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**AUTHOR** Wasil, Raymond A.  
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**ABSTRACT**

The guide describes a followup study procedure for obtaining from high school graduates and dropouts information concerning their present employment status, training interests, personal data, employment interests, transportation type, training and education, and questions and comments. The study procedure is longitudinal and four phased. The initial baseline study (taken before graduation or dropping out) and the one-year followup phase are recommended for all students to determine personal and vocational data. The three-year followup phase is primarily geared toward obtaining employment information from vocational students, and educational information from college preparatory students. The five-year followup is intended to ascertain similar information, along with former students' estimations of the quality of the high school education/training experience. Samples and discussions of the following forms comprise over 50 pages of the document: the followup questionnaire; the alumni survey; the employer followup survey; the school attendance study of 1973; the State of Ohio base line phase and first-year phase surveys; the State of Michigan followup survey of 1973 graduates; and the State of Florida vocational, technical and adult education followup and employer surveys. (JR)

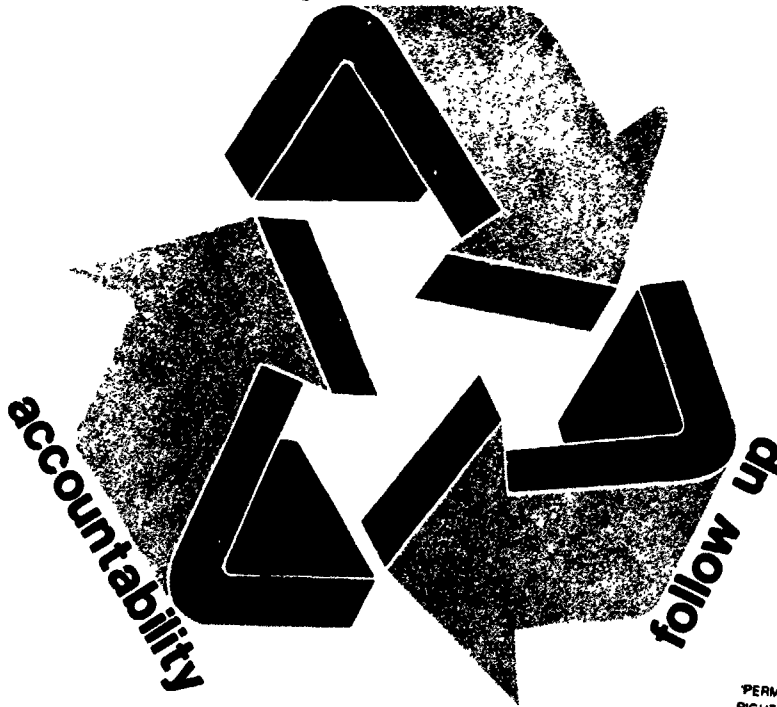
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# FOLLOW UP

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# **MODEL**

**FOR**



**IMPLEMENTATION**

**OF**

**SCHOOL FOLLOW-UP**

**SYSTEM**

F O R E W O R D

THIS PUBLICATION WAS DEVELOPED TO AID THOSE  
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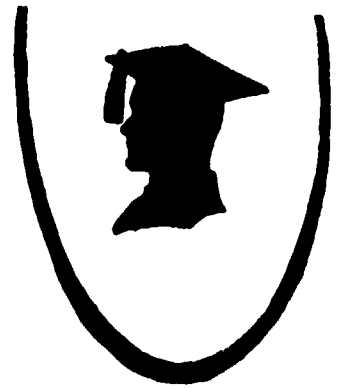
MR. RAYMOND A. WASIL, DIRECTOR  
JOB PLACEMENT DEPARTMENT  
SUMMIT COUNTY BOARD OF EDUCATION  
482 GRANT STREET  
AKRON, OHIO 44311  
216-379-5240

CREDIT IS GIVEN TO THE OHIO STATE DEPARTMENT OF  
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THE PURPOSE AND VALUE OF FOLLOW-UP STUDIES IS  
TO PROVIDE US WITH DATA TO EVALUATE PROGRAMS  
AND DETERMINE IF WE ARE MEETING OUR OBJECTIVES.  
THIS SYSTEM OF "ACCOUNTABILITY" COULD BE THE  
ULTIMATE TEST OF WHERE WE ARE AND WHERE WE  
ARE HEADED.

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## PURPOSE AND VALUE OF FOLLOW-UP STUDIES

1. Computation of relevant data for evaluating and improving the curriculum and related services within an individual school or school district.
2. Data is generated which can be utilized to provide direction and emphasis for Guidance and Counseling Activities.
3. Positive Public Relations with the total community (Parents, Business-Industry, students) can be generated.
4. Data relevant to the development of new programs can be generated.

Follow-up studies can provide data relative to how effectively a school is meeting its stated goals. In this respect, it can be used to evaluate programs and services provided by the schools. Needed changes in curricula or services may be identified and justified via follow-up data.

Schools are being asked, and in many cases are being told, to be accountable for the success or failure of their services. Without a strict and systematic follow-up, it would be most difficult, if not impossible, to provide accountability.

Follow-up studies may take many shapes and forms. Each must be tailored to meet the need of the district it serves. Such studies are tools to be used to design and build better programs and services for youth and are not an end in themselves. Schools preparing youth for college may find that a large percentage do not enter college. Follow-up studies may indicate weaknesses in certain curriculum areas. Data received may indicate a high percentage of early marriages in a school district and a corresponding need for homemaking, child care, or Consumer Economics Programs. Data on students who had received vocational training and yet were not working in the vocational area, might indicate the need for a re-assessment of the program or the job market.

Curriculum offerings, whether they be for the college bound, vocational, or the remaining students, need to be realistically evaluated in terms of their stated objectives. Too often curriculum offerings become divorced from the needs of the real world.

Follow-up studies can be used to identify "need" areas in which counselors can work. Are too many students being directed to college, or too few? How many graduate? Is the training they receive adequate? Is the counselor spending too much time preparing students to enter out of state universities when the majority enter a local college? Is there a need for more emphasis on Community and Technical Education Institutes?

Why are students dropping out of school? Could an effective guidance program help them remain in school? What was the graduates perception of the guidance and counseling services they received?

What areas of employment do the non-college and vocationally trained enter? What preparation could have been provided?

Public Relations is the most neglected area within most school systems. In all too many cases the school absolves itself of all responsibility once the student passes through the door.

A well structured follow-up is in effect saying to the student, "We care", and to the parent, "We are concerned about your child." To the employer it says, "We are trying to improve and keep abreast of changes." In total, it represents an effort on the part of the school system to hold itself accountable and seek to improve curriculum, instruction, and services.

Data relevant to the development of new thrusts and needs within our society can be identified and acted upon. If the need is for foreign language or air-conditioning, the school can justify such programs with data from follow-up studies. Areas which are no longer needed can be similarly identified.



Feedback from the business community can provide direction in terms of where employment needs will be. The shift away from the non-skilled and technical areas has implications not fully realized by many school systems.

There may be a need for two year college programs as opposed to the four year. Implications in terms of the high school college prep program becomes readily apparent. The emphasis might be shifting from the academic to the practical.

Simply put - The purpose and value of follow-up studies is to provide us with data to evaluate programs and determine if we are meeting our objectives. This system of "ACCOUNTABILITY" could be the ultimate test of where we are and where we are headed.

*Lee S. Swell*



## INTRODUCTION- RATIONALE

Follow-up studies are in many cases, shrouded with misconceptions and mystery. They can be very useful, however, when they are simply constructed and ask for data that can be used immediately to benefit the participants.

A follow-up study should be directed toward obtaining information on a specified group or area. Data gathered should have a practical application. In many cases the typical follow-up consists of a questionnaire sent to the home, or a phone call made to the home of an individual who had graduated some six to eight months, or up to a year previously. The typical follow-up is designed to provide data relative to whether or not the individual is; continuing his/her education, working, married, still single, gainfully employed, or unemployed.

A variety of other questions can be included in a simple follow-up; Who helped you the most in school?, What was your favorite subject?, If you could change something in your life, what would you change?

