Follow-Up Survey

Step 1: Select and train telephone interviewers.

Local program staff must follow a uniform set of procedures to collect data in a valid and reliable manner. Staff conducting the survey must be trained in its administration, including what to say to participants to introduce the survey and get their cooperation, ways to avoid refusals, how to ask the survey questions, how to record responses, and how to answer participant questions about the survey. Staff should be familiar with all questions and procedures before beginning.

Conducting a survey is labor intensive. Besides administering the survey, participants must be located, the survey needs to be explained to them, and their cooperation must be obtained. This work requires frequent callbacks to participants and careful recordkeeping. Talk with survey staff members about the problems they have with the survey, what works well and what does not. It is helpful to identify staff members who do a good job reaching students and getting them to participate. These staff members can help others who are not as successful and will provide guidance on how best to find participants, and what are the best times to reach participants.

During the training, the resource staff member should go over every question in the survey to ensure that the interviewing staff understands the purpose of the question, what is being asked and what responses are desired. The training should also include mock interviews and other practice. Staff should be familiar with all questions and procedures before conducting follow-up surveys. **Training for Telephone Interviewers - Appendix A** contains strategies and procedures for training staff interviewers.

Accommodation for other languages. As many local programs serve ESL participants and other non-native English speakers, interviewers are likely to encounter a language barrier during the survey process. Every effort must be taken to collect information from all non-English speakers. Accomplishing this may require the program to translate the survey and use interviewers who are fluent in the languages that may be encountered during the interviews.

Step 2: Determine the telephone survey schedule.

Enter Employment and Retain Employment follow-up measures.

- The Enter Employment and Retain Employment follow-up measures are time sensitive and must be collected using the quarterly schedules included in **Exhibit 3** and **Exhibit 4**. These exhibits summarize the contact quarters and collection time periods at which data and the participant population to which each core follow-up outcome measure applies.
- **Note:** If the telephone survey confirms that a participant in the Entered Employment follow-up measure was indeed employed by the end of the first quarter after their exit, that participant will need to be contacted and surveyed again at the end of the third quarter after their exit to determine if he/she is still employed for the Retain Employment follow-up measure
- Because of the quarterly structure of the employment follow-up measure follow-up process, the simplest time to conduct telephone surveys is quarterly. Further, timing of the follow-up telephone call is important. If you call too soon, the participant may not have had sufficient time to find a job. If you wait too long, you may not be able to contact the participant before the follow-up contact window closes. Subsequently, correct timing of the follow-up telephone survey is critical.

Obtain a GED, Obtain a High School Diploma and Placement into Postsecondary Education follow-up measures

- Local programs should determine the optimal time to collect the Entry into Postsecondary Education, Obtain a GED and Obtain a High School Diploma follow-up measure data.
- It may be advisable to collect the Entry into Postsecondary Education measure in September or October when most participants enter community college.
- For GED completion, local programs may want to wait until this time period as well to allow participants the maximum amount of time (prior to the October 25 reporting deadline) to take and pass the GED tests.
- Note: The time lag to contact participants after they exit the program, however, should be as short as possible: The longer the time, the greater likelihood of a lower response rate (since some participants will move) and the resulting effect of less valid data.

Step 3: Inform participants of the survey.

Note: The NRS Automatic Cohort Designations may not align with a participant's goal. A participant may have a goal to get their GED, however once the participant obtains the GED they are automatically included in the **Placement in Postsecondary Education** cohort. Local program staff must fully understand the NRS policies and procedures and be prepared to explain the NRS Automatic Cohort criteria to participants that will be contacted for follow-up measures that may not align with their selected goal(s).

At **program entry** all participants **must** be informed about the follow-up process by providing them with the **Participant Follow-up Notice - Appendix B**. This notice explains the follow-up process, requests their cooperation, participation, and permission to verify GED completion with the state or local GED testing center and to be contacted by program staff for follow-up.

To help improve the response rate, participants should be introduced to program staff members who will be conducting the follow-up survey. It is very important for program staff conducting the follow-up process to meet with participants and explain the follow-up process to them. This will increase the likelihood that a participant will respond to program staff when contacted to complete the follow-up survey.

Step 4: Ensure accurate contact information.

Local programs should inform participants at **program entry** and at program exit about the follow-up survey and collect extensive contact information about them, such as addresses and phone numbers of relatives or others who may know the participants' whereabouts after exiting the program. Participants should be encouraged to provide new addresses and phone numbers when they move, and programs should implement procedures to update this information periodically while the participant remains enrolled.

Email and social media is becoming a method of contact that is improving response rates. For many participants their email changes less frequently than their phone number. These procedures can greatly assist in locating participants months later when the survey is conducted. The alternative contact information should be included on the Adult learning Plan (ALP) and also reported in **MAERS** on the participant's **Registration Screen - Alternative Contact** tab.