Follow-up studies range from the very simple to the very complex, from the most inexpensive to the very expensive. They come in all colors, sizes, and shapes of paper, and they are conducted at various times. The simpler ones end up filed in the drawers of counselors and administrators, more elaborate, expensive ones are bound in nice plastic or leather covers neatly labeled and placed on shelves where they are promptly forgotten, in time, they seem to develop some mystical quality. Some are like the Bible, often placed in a conspicuous place, seldom studied for the help and guidance that can be provided.

What then is a follow-up? A follow-up is a study; a series of questions. (A follow-up is credible on the day that it is filled out.) For example: If an

individual were to fill out a follow-up form today, send it in, and five minutes afterward drop dead, the person receiving the follow-up would, in terms of many of the responses, be operating on false information. A follow-up should contain information which is pertinent, relative, and credible. A follow-up must be specific and must have a use. A follow-up must be directed towards obtaining information that can and will be used, either in curriculum modification, program development, or in the total process of evaluation.





# LONGITUDINAL FOUR PHASE FOLLOW-UP

The basic structure for a longitudinal four phase follow-up system is as follows:

## BASELINE

One year, three year, and five year follow-ups. All the information from the system of follow-up should be correlated, data can be collated, and information obtained which is relevant. Let's approach it step by step.

## BASELINE STUDY

Students in school prior to graduation should be involved in the baseline study. A similar approach could be used with school dropouts while still in school. Senior students could fill out the forms that would be sent to them one year later. Student's could be informed that this would be one way of maintaining contact with them and that a system could be developed whereby at some future time, one student wishing to contact another might locate that student through the school. It should be emphasized that the student, upon graduation, does have a vested interest in maintaining up to date files if they move or change location. Information that they will be providing the school will be used to aid other students some of whom might be their own brothers and sisters. They should be impressed with the fact that they will be asked for their advice and that their advice will be listened to. The questions that they will be sent a year from that time should be explained and discussed in class. In some cases, the students can fill in the top section of a follow-up form and address their own envelopes. While it is true that many of them may change, the fact that you have involved them in a physical process, filling out the form and the envelope, will serve to tie them

to the survey. It is recommended the first years' follow-up be on an across the board basis, that is all students who graduated should be followed up.

#### ONE YEAR FOLLOW-UP

A variety of data may be obtained with a one year follow-up, that is a follow-up that is conducted with students who have been out of school for a period of at least one year. The exception to this would be the vocational graduate who should be followed up in September or October of the graduation year. This would add a fifth phase to a total follow-up program.

In the case of the college prep student, data can be obtained in terms of whether the student is actually enrolled in college, or whether he is in a two or four year program, and the type of program which they may be involved in. Data in terms of whether this individual is attending an in state or out of state college may also be obtained.

In the case of the vocational student, data in terms of whether this individual is working in the area in which they were trained in school might be sought on a short term follow-up. Data relative to upgrading, or upward movement, on the part of the student might be sought in a one year follow-up. Data in terms of mobility patterns, or number of young people who have moved to other districts, can be obtained as a result of one year studies. Data in terms of the number married, which has implications in terms of curriculum desing, can also be obtained after a one year study.

Data in terms of whether or not the students felt that certain types of training that they obtained in the school was beneficial in their adjusting to a full time employment, or life adjustment cycle, can also be obtained.

It is important to remember these questions will have been gone over with the students at the time they were filling in the initial baseline study.

A series of questions asked on a one year follow-up will be based on the questionnaire that was filled out on the baseline study.

### THREE YEAR FOLLOW-UP

After a period of three years the following types of information could be obtained on the following types of individuals who have exited schools. One, the vocational student, in terms of whether or not this person is still employed in the area in which they were trained in school, and whether they have been able to upgrade themselves during that period of time.

Salary might be an indicator of whether this individual has exhibited upward mobility in the field of which they were trained. Data can be compiled on the college prep student in terms of whether or not he/she is still in college, and whether they have made a decision in terms of career areas.

You might also, at this time, find that many individuals who were bound for college and who attended out of state colleges are now completing their work at local colleges. This has implications for guidance classes and the allotment of time to representatives of colleges from out of state.

Data in terms of whether those individuals who were married immediately upon graduation are still married can be obtained. This has implications for in-school preparations in terms of family life.

Data in terms of mobility patterns, data in terms of curriculum needs, data in terms of continuing education, or adult education programs, can also be obtained at this time. It is important to remember that follow-up is an outreach type of program. It can be used to reach individuals who are in need of additional education so that programs to meet these needs might be structured on an adult, in school, during the day, or night time program.

## FIVE YEAR FOLLOW-UP

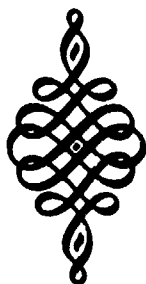
The five year follow-up would supply you with information regarding college bound students. On a five year follow-up you might be able to obtain data on those who had graduated from the four year college program and were employed or continuing their education. Similar forms of data that have been previously gathered in terms of the vocational graduate could be obtained. After a period of five years, information relative to the training that students received in school could be obtained. Some critics of follow-ups might state that such data would be stale and no longer relevant because of changing times. However, it must be kept in mind that the people who would be providing the data would at this point, be tax payers and voters and may be this time have one or two children. They have a vested interest in the kind of education the school will provide their children.

In terms of mobility patterns, retention of male vs. female in a particular community, feelings regarding the schools and other data may be obtained from a five year follow-up. Follow-ups can provide a whole host of information immediate or for long term curriculum planning, innovation, or change. Some feedback can be immediate. Vocational graduates for example, can be almost immediately followed-up. By immediate, I am referring to a period of between two and three months. The input of the follow-up could be directed back to the vocational teachers and used for curriculum modification if so indicated.

If education were to be compared to the human body, the administrative and the teaching staff, might be represented by the body, with the guidance staff representing the eyes and the sense organs, and a system of follow-up and placement representing the life blood. Just as a human with poor blood may become anemic and ill, so might a school system become anemic if it does not re-vitalize itself.

It must be kept in mind that unless life giving blood is being recycled the body cannot function, the mind cannot process, the eyes cannot see, and the mouth cannot speak. If blood stagnates, problems arise and the total body becomes ill.

Follow-up represents the circulation of basic data which in turn provides the energy and the food for the total educational structure. And just as the body is constantly changing, so must our educational structure.





# **FOLLOW-UP AND FOLLOW-THROUGH**

## **SHORT FORM- STUDENT FOLLOW-UP**

This follow-up format was developed to obtain immediate information on graduates and dropouts.

The Akron-Summit County Job Placement Department works with 19 area high schools comprising a cross section of society and income status in Summit County.

There are nine (9) Akron city high schools and ten (10) county, or suburban schools. Students and their families range from the very affluent, to lower income blacks, to Appalachian whites. The students, graduates, and dropouts in the program make up the most difficult group in the schools to work with and place in jobs. The young people are not college prep, nor vocational students. They are those who have often been referred to as, general high school students.

Information from the follow-up study can be used for job upgrading, job training, further education, and immediate employment. As a result of the follow-up study it could also be determined where students are currently residing, which students need help, or which students would like to upgrade their employment status. Guidance clinics and/or Job Hunting Clinics could be arranged when needed. Students could also be made aware of any community services available to help them with their careers or jobs.

A complete copy of the follow-up questionnaire, used to survey graduates and dropouts, is on page 14. This follow-up questionnaire was designed to be simple in its format, appealing to the eye, easy to read and mark, and relevant to the aims of a Job Placement Program.

The questionnaire was printed on 8 1/2 X 11", 100# tag stock. It was set up to read top to bottom, and left to right. The sections are numbered, and headed, and

this makes it easier for the reader to follow and mark, as well as making it easier for the sender to pull desired information when it is returned. The small cartoon character in the upper left corner of the questionnaire was used as an attention grabber. A school logo or symbol could serve the same purpose. The brief opening message gives the questionnaire a personal touch which can help improve interest and response. Directions are brief, and easy to understand. A phone number to the left of the directions tells the students where to call in case they have any questions.

When looking at the number of questionnaires returned, in relationship to those mailed out, a return percentage of 35-40% could be considered satisfactory. A number of the questionnaires mailed are returned by the Post Office because of incorrect or changed address. This can give a fairly good indication of mobility patterns, but could be lessened, or avoided, if more advance preparation with the students were made while they are still in school.

It is important for the reader to bear in mind that this follow-up was meant to be used by Job Placement Specialists to help students find work and/or training almost immediately. The questions are relevant to the placement task of putting young people into productive areas of employment. It is not meant to be a typical, statistical, across-the board alumni survey.

The questionnaire is divided into seven major question areas:

- I. Present Employment Status
- II. Training Interests
- III. Personal Data
- IV. Employment Interests
- V. Transportation
- VI. Training and Education
- VII. Questions and Comments

As stated earlier the follow-up questionnaire was printed on 8 1/2 X 11", 100# tag stock, and triple folded. Return address was printed on the reverse side and a postage stamp attached for return mailing. The questionnaire was mailed in regular business size envelopes. It was felt that this gave the mailout an appearance of importance, especially in the eyes of those who would receive it. Upon completion, the questionnaire, prefolded with postage included, could be easily sealed and returned as is, no return envelope necessary.



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**AKRON-SUMMIT COUNTY  
PUBLIC SCHOOLS  
JOB PLACEMENT DEPT.**

**TRAINING INTERESTS  
(con't.)**



**HI!**  
WE ARE INTERESTED IN WHERE YOU ARE AND WHAT YOU ARE DOING. IN ORDER TO HELP YOU WITH YOUR CAREER, WE WOULD LIKE YOU TO FILL OUT THIS SHORT QUESTIONNAIRE.

**PLEASE FILL IT OUT AND MAIL IT BACK TODAY! A POSTAGE STAMP HAS BEEN PROVIDED FOR RETURN MAILING.**

**HAVE  
ANY QUESTIONS?**  
Call Job Placement  
**379-5240**

**DIRECTIONS:**  
1. USE PEN OR PENCIL.  
2. PRINT  
3. ANSWER ALL QUESTIONS.  
4. MAIL TODAY!

- College —  2 yr.  4 yr.
  - Commercial Art
  - Cosmetology
  - Drafting
  - Electricity-Electronics
  - Dental
  - Drafting
  - Machine Trades
  - Medical
  - Military
  - Office Work
  - Sales
  - Secretarial
  - Tech. Schools
  - Other \_\_\_\_\_
- e. Are you a high school grad?  Yes  No
- d. If no to above, are you interested in:
- Completing high school
  - Night School
  - High School Equivalency (GED)

**I PRESENT EMPLOYMENT STATUS**

- a.  Full-time (30 hours or more per week)  
 Part-time (less than 30 hours per week)  
 Unemployed
- b. Kind of Job (Mark only one)
- Apprenticeship
  - Sales-Clerk and Cashier
  - Clerical-Office
  - Food Service and Restaurant
  - Technical
  - Managerial
  - Laborer
  - Mechanical
  - Housewife
  - Armed Forces \_\_\_\_\_
- c. Place of Employment
- Branch \_\_\_\_\_
- Company Name \_\_\_\_\_
- Address \_\_\_\_\_
- Street                      City                      State
- d. Job Description \_\_\_\_\_  
Title \_\_\_\_\_
- e. How did you get your job?
- School Job Placement  Friend \_\_\_\_\_
  - State Employment Agency  Relative
  - On my own  Other (Specify) \_\_\_\_\_
- f. How long have you been on your present job?
- Less than 1 month  1-2 months
  - 2-3 months  3-4 months  4-5 months
  - 5-6 months  more than 6 months
- g. Approximate weekly earnings
- \$0-\$24  \$25-\$49  \$50-\$74
  - \$75-\$99  \$100-\$124  \$125-\$149
  - \$150-over

**II PERSONAL DATA**

- a. Marital Status
- Married  Single  Divorced
  - Separated
- b. Do you have children?  Yes  No  
How many?  1  2  3  4 or more
- c. Where do you live?
- with parents  rent own apt.
  - own a home  other (specify) \_\_\_\_\_
- d. Number of people living in your household
- father  mother  sisters
  - brothers      Total \_\_\_\_\_
- e. Your Birthdate \_\_\_\_\_ month \_\_\_\_\_ day \_\_\_\_\_ year
- f. Age Now \_\_\_\_\_

**IV EMPLOYMENT INTERESTS**

- a. Do you plan on changing jobs?  
 yes  no
- b. If yes, describe briefly job desired:  
\_\_\_\_\_
- c. How much money do you need to make per week? \$\_\_\_\_\_

**V TRANSPORTATION**

- a. Do you have transportation?  yes  no
- b. Type:  own car  bus  family car  
 other (specify) \_\_\_\_\_

**VI TRAINING AND EDUCATION**

- a. Have you taken any further education or training since high school?  yes  no
- b. If yes to above, check which type:
1. College (name) \_\_\_\_\_  
 full time  part time  
 public  private
  2.  Adult Evening School
  3.  Art School
  4.  Business School
  5.  Nursing School
  6.  Technical School
  7.  Trade School
  8.  Cosmetology School
  9.  Other (specify) \_\_\_\_\_

**II TRAINING INTERESTS**

- a. Are you interested in training in another area?  
 Yes  No.
- b. If yes, indicate which area:
- Auto Body
  - Auto Mechanics
  - Carpentry

**VII Comments and Questions** \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Fill in present address and phone no.  
Address \_\_\_\_\_  
  Street  City  State  
  \_\_\_\_\_  
  ZIP Code  
Phone \_\_\_\_\_

**THANK YOU! ANY QUESTIONS CALL JOB PLACEMENT 379-5240**

RETURN  
POSTAGE

**SUMMIT COUNTY  
BD OF ED  
JOB PLACEMENT DEPT  
482 GRANT ST  
AKRON OH 44311**

## SECTION I - PRESENT EMPLOYMENT STATUS

In Section I information was requested regarding the following areas:

### I PRESENT EMPLOYMENT STATUS

- a.  Full-time (30 hours or more per week)  
 Part-time (less than 30 hours per week)  
 Unemployed

This question is important to the Placement Specialist since it is an indication of who is in immediate need of help with his/her employment situation.

### b. Kind of Job (Mark only one)

- Apprenticeship  
 Sales-Clerk and Cashier  
 Clerical-Office  
 Food Service and Restaurant  
 Technical  
 Managerial  
 Laborer  
 Mechanical  
 Housewife  
 Armed Forces \_\_\_\_\_  
Branch

The Placement Specialist needs the information in question (b) to determine the young person's area of experience and possible interest. For example: Those who marked unemployed in question A, yet marked say laborer in question B, indicate an interest in that area. Groups of individuals who seem to have similar interest, and are unemployed, could be called together for Job Hunting Clinics.

### c. Place of Employment

Company Name \_\_\_\_\_  
Address \_\_\_\_\_  
Street City State

Question C is valuable in gaining knowledge of the person's work record and experience. It also prevents duplication, since a person would not be referred to a company where he already works or possibly had worked in the past. In addition question C can provide a list of companies who employ youth on a regular basis.

d. Job Description \_\_\_\_\_  
Title \_\_\_\_\_

Part D gives the Placement Specialist some idea of what the person does or has done, and again is an indicator of experience and interest. Question D can also provide an overview of the types of employment youth, just out of high school, are entering.

- e. How did you get your job?
- School Job Placement     Friend
  - State Employment Agency     Relative
  - On my own     Other (Specify)

Question E is an indication in some cases, of how hard the student looked for his/her job; Where do they turn for help?; who helps them most?

- f. How long have you been on your present job?
- Less than 1 month     1-2 months
  - 2-3 months     3-4 months     4-5 months
  - 5-6 months     more than 6 months

Question F helps the Placement Specialist determine on the job experience and/or longevity. It can be an indication of job hopping or stick-to-it-tiveness. This is important in helping match the proper person to the proper job or vice versa. It also provides school systems with data relative to the mobility of youth in initial employment situations.

- g. Approximate weekly earnings
- \$0-\$24     \$25-\$49     \$50-\$74
  - \$75-\$99     \$100-\$124     \$125-149
  - \$150-over

Question G, is very important to the Placement Specialist. Many time the Placement Specialist will have a number of job openings, but all may be lower paying than the job the person currently holds. In most cases this would rule out a placement or change in jobs being necessary or desired. This data can also provide school districts with information relative to income patterns of graduates.