Step 5: Identify survey respondents.

Local programs should utilize the **MAERS Follow-up Selection Report**. This report will list participants that need to be contacted for follow-up and when they need to be contacted. The contact dates on the report is of great value in scheduling staff time for conducting the follow-up.

Step 6: Conduct the telephone survey.

As local program staff conduct the survey, it is very important to the integrity of the data collected to know how many participants were not reached, how many refused to participate, and what the reasons for refusal were. For this reason, the **Follow-up Contact Log - Appendix C** must be maintained during the follow-up survey process.

Entries in the **Contact Log** should contain the date and time of each contact, the name of the interviewer, and information about each contact, including: the name of the respondent, whether the participant was reached, messages left, whether the interview occurred, and explanations for why it did not.

The **Contact Log** should be checked daily to identify respondents who need to be re-contacted. The log should also be checked against the list of participants required for the follow-up survey to ensure all participants are being contacted. Interviewers should promptly make a log entry for each contact they make, whether or not the adult learner was reached.

A participant can be placed in **one or more Automatic Cohort Designation**s and a follow-up survey must be conducted for each follow-up measure. The **Follow-up Survey - Appendix D** included can be used for participants in one or more follow-up measure.

Staff conducting the survey must attempt four contacts per participant.
- If there is no answer to the follow-up call after four attempts, then the participant is considered a non-respondent.
- If the participant answers the phone call but refuses to answer the follow-up survey questions, then they are considered a non-respondent.
- If the participant is contacted on the fourth phone call or before and answers the <u>primary survey questions</u>, the participant is counted as a respondent.

When calling a participant, local program staff should ask for the individual by first name. This will increase the likelihood of the participant accepting the survey phone call. If the participant's teacher cannot conduct the telephone survey, then follow-up staff should say they are calling on behalf of the participant's teacher. Again, this is designed to increase the likelihood of the participant accepting the call and responding to the survey questions. Participants will be most comfortable talking with their teacher or someone who they know from the local program. This will increase the follow-up response rate.

Step 7: Record the results.

The follow-up survey must be kept in the participant's file. Information collected from participant follow-up surveys must be entered into MAERS on the **Enter/Update Follow-up** screen. Local program's NRS core follow-up measures achievement reported on NRS Table # 5 is determined from the participant responses entered into MAERS.

Appendix A: Training for Telephone Interviewers

Staff members who will be conducting telephone interviews must be trained to ensure the integrity of the data collected. To collect valid and reliable data, interviewers must be thoroughly familiar with both the process of interviewing and the materials to be used for collecting data. The actual training can be characterized as having two components: The process of conducting telephone interviews and the purpose and structure of the NRS. This section provides suggestions on appropriate training activities.

Focus of Training

Regardless of the survey, any errors, biases or inconsistencies on the part of the interviewer result in some degree of survey error. It should be a goal to minimize this error. Trained interviewers are much more likely to accomplish this goal. The desired result is high quality data so that data are comparable from one interview to another as well as from one local program to another. The following guidelines should help minimize survey error and thus be conveyed to the interviewers during their training.

1. The interviewing process should be standardized. To ensure that this occurs, interviewers must read the questions exactly as written and follow the instructions on the survey instrument.
2. Interviewers should avoid biasing answers by not showing criticism, surprise, approval, disapproval, and/or annoyance at any response; recording answers promptly and accurately; and probing for clarification when necessary.
3. Interviews should be completed in the time promised to the respondents. The interview is designed to take 10 minutes or less.
4. Interviewers must be familiar with the material, including the meaning of individual questions and the definitions of words and phrases contained in the survey instrument.
5. Administrative issues should be attended to as soon as possible, including making a record of EVERY call made, even if the interviewers reached a wrong number, if nobody answered, or if a message was left.
6. Interviewers should have a thorough understanding of the purpose and structure of the NRS.

Conducting the Training

Training interviewers can take many forms, including workshops and meetings. There are, however, a few techniques, which will make the training more meaningful, and thus make the data collected more useful and comparable between participants, local programs and within the state. Among these techniques are:

- **Going over the survey protocol question-by-question.** This will give interviewers a familiarity with the questions and answers they are likely to get during their telephone calls. It will also allow them to become comfortable with the decisions that must be made as the interview begins.
- **Conducting mock interviews with adult education office staff or teachers.** This simulates real world conditions, giving interviewers valuable practice on how to conduct interviews. It also allows adult education office staff to identify issues that were not made clear earlier in the training process and to identify problems with the data collection procedures in place.
- **Conducting a mini-pilot test with a few participants.** This activity will identify previously unconsidered issues and provide the most realistic training for the interviewers. It is an excellent last step prior to officially collecting follow-up data.