## SECTION II - TRAINING INTERESTS

In Section II information was requested regarding the following areas:

### II TRAINING INTERESTS

- a Are you interested in training in another area?  
 Yes  No.

A Job Placement Department is always aware of training opportunities. Question II, A, is important to simply see who might be interested in information and assistance in one of the various training programs. For example: Apprentice programs and career upgrading. Groups could be called together and given information about training. Resource people could be involved in different areas of interest and training also.

- b. If yes, indicate which area:
- |  |  |
|--|--|
| <input type="checkbox"/> Auto Body   | <input type="checkbox"/> Civil Service   |
| <input type="checkbox"/> Auto Mechanics  | <input type="checkbox"/> City            |
| <input type="checkbox"/> Carpentry   | <input type="checkbox"/> Educational     |
| <input type="checkbox"/> College — <input type="checkbox"/> 2 yr. <input type="checkbox"/> 4 yr. | <input type="checkbox"/> Government      |
| <input type="checkbox"/> Commercial Art  | <input type="checkbox"/> Other (specify) |
| <input type="checkbox"/> Cosmetology   | <input type="checkbox"/> Medical         |
| <input type="checkbox"/> Drafting  | <input type="checkbox"/> Military        |
| <input type="checkbox"/> Electricity-Electronics   | <input type="checkbox"/> Office Work     |
| <input type="checkbox"/> Dental  | <input type="checkbox"/> Sales           |
| <input type="checkbox"/> Drafting  | <input type="checkbox"/> Secretarial     |
| <input type="checkbox"/> Machine Trades  | <input type="checkbox"/> Tech. Schools   |
|  | <input type="checkbox"/> Other _____     |

Question II, B, is important since it shows what future interests the young person has, as far as training is concerned. It can also help the Placement Specialist in matching a person's interest area to a possible job opening, or work study program. Areas indicated are only a few of which information might be solicited. A school district might consider tailoring this section to meet the needs of their particular area.



- c. Are you a high school grad?     Yes     No
- d. If no to above, are you interested in:
- Completing high school
  - Night School
  - High School Equivalency (GED)

Question II, C, is important to the Placement Specialist. Some jobs are not open to high school dropouts, while on the other hand there are work-study programs where dropouts are the parties of major concern.

Question D, goes hand in hand with question C. Those who are not high school graduates may be interested in completing their education in one of several ways. The Job Placement Department can refer the young person to the proper agency for completing their schooling.

Students who answered negatively no to question D could be contacted by phone, immediately, and provided with information relative to completing their education. (This is one of the beauties about a follow-up of this type, some returns can be acted upon within minutes after the postman brings them in.

For example: One young lady made the following comments on the back of her questionnaire:

**VII Comments and Questions** I'am would like to join the woman branch of the Air Force. In order to do this I would need a GED, but so far I been unable to require one or any information on where to recive one. I would appreciate any information on where to get one.

As a result, a packet of information about G.E.D. tests was prepared immediately, and forwarded with one of the Placement Specialists to the girl's high school where she could easily come in to pick up the information.

One young man commented:

VII Comments and Questions I'm interested in a job with no training or a short training period, because I need money.

As a result, he was placed almost immediately, in an entry level position as a busboy. At last check he was happy with his position, and, according to his employer, doing a fine job.

Another young man commented:

VII Comments and Questions Are there any schools to train in Construction or Bulldozing?  
Please look over results of test and see if there is a way to improve weak areas. How about area trade school perhaps even in a different field?

As a result, one of the Placement Specialists contacted, and referred this graduate to the Meat Cutters Union, and Roofers Local #88.

These are just a few examples of the immediate action that can be taken with students who fill out and return their questionnaires promptly.



SECTION III - PERSONAL DATA

In Section III information was requested regarding the following areas:

**III PERSONAL DATA**  
a. Marital Status  
 Married     Single     Divorced  
 Separated

The Placement Specialist could use the information in question III, A, in a variety of ways. Many times an employer prefers to hire a married male believing he will be more mature and reliable. A young divorced or separated male or female could indicate a problem area. Knowing that a male or female is single could help in matching him or her in an appropriate position. The reader can appreciate the many implications this type of data can have as it relates to Job Placement and development.

b. Do you have children?     Yes     No  
How many?     1     2     3     4 or more

Question III, B, is especially important when answered yes, by a female, single or married, who wants to work. Provisions must be made for the children and this can cause problems for the employer as well as the employee. Where the male is concerned, a man with children usually needs his job and is usually more reliable and sincere about a job than say a single male with no children.

Questions III, A and B, are not used to rule anyone out of a job. They are in many cases good indications in screening applicants and matching them with the right job.

c. Where do you live?  
 with parents     rent own apt.  
 own a home     other (specify) \_\_\_\_\_

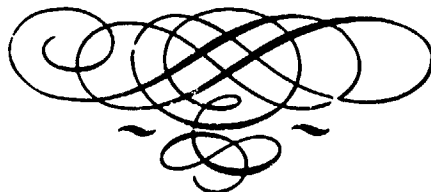
Question C can indicate several things to the Placement Specialist. A person still living with their parents and unemployed might indicate a lack of motivation. If a person renting his/her own apartment or purchasing a home it might indicate a tendency towards independence and more of a need for employment, and would certainly indicate more of a need for income.

d. Number of people living in your household  
 father     mother     sisters  
 brothers    Total \_\_\_\_\_

Question D, can also be an indicator of a person's possible reliability and maturity. Young people from large families are usually reliable and responsible because in many cases they have had to assume roles of leadership and/or cooperation in a large family situation. They have had to learn to get along with others and often have had to make sacrifices and adjustments to benefit themselves and other members of their families.

e. Your Birthdate \_\_\_\_\_ month \_\_\_\_\_ day \_\_\_\_\_ year  
f. Age Now \_\_\_\_\_

It is important to know the person's birthdate and exact age. There may be job openings that call for a person 18 years of age or older as a minimum and that would eliminate sending anyone under 18 for a job interview.



SECTION IV - EMPLOYMENT INTERESTS

In Section IV information was requested regarding the following areas:

**IV EMPLOYMENT INTERESTS**

- a. Do you plan on changing jobs?  
 yes       no

The Placement Specialist needs this information. There is no reason to work further with a person who is out of school, possibly already working, and most of all not interested in upgrading his/her employment status. Many of those who received the questionnaire have worked steadily since high school and are very happy with their jobs.

- b. If yes, describe briefly job desired:  
\_\_\_\_\_

Those who answer yes to question IV, A, are asked in question B to indicate what kind of job they would want if a change were possible. There are times when the Placement Specialist has openings in specific areas and may be having a tough time filling the positions. When a person indicates in question B he is interested in a certain job it is possible his choice could match with the current job openings.

- c. How much money do you need to make per week? \$\_\_\_\_\_

Question C is very useful to the Placement Specialist. Often times the Placement Specialist will have jobs available in quantity where the pay, by most standards, is fairly low. A person indicating, for example, that he/she needs a job that pays at least \$150 per week probably won't be interested in a part-time opening available at a neighborhood restaurant, paying about \$75 a week. Question C, also indicates how realistic the person's knowledge of the current job market and pay scale is. Many young people, with little experience or training, tend to believe they are worth much more in wages than is possible.

**SECTION V - TRANSPORTATION**

In Section V information was requested regarding the following:

**V TRANSPORTATION**

- a. Do you have transportation?  yes  no  
b. Type:  own car  bus  family car  
 other (specify) \_\_\_\_\_

It is necessary for the Placement Specialist to know if a prospective employee will be able to travel any distance to work. If a job is open on the east side of town and a good candidate for that job lives on the west side of town, that person must have access to reliable transportation, otherwise problems could arise in getting to work on time or coming to work in special, or emergency situations.