Problems Reaching Participants on the Telephone

Interviewers may be unable to reach the correct person, the participant may not want to speak to the caller, or they may have a protective family. Additionally, participants may not want to answer some or all survey questions; they may be hostile, confused, or just busy. Callers may be required to answer questions that they are not equipped to answer. Interviewers should have a resource person available who can assist with difficult interviews or respondents, and complicated questions. This person should have thorough familiarity with the NRS and the procedures used to conduct telephone interviews. He or she should monitor interviewer telephone logs, provide general oversight during the interviewing process and should also be responsible for the training.

Accommodation for other languages

As many local programs serve ESL participants and other non-native English speakers, interviewers are likely to encounter a language barrier during the survey process. Every effort must be taken to collect information from all non-English speakers. Accomplishing this may require the program to translate the survey and use interviewers who are fluent in the languages that may be encountered during the interviews.

When the participant cannot be reached immediately

Reaching a family member or other person

- Leave a message. The message should be as follows:
    - Interviewer's name and where interviewer is from (name of program).
      Contacting in reference to the adult education program the person attended.
      Interviewer will try contacting learner another time.
- Ask a few questions:
    - When is the participant expected back?
    - What and when is the best way to reach her/him?
- Wait for no more than 2 days between callbacks and call at a different time of day.
    - If multiple messages (a minimum of 4) have been left, but the participant has not been contacted, the participant should be officially listed as a non-respondent on the follow-up contact log.

Reaching voice mail or an answering machine

- Leave a message. The message should be as follows:
    - Interviewer name and where interviewer is calling from (name of program)
    - Calling in reference to the adult education program the person attended
    - Interviewer will call back at another time
- Wait for no more than two days between callbacks and call at a different time of day.
    - If multiple messages (at least 4) have been left, but the participant has not been contacted, the participant should be officially listed as a non-respondent on the follow-up contact log.

Reaching a non-working number or a number that just rings

- Non-working numbers should be noted on the follow-up contact log.
    - If the number just rings, the day and time the interviewer called should be noted on the contact log, and the participant should be called at a different time. If multiple calls (at least 4) have been made at different times of the day, and there is still no answer, the participant should be officially listed as a non-respondent.
    - The interviewer should also check to see if Alternative Contact information had been collected for the participant and then try those phone number(s) before listing the participant as a non-respondent.

Dealing with refusals. The goal of telephone interviews is to obtain information from all the people contacted, some interviewees may be initially reluctant to participate in the survey. The interviewer should try to "convert" refusals whenever possible; interviewers should never become belligerent or upset or insist that a person complete the survey. The best way to handle a refusal is for the interviewer to present themself as confident and proud of the work they are doing. The interviewer should indicate that this survey is an important way of providing information to the adult education program and decisions about services will be made based on this information. There are several points in the interview when callers may encounter refusals or reluctance.

Initial refusal. When participants are first reached, they may not be prepared to speak with the interviewer. They may be very busy. If this is the case:

- Ask about the timing: I'm sorry we reached you at a bad time. When might be a more convenient time to reach you? Possible solutions include offering to call them two days, a week, a month later, etc., as long as this is recorded and so that the return call is before the end of the follow-up period.
- When the participant has been reached, but absolutely refuses to cooperate, a complete description should be recorded on the participant's follow-up survey, noted on the follow-up contact log and given to the resource person for further attempts. (Given the layout of the Contact Log, Interviewers may need to attach additional sheets.)

Confusion-based refusal. Adult participants who are contacted may be confused or wary about how the information collected in the interview will be used. For this reason, they may refuse to take part in the interview.

- If the participant wants to know why the survey is being conducted, the interviewer should explain the purpose of the study, emphasizing that the information collected has important implications for the local adult education program he or she attended.
- If the participant wants to know how their information will be used, the interviewer should assure the participant that the data will be used to determine how well adult education programs are performing and to improve program services. Further, all of the answers that the participant gives will be kept confidential and that no names or other identifying information will be associated with their answers. Participants should also be assured that all participants are being contacted.

Time or burden-based refusal. This type of refusal can occur early in the interview, or at a later point. Interviewees may be pressed for time and may try to terminate the interview. If this is the case:

- The interviewer should point out that the survey will only take 5 to 10 minutes, acknowledge that the participant's time is very important, and tell them that their responses to the survey questions would be really helpful: *"I understand that your time is important. We really appreciate your help on this issue. It is important to get the opinion of all adult education participants."*
- If the respondent is still reluctant, one other strategy may be helpful: The interviewer should try to arrange an alternate time: *"Might there be a better time to contact you?"*

If none of these strategies is successful, the interviewer should NOT try to persuade the adult participant further. The participant should be thanked for their patience, and told that the caller appreciates all the demands on their time. The interviewer should then record a complete description on the participant's follow-up survey and note the non-response on the contact log.