**SECTION VI - TRAINING AND EDUCATION**

In Section VI information was requested regarding the following areas:

**VI TRAINING AND EDUCATION**

- a. Have you taken any further education or training since high school?  yes  no  
b. If yes to above, check which type:  
1. College (name) \_\_\_\_\_  
 full time  part time  
 public  private  
2.  Adult Evening School  
3.  Art School  
4.  Business School  
5.  Nursing School  
6.  Technical School  
7.  Trade School  
8.  Cosmetology School  
9.  Other (specify) \_\_\_\_\_

Questions VI, A and B, can help the Placement Specialist screen applicants for jobs which require training above a high school degree. The questions can also impart information as to what kinds of training and education young people, just out of high school, are seeking or seem interested in.

SECTION VII - COMMENTS AND QUESTIONS

VII Comments and Questions

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Fill in present address and phone no.

Address \_\_\_\_\_

                                Street                                City                                State

                                \_\_\_\_\_

                                ZIP Code

Phone \_\_\_\_\_

**THANK YOU! ANY QUESTIONS CALL JOB PLACEMENT 379-5240**

Section VII located on the bottom-back of the questionnaire was provided so those answering the questionnaire could add any little notes or questions they might have. For the most part the comments were very useful, especially to the Placement Specialist in separating the young people into job or training areas.

Following are some examples of comments received:

VII Comments and Questions **I would like to know more about Job Placement and how and what I have to do to get a better paying job.**

VII Comments and Questions **Would like to get into Electrician apprenticeship. Could use some information concerning requirements.**





SECTION VII (continued)

VII Comments and Questions

Thank you for your interest in our son, but he quit school strictly to enlist in the Army. He has already re-enlisted and intends to make it a career. He is attending school in Germany. I am very happy to see you do care about the young people who quit school!

Mrs. John Neal

Fill in present address and phone no.

Address \_\_\_\_\_  
Street City State

ZIP Code

Phone \_\_\_\_\_

**THANK YOU! ANY QUESTIONS CALL JOB PLACEMENT 379-5240**

VII Comments and Questions

I don't want any help from you guys on finding a job.

VII Comments and Questions

How are you going to help me? Can you make someone hire me?

VII Comments and Questions

Would like to find a job I could learn from and train and hope I can find somewhere where I can make enough to live on. Is there any chance without college?

The rectangular area in the bottom-right corner of Section VII was included so that the person could fill in his/her present address and phone number and we could easily check it against our last address and phone number for that person and if necessary make corrections.

We also met with great success in ending with a Thank You!, in bold type, and a request that any questions be directed to 379-5240. We received a great number of calls and good questions, and as a result, we were able to help many young people and parents by phone, minutes after they received their questionnaire.



The Akron-Summit County Job Placement Department deals with 19 schools. The numbers 1-19 in the blocks at the bottom of the questionnaire correspond to those 19 schools. The school number is marked on mailing and when returned it can instantly be noted what school the person is from. The returns are kept on file in three ring binders according to school number 1-19 and also by school name.

The statistics from a follow-up such as the Job Placement Follow-up could be pulled from this type of questionnaire in several ways. Information could be taken individually by sight and hand, as was done in many cases, especially to obtain data about training interests, and employment interests. Information was also compiled by a data processing person punched on key cards and filed for later use via data processing print out sheets. It is also conceivable that a mark-sense process of drawing information could be used if the proper equipment were available.

If a computer were available, information could be fed in as it was returned. This type of follow-up study also lends itself to computer terminal use.

One factor which must be considered in conducting any follow-up study is cost. In conducting a study similar to the one just described an accurate, current, estimate of cost would be .35-.40 per questionnaire. This figure includes printing of the follow-up form, outgoing and return postage, envelopes, handling, and labor. A mailout, then, to say 3000 graduates and dropouts, would run somewhere between \$900 to \$1200. The cost is well within the bounds of reason, especially when one considers how much help these questionnaires can be in helping young people enter the working world.



## ALUMNI SURVEY

The following survey was conducted with ten major high schools. These high schools ranged in program and concept from those preparing youth almost exclusively for college to those providing young people with vocational skilled training. The racial balance in the schools ranged from almost all white to almost all black. In effect, the schools represented what I would consider a cross-section of the average types of schools in our country with the exception of the very rural.

Some 4,600 graduates were involved in the study and were contacted using this follow-up survey some five years after they had graduated. We attempted to obtain information which could be used for curriculum redesign. This type of survey follows format most accepted by educators. Data is sometimes generated, which may have no value to a school. However, sections of this type of survey can provide a great deal of data that can be used.

This format is presented for your consideration. I would recommend that you look at it in terms of using this type of format or sections of this follow-up in the development of your own alumni survey or follow-up.












### DEFINITION

**SURVEY** - I would define survey as the acquisition of information on a broad and general basis. The intent being to touch upon and gather from many sources.

**FOLLOW-UP** - I would define follow-up as a system designed to provide data that can be readily used by the schools for curriculum design or redesign. Data collections is directed toward specific areas and is goal oriented. Specific responses are expected and data generated can be used for evaluation or as a source of accountability.

### EXAMPLE

Vocational students were followed-up to determine their employment status. All students might be included within an Alumni Survey.

		
Buchtel <input type="checkbox"/>	1965	Garfield <input type="checkbox"/>
	<b>A L U M N I  S U R V E Y</b>	
Central <input type="checkbox"/>		Hower <input type="checkbox"/>
		
East <input type="checkbox"/>		Kenmore <input type="checkbox"/>
		
Ellet <input type="checkbox"/>		North <input type="checkbox"/>
	Please Check Your High School	
Firestone <input type="checkbox"/>		South <input type="checkbox"/>

The use of symbolism can result in a higher percentage of returns. Almost every school has some symbol which is used to represent the school. Even if the graduate was unhappy while in school, the school symbol represents the "good times." In many respects, the situation is similar to that of the military veteran who reminisces only about the good times.

The logo of the various schools were used on this format. Students were asked to check the logo from their particular school. It was my intent in adding these logos to utilize the positive feelings and memories that many of the graduates had, and by doing so increase the number of responses. The use of school spirit or school ties in a follow-up or survey cannot be underplayed.

AKRON PUBLIC SCHOOLS  
70 North Broadway  
Akron, Ohio 44308

December 1968

Dear Graduate of 1965,

We want you to know that we are interested in where you are and what you're doing.

In order to keep us informed of your activities and to help us continue to be of service to you, we would appreciate your cooperation in completing this short questionnaire. Please return it without delay in the enclosed, self-addressed envelope which requires no postage. Use either pen or pencil, and be sure to fill in all the blanks as completely as possible. All parts of the survey are self-explanatory, but if you find that you've made a mistake and want to change an answer, erase cleanly so that we will not misinterpret your response.

We know we can count on your assistance in achieving a 100% return from the fine class of 1965. Thank you for your cooperation and best wishes in all your future endeavors.

Very sincerely,

Conrad C. Ott  
Superintendent of Schools

COO:eh

This statement from the superintendent served two purposes.

1. It stated purposes in terms of the superintendents interest in the graduate.
2. This type of statement also serves as a commitment on the part of administration to this type of study.

3  
AKRON PUBLIC SCHOOLS  
Alumni Survey

Name \_\_\_\_\_ (1-13)  
 \_\_\_\_\_ (14-23)  
 \_\_\_\_\_ (24)  
 \_\_\_\_\_ (25-37)  
 \_\_\_\_\_ (46-50)  
 \_\_\_\_\_ (38-43)  
 \_\_\_\_\_ (44-45)  
 \_\_\_\_\_ (70-76)  
 \_\_\_\_\_ (51-64)

Present address \_\_\_\_\_  
 Street City & State Zip Code

Name, if married \_\_\_\_\_ Phone \_\_\_\_\_

Parents' Address \_\_\_\_\_  
 Number Street Zip Code  
 City State Phone

Please do not feel obligated to answer any questions which you consider to be objectionable.

Section I:

Check the appropriate boxes:

- A  Male  Female (1)
- B  Married  Single  Divorced  Separated (2)
- C Highest Grade of Father  1 - 8  9 - 12 (3)  
 H.S. Grad.  College Grad.
- D Highest Grade of Mother  1 - 8  9 - 12 (4)  
 H.S. Grad.  College Grad.
- E Father's Occupation (check only one)
- 1  Professional 5  Skilled (5)
- 2  Manager or Proprietor 6  Semi-Skilled
- 3  Clerical and Sales 7  Unskilled
- 4  Service, Domestic and Personal

(See inside)

On this page you will note that there is a statement to the effect that not all questions need be answered if there are objections. Placing this question at the offset can prove effective in countering the more obvious objections to filling out this kind of form.

The numbers to the right of the name and throughout this follow-up form represent key punch numbers. All of the data generated from the survey was compiled utilizing record keeping equipment.

Section One provided us with simple basic background data that could be used in a variety of ways. Depending on your district, this type of data can be extremely important or totally irrelevant. Consideration must always be given to what use this type of information can be put.

**Section II: Evaluation of High School Program**

- A (1) Mark most helpful subject area  
 (2) Second most helpful subject area  
 (3) Third most helpful subject area  
 (4) Least most helpful subject area

- |                          |  |
|--------------------------|--|
| 1 ___ Art                | 7 ___ Industrial Arts (7)                                |
| 2 ___ Business           | 8 ___ Music (8)  |
| 3 ___ English            | 9 ___ Science (9)  |
| 4 ___ Foreign Language   | 10 ___ Mathematics (10)                                  |
| 5 ___ Health & Phys. Ed. | 11 ___ Social Studies (11)                               |
| 6 ___ Home Economics     | 12 ___ Vocational Education (12)<br>(Incl. OWE, COE, DE) |

- B If you were in the Vocational Education Program, please check your area:

- |                         |                                |
|-------------------------|--------------------------------|
| 1 ___ Auto Body Service | 7 ___ Drafting (17-18)         |
| 2 ___ Auto Mechanics    | 8 ___ Electricity/Electronics  |
| 3 ___ Cosmetology       | 9 ___ Machine Trades           |
| 4 ___ Carpentry         | 10 ___ Sheet Metal Fabrication |
| 5 ___ Commercial Art    | 11 ___ Dental Assistant        |
| 6 ___ Graphic Arts      |                                |

- C Indicate how the following helped you with your plans -- personal, social, vocational and educational

- (1) Most helpful  
 (2) Second most helpful  
 (3) Third most helpful  
 (4) Least helpful

- |                 |                                 |
|-----------------|---------------------------------|
| 1 ___ Parents   | 5 ___ Relatives or Friends (22) |
| 2 ___ Teachers  | 6 ___ Clergymen (19) (23)       |
| 3 ___ Counselor | 7 ___ Social Agency (20) (24)   |
| 4 ___ Principal | (21) (25)                       |

**Section III: Present Employment Status (Please check appropriate boxes)**

- A \_\_\_ Full time (35 hours or more per week) (26)  
 \_\_\_ Part time (less than 35 hours per week)

- B Kind of Job (mark one only)

- |                         |                                   |
|-------------------------|-----------------------------------|
| 1 ___ Apprenticeship    | 7 ___ Managerial, Proprietor (27) |
| 2 ___ Sales             | 8 ___ Laborer                     |
| 3 ___ Clerical - Office | 9 ___ Housewife                   |
| 4 ___ Service           | 10 ___ Unemployed                 |
| 5 ___ Technical         | 11 ___ Armed Forces               |
| 6 ___ Mechanical        | _____ Branch                      |

- C Place of employment \_\_\_\_\_  
 (Company name)

Address \_\_\_\_\_  
 Street City State

- D Job Description \_\_\_\_\_  
 Title \_\_\_\_\_

- E How did you get your job? \_\_\_\_\_  
 \_\_\_\_\_

- F Approximate Weekly Earnings: \_\_\_ \$0-24 \_\_\_ \$25-49 \_\_\_ \$50-74 (28)  
 \_\_\_ \$75-99 \_\_\_ \$100-124 \_\_\_ \$125+ \_\_\_ Prefer not to answer

Took Apprenticeship test \_\_\_ Yes \_\_\_ No (37)

Accepted for training \_\_\_ Yes \_\_\_ No (38) (39)

Section II - contain questions relative to an evaluation of In-school program. The questions presented represent the typical types of questions most often included on a survey of this type.

Section III - contain questions relative to current employment status. Data of this type that is generated can be used to structure adult and continuing education programs. Data relative to current employment becomes even more relevant when compared with question B in Section II. If a vocational graduate is working in the area he or she was trained in and doing well it can be interpreted as reflecting favorably on the program. Apprenticeship data also has implications relative to In-school vocational training.



Section IV: Further Education and Training (Please check appropriate boxes)**A Present Status** (29)1  Full-time Student      2  Part-time Student**B Type of College** (30)1  Private      2  Public**C Location** (31)1  In Ohio      2  Outside Ohio**D Junior Colleges** (32)1  In Ohio2  Other \_\_\_\_\_  
Name      Locatione  Transfer Programb  2-Year Program**E Name of 4-Year College** (33)1  University of Akron5  Kent State2  Ohio State6  Baldwin-Wallace3  Ohio University7  Cleveland State4  Bowling Green8  Other \_\_\_\_\_  
Name

Location

**F Course of Study at 4-Year College** (34)1  Pre-Professional4  Engineering Medicine5  Math and Science Law6  Liberal Arts Other \_\_\_\_\_7  Nursing (Degree) \_\_\_\_\_2  Education8  Fine Arts Elementary9  Architecture Secondary10  Other \_\_\_\_\_ Other \_\_\_\_\_3  Business AdministrationSection V: Further Education and Training (Continued)**G Training taken after completing high school** (36)1  Adult Evening

Name      Location

2  Art

Name      Location

3  Business

Name      Location

4  Cosmetology

Name      Location

5  Practical Nursing

Name      Location

6  Registered Nursing

Name      Location

7  Technical

Name      Location

8  Trade

Name      Location

9  Other

Name      Location

This page contains two sections of data, both of which contain important implications related to adult and continuing education programs. You will note that Section Four contains professional training while Section Five contains non-degree types of training pursuits.

EMPLOYER - FOLLOW-UP

Most follow-up studies have been directed to students. While it is important to obtain usable data relative to students it is equally important to obtain feedback from employers.

The following form was developed over a period of years. It represents a quick - feedback format which can be used to provide accountability data.

The format used is a simple mail out return. One side is folded under, the other over and stapled for a mail out. The process is reversed for a return.

Mr Employer

Please check the appropriate boxes for

Mr  Miss  \_\_\_\_\_

If he/she is no longer employed by you, please check the section below

No longer employer _____	Laid off _____
Fired _____	Quit _____

I. This section requests data relative to the current employment status of the employee.

The name of the employer can be either typed or written in. If a mailing label is used, the space allocated for the name may be expanded.

This section also requests data relative to the reason why an employee is no longer employed.

If a significant number of employees are being fired, then the next section becomes even more meaningful.



II.

If released please check the section below:  
Poor work habits \_\_\_\_\_ Attitude \_\_\_\_\_  
Attendance \_\_\_\_\_ Appearance \_\_\_\_\_  
You may check more than one of the above.  
ALL INFORMATION WILL BE KEPT CONFIDENTIAL

Feedback, relative to the negative characteristics or behavior patterns, which result in termination of employment can be utilized in curriculum re-design.

If a significant number of employees are being relieved because of poor work habits, then perhaps the specific poor work habits might be identified and the curriculum be re-designed to help modify them.

If attendance is a major factor in the loss of employment then perhaps the importance of attendance might be emphasized in school.

NOTE: The author chaired a committee which conducted an attendance study which included nine major companies, and 300 students from 30 different high schools.

ATTITUDE is a most difficult area to work with. The schools do, however, have young people for the most formative years of their lives. If young people entering the job market are encountering difficulties relative to negative attitude, then more emphasis might be placed on developing a more positive attitude.

APPEARANCE

Appearance might also include personal hygiene habits. It would be more critical in areas related to public contact than others. Hair style, clothing, facial hair, or bazaar style, might result in termination of employment. This area has implications for group guidance activities in school.



SECTION III.