Appendix B: Participant Follow-up Notice

We need your help!

After you leave our program, someone from our office will be contacting you to see how you liked our program and if you have any suggestions for improving it. You will also be asked if you Obtained a High School Diploma, Obtained a GED, Enrolled in Postsecondary Education or Training, Entered Employment, and/or Retained Employment. This contact after you leave our program is called a "Follow-up Survey." During your instruction, you will be asked to update your contact information. This will help us contact you after you leave our program.

As part of your registration process, you will be asked to provide alternative contact information that may be used to help contact you after leaving the program. Our program will only use this information to assist in contacting you after you leave our program. When you are contacted, **the survey will only take a few minutes of your time and your answers are confidential <u>but extremely important!</u>**

Signing below indicates that you have received a copy of this notice, that the information has been explained to you, and that you grant permission for a program representative to contact you for the Follow-up Survey. If your goal was to obtain your GED, you also grant us permission to confirm your successful completion of the GED with your GED Testing Center or the State of Michigan, Workforce Development Agency.

Thank you for your help!

____ ________________

Signature **Date**

____ ________________

Program Staff **Date**

Appendix C: Follow-Up Contact Log

Interviewer: ____

Date & Time	Name	Contact (who, nature of conversation, any messages left, etc.)	Status (interview completed, scheduled recall)

- ❑ Survey Completed
- ❑ Participant refused to participate
- ❑ Unable to contact after 4 attempts

Survey completed by___________________________________

Appendix D: Follow-Up Survey for Core Outcome Measures

A. Program Enrollment

Hello. My name is ______________________________, I work for ____.
We're calling people who have attended classes within the last year at our adult education program to find out what happens to them after they leave us. We want to know how you liked the classes you took and how adult education classes have affected you, your family, and your job.

It should take no longer than 10 minutes to answer my questions. Do you have time now for me to ask these questions? ***(Reassure the respondent that any information provided will be strictly confidential.*)** First, I'd like to make sure I have the correct information about the class you took.

A-1. I understand that you were in (TEACHER'S NAME)'s class at (LOCATION). Is that correct?

- ❑ No *[Obtain correct information]*____
- ❑ Yes

A-2. Did you attend class(es) until the end or did you leave before the end?

- ❑ Left before it ended *[Proceed to Question A-3]*
- ❑ Completed *[Proceed to Question B-1]*

A-3. During what month did you stop attending the class or program? ___________________________

B. Postsecondary Education and Training

B-1. Since the end of your class or program, have you enrolled in any other educational or training programs?

- ❑ No *[Proceed to Question C-1]*
- ❑ Refused *[Proceed to Question C-1]*
- ❑ Yes. Where are you enrolled?____

  Date were you enrolled?____

B-2. In what type of class or classes are you now enrolled? [Do not read choices to respondent. Check all that apply.]

- ❑ English Language Skills
- ❑ GED/High School
- ❑ Vocational/Job Training
- ❑ Community College/College Level
- ❑ Citizenship
- ❑ Family literacy
- ❑ Other (Specify)_______________________
- ❑ Don't Know/Refused

C. Secondary Credential

C-1. Did you receive any diplomas, certificates, or degrees at the end of your class or since you left (TEACHER'S) class, such as the GED?

- ❑ No *[Proceed to Question D-1]*
- ❑ Refused *[Proceed to Question D-1]*
- ❑ Yes. Date credential received?______________________________

C-2. What type of diploma/certificate/degree did you receive? [Do not read choices to respondent. Check all that apply.]

- ❑ GED
- ❑ High School Diploma
- ❑ Certificate of Competence
- ❑ Associate's Degree
- ❑ Bachelor's Degree
- ❑ Other______________________________
- ❑ Don't Know/Refused

D. Employment

Please ensure the date employed is within the appropriate quarter after exit.
Obtain Employment is the 1st quarter after exit. Retain Employment is the 3rd quarter after exit.

D-1. Since you left the program, did you retain your current job or did you get a paying job?

- ❑ No
- ❑ Refused
- ❑ Yes. Date you first got a job after leaving the program? ______________________________

What is the name of your employer ______________________________

Employer address ______________________________

Employer phone #______________________________

Closing

Thank you very much for taking the time to answer my questions, your answers will be very helpful. The information you provided will be used to help make adult education programs better and more useful to people like you who have attended or would like to attend such a program.

Is there anything that I didn't ask about that you'd like to say?______________________________

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