If still employed or no longer employed, please check below (1-poor, 2 below average 3 average 4 above average, 5-excellent)

Appearance 1 \_\_\_ 2 \_\_\_ 3 \_\_\_ 4 \_\_\_ 5 \_\_\_  
Attitude 1 \_\_\_ 2 \_\_\_ 3 \_\_\_ 4 \_\_\_ 5 \_\_\_  
Attendance 1 \_\_\_ 2 \_\_\_ 3 \_\_\_ 4 \_\_\_ 5 \_\_\_

This rating sheet serves two purposes; it provides data relative to a current employer as well as to the released employee. A low rating would in all probability correlate with poor job retention.

SECTION IV.

Work Habits - Poor \_\_\_ Average \_\_\_ Above Average \_\_\_  
Performance - Poor \_\_\_ Average \_\_\_ Above Average \_\_\_

A work habit and performance evaluation could be used as barometer in a work study program. It could be used as a "need for improvement" indicator for any program or course of instruction.

Reaction to the preceding section should be based on a careful study of a significant sample of returns. The reaction should be more positive and immediate if the employee is in a supervised school program. Overall, this type of data can also reflect the employers perception of the young people he employs.

If a significant number of negative responses are being received, then a school system can consider the following courses of action:

1. Re-design existing curriculum to cope with identified problem areas.
2. Structure group guidance sessions directed toward specific "need" areas.

In most cases, students who would experience difficulty on the labor market can be identified in school.

3. A combination of curriculum - re-design and small group guidance sessions.

In either case, community resources should be utilized. Example - personnel people can speak to groups or individuals regarding appearance, work habits, attendance, etc.

A spin-off of the use of community resources would be the Positive Public Relations generated with all concerned, (students, teachers, business - industry, parents.)

SECTION V

Would you like us to contact you?  
Comments \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Keeping the door open for a personal contact could result in a higher percentage of returns and a more positive reaction. In this case, the employer is not being asked to check a yes or no, but to write a response.

COMMENTS

The comment section provides the employer with a relief value. He can express his feelings both positive and negative. Some sample responses are listed below.



A negative response can be followed-up and responded to, and rather than being defensive regarding a negative remark, the individual responding should adopt a cooperative "We have a problem - how can we solve it," attitude.

Positive responses can serve to reinforce activities currently in effect. Positive responses can also serve to indicate support for school programs.

This type of positive support could also be used by a school district when going for levies or bond issues. Key business people in a community who support school programs could already have been identified via the follow-up.

#### SECTION VI

Do you plan to hire in the near future?    Yes \_\_\_ No \_\_\_

This question is self explanatory. It does, however, provide a job lead particularly for a work-study, or school placement program.

#### SECTION VII

Would you hire a high school graduate?    Yes \_\_\_ No \_\_\_

Would you hire a school dropout?    Yes \_\_\_ No \_\_\_

Feedback relative to the type of youth an employer would hire can be generated by this section. Possible employment for dropouts may be developed.



SECTION VIII

Would you be interested in a school  
work study program?

Yes \_\_\_\_ No \_\_\_\_

Thank you for your cooperation. We are interested in helping our young people become more productive employees. Your cooperation will help us to achieve that goal.

Some employers may not be aware of the school work-study structure. An employer could use the "comments" section or the section below that to ask "What is it", "need information."

The last section is a "Thank You," close-out paragraph. It expresses a thank you, the schools position (helping young people), and closes with a "we are cooperating statement.

It is simple yet to the point.



Mr Employer

Please check the appropriate boxes for

Mr  Miss  \_\_\_\_\_

If he-she is no longer employed by you, please check the section below

No longer employer \_\_\_\_\_ Laid off \_\_\_\_\_  
Fired \_\_\_\_\_ Quit \_\_\_\_\_

If released please check the section below:

Poor work habits \_\_\_\_\_ Attitude \_\_\_\_\_  
Attendance \_\_\_\_\_ Appearance \_\_\_\_\_

You may check more than one of the above.

ALL INFORMATION WILL BE KEPT CONFIDENTIAL

If still employed or no longer employed, please check below: (1-poor, 2 below average 3 average, 4-above average, 5-excellent)

Appearance 1 \_\_\_\_\_ 2 \_\_\_\_\_ 3 \_\_\_\_\_ 4 \_\_\_\_\_ 5 \_\_\_\_\_  
Attitude 1 \_\_\_\_\_ 2 \_\_\_\_\_ 3 \_\_\_\_\_ 4 \_\_\_\_\_ 5 \_\_\_\_\_  
Attendance 1 \_\_\_\_\_ 2 \_\_\_\_\_ 3 \_\_\_\_\_ 4 \_\_\_\_\_ 5 \_\_\_\_\_

Work Habits - Poor \_\_\_\_\_ Average \_\_\_\_\_ Above Average \_\_\_\_\_  
Performance - Poor \_\_\_\_\_ Average \_\_\_\_\_ Above Average \_\_\_\_\_

Would you like us to contact you?

Comments \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Do you plan to hire in the near future? Yes \_\_\_\_\_ No \_\_\_\_\_

Would you hire a high school graduate? Yes \_\_\_\_\_ No \_\_\_\_\_

Would you hire a school dropout? Yes \_\_\_\_\_ No \_\_\_\_\_

Would you be interested in a school work study program? Yes \_\_\_\_\_ No \_\_\_\_\_

Thank you for your cooperation. We are interested in helping our young people become more productive employees. Your cooperation will help us to achieve that goal.

Fold



80 W. Center Street  
Akron, Ohio 44308

Mailed to  
employer -  
label may be  
used if  
available.

BEARFOOT SOLE CO INC  
1ST AND WATER STREETS  
WADSWORTH OH 44281

Fold

Card is flipped  
over sealed  
and returned.  
Return can be  
pre-paid or  
stamped.

RAYMOND A. WASIL, DIRECTOR  
AKRON-SUMMIT COUNTY PUBLIC  
SCHOOLS PLACEMENT DEPARTMENT

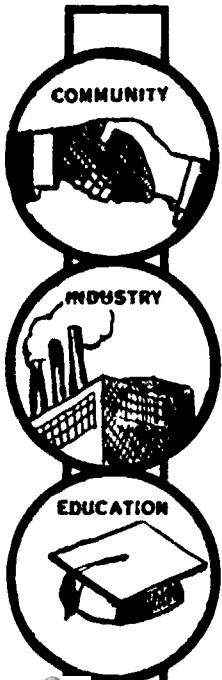
SUMMIT COUNTY  
BD OF ED  
JOB PLACEMENT DEPT  
482 GRANT ST  
AKRON OH 44311

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**ATTENDANCE STUDY**  
**1973**

This study was conducted to illustrate to the educational community the emphasis placed on school attendance and attitude by potential employers.

It can be used to reinforce the schools position in the areas of attendance and attitude.



## AKRON AREA PERSONNEL & GUIDANCE ASSOCIATION

1973

### ATTENDANCE STUDY

#### I. Introduction

The Akron Area Personnel and Guidance Association is an organization comprised of individuals from industry, education, and the community who are engaged or interested in any phase of personnel and guidance in the Akron area.

During 1971 the organization began a project involving attendance of high school students and the relationship between their high school attendance and attendance once employed. The project was completed early in 1973.

Nine companies participated --

The Goodyear Tire & Rubber Company  
The Firestone Tire & Rubber Company  
The B F Goodrich Company  
The General Tire & Rubber Company  
Beacon Journal Publishing Company  
Ohio Bell Telephone Company  
O'Neil's Department Store  
Akron General Medical Center  
Children's Hospital

Three hundred (300) students were studied from thirty (30) different high schools in the Akron school system and Summit County schools.

#### II. Purpose

1. To determine if poor attendance pattern in school result in:
  - a. High school graduates being rejected for employment based on school attendance records.

- b. Poor attendance in school is reflected in poor attendance on the job. The end result being unemployment.
  - c. Attitude developed in regard to attendance in school reflects itself in a similar attitude in regard to work.
2. Determine general policy in major companies in the Summit County area in regard to school attendance.
  3. Determine in what ways business and industry can support educators in the area of:
    - a. Improving school attendance regulations.
    - b. Describing entry employment requirements.
    - c. Emphasizing the importance of satisfactory or better school work.

### III. Results

The following questions were asked in the survey. The responses received are listed below.

1. In what way do you use attendance as a factor for consideration when selecting an applicant for an entry-level job.

#### ANSWERS

Attendance is checked on recent graduates . . . on a work reference, attendance is equally important as the work rating.

Important factor . . . if counselor or teacher suggests attendance is bad this is seriously considered.

As an indicator of personal reliability or undeclared health problem . . . excessive absenteeism may be prime reason for not hiring.

Very important factor - same as grade average.

We check attendance, ability to get along, and grades . . . we check for patterns of absenteeism.

We check the specific number of days missed . . . attitudes and habits follow the individual from high school to industry.

Big factor . . . could mean the difference between selection or not in our selection procedure.

If student has a pattern of absences we would not offer employment unless there is some good reason for the absence.

One of our basic employment concepts is that "The past is the best predictor of the future." An applicant's school or work record is weighed heavily with attendance an important aspect in either reference.

Do not actively check or verify high school attendance records.

2. Do you have definite high school attendance standards for entry-level job hires? If so, what are these requirements. Be specific.

#### ANSWERS

Standards are broad rather than specific. Reliance is placed on counselor's evaluation of attendance.

Three companies replied no and one said "Not Applicable."

Eight to ten days absence as a guideline, unless . . . a serious illness.

Five to six days per year is considered normal or acceptable. Over this is questionable unless . . . serious illness.

For every six absences an individuals loses points on our selection procedure.

Would not offer employment for more than a day a month absence.

At one time six to eight absences were considered abnormal . . . in selection process.

4. Make a comparative analysis of employees attendance in school and attendance since employed by your company.

Use a sampling of employees (minimum 25 - maximum 50) of those people hired into non-management full-time jobs since June 1968. Consider only those who completed their high school studies in Greater Akron Area high schools no earlier than June 1968.

An analysis was made between each individuals high school attendance record and a record of their attendance on the job.

An average of their attendance for the junior and senior years in high school was used. The first nine months of employment was used for a comparison. An analysis was made to see if there is a correlation between these two variables.

On a scale whereby 2.576 is necessary to show significance at the .01 level of significance, our study reached a correlation of 4.271 proving conclusively there is a real relationship between an individual's high school attendance and attendance once employed.

#### IV. Conclusions

The results pointed out that:

1. There is a high correlation between attendance in school and attendance on the job.
2. Attendance is considered a major factor by the majority of employers for employment.
3. A good majority of employers have cut-off points in terms of the number of acceptable days missed in school.
4. There is a rising concern on the part of employers regarding the cost of absenteeism.

**MEMBERS OF ATTENDANCE COMMITTEE**

Chairman -  
Mr Raymond A Wasil

Akron-Summit County Public Schools -  
Job Placement

Mr Beryl V Otto

The Goodyear Tire & Rubber Company

Mrs Ellen Trevaskis Otto

The Ohio Bell Telephone Company

Dr John A Cochran

The University of Akron

Mr Dan T Hayes

The Akron Board of Education

Mr Gene Helton

The Summit County Board of Education

We hope the results of this study will  
illustrate to the educational community  
the emphasis placed on school attitudes  
and attendance by potential employers.

**THE ATTENDANCE COMMITTEE**

***Appreciation is extended to the  
State Departments of Education of:***

***Ohio***

***Michigan***

***Florida***

***for allowing the Akron-Summit County***

***Board of Education Job Placement***

***Department to use the following  
facsimilies of their respective state***

***follow-up surveys, in this model.***





# BASE LINE PHASE

YOU

Are invited to participate in the Follow-Up Study of the High School Class of June, 1974 conducted for selected Ohio Schools by the Ohio Department of Education, the Division of Guidance and Testing

## WHO IS INCLUDED IN THE STUDY?

Your school has been selected to be a part of this program which is a study of out-of-school Ohio youth.

## PURPOSE OF YOUR PARTICIPATION

Ohio Educators need the reactions of young men and women your age, because that will help us improve schools and school programs perhaps for your own children

## HAVE I ANY CHOICE ABOUT THIS?

Yes! Participating in this study is strictly voluntary! After you read more about the study, we think you will agree it is important, and we hope you will want to be a part of it

## WHO WILL SEE MY ANSWERS?

YOUR INDIVIDUAL ANSWER SHEETS will be kept strictly confidential by the Division of Guidance and Testing. The information you give us will be seen only by authorized education personnel from the Division of Guidance and Testing and your school

## WHAT WILL HAPPEN TO MY ANSWERS?

All responses to the survey will be combined into a total summary report. The summary report on the Follow-Up Study will be studied by people in education who are concerned with the educational needs of young people

## WHAT IS THE DIVISION OF GUIDANCE AND TESTING?

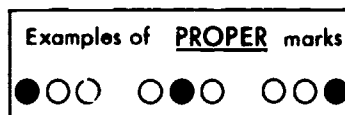
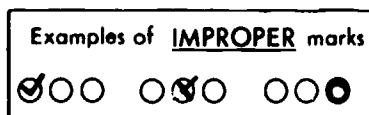
The Division of Guidance and Testing is a service branch of the Ohio Department of Education. You may have come in contact with the Division through one of the various testing programs it administers. To help students, teachers, administrators and parents meet many different needs, the Division develops materials, instruments, and tests for guidance program evaluation. Also, the Division provides consultations on evaluation and measurement in the State of Ohio

## WHAT IF I HAVE OTHER QUESTIONS ABOUT THE STUDY?

The easiest thing to do is to call or write the person in your school who is conducting the study.

## DIRECTIONS FOR MARKING ANSWER SHEETS

Print information about yourself in the boxes provided. Then darken the corresponding circle. Print the name and location of your school. Answer all questions as they apply to you. Use black lead pencil only (No. 2 1/2 or softer). Do not use ink or ballpoint pens. Make heavy black marks that fill the circle completely. Erase cleanly any answer you wish to change. Make no stray marks on the answer sheet.



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**GENERAL INFORMATION**

**PROGRAM OF STUDIES WHILE IN SCHOOL**

(choose one)

- College Preparatory
- General
- Special Vocational or Technical
- Agriculture
- Business, Office, Commercial
- Distributive
- Health
- Home Economics
- Trade and Industrial

**MAJOR SUBJECT FIELDS (three credits earned) (choose one or more)**

- Language Arts (English, Speech)
- Foreign Languages
- Sciences
- Mathematics
- Social Studies (History)
- Art
- Music
- Industrial Arts
- Vocational (see Program of Studies)
- Other

**LEAVING HIGH SCHOOL**

(choose one)

- Graduation
- Transfer to school in Ohio
- Transfer to school outside Ohio
- Before graduation-will finish later
- Before graduation-will take GED test
- Before graduation-will not finish

**HAVE YOU PARTICIPATED IN**

(choose one or more)

- In School Work Placement?
- Community Work Placement?
- Cooperative Vocational Education?
- Vocational Education Work Study?
- Neighborhood Youth Corps?
- Talent Search?
- Upward Bound?
- Project Opportunity?
- Have not participated

**HAVE/NEED FINANCIAL AID FOR EDUCATION (choose one or more)**

- Loan
- Scholarship
- Grant
- Do not need aid for education
- Will not continue education

**HAVE PHYSICAL DEFECT**

**WHICH LIMITS TYPE OR AMOUNT OF WORK YOU DO ON A JOB**

- Yes   
No

(choose one)

**GENERAL INFORMATION**

**TEACHING METHODS USED IN HIGH SCHOOL (choose one or more)**

- Teacher lectures
- Student-centered discussions
- Work on projects or in labs
- Write essays, themes, etc
- Field trips
- Individual instructions
- Teaching machines or computers
- Television lectures

**HOPES AND DREAMS FOR THE FUTURE**

(choose one or more)

- Success in my line of work
- Have a happy family life
- Have lots of money
- Have strong friendships
- Be able to find steady work
- Be a leader in my community
- Give my children more than I had
- Correct social/economic inequities
- No hopes or dreams

**PLANS FOR THE ENTIRE NEXT YEAR**

(NOT PLANS JUST FOR THE SUMMER)

(choose one or more)

- Continue present full-time job
- Have full-time job lined up
- Will look for full-time job
- Have or look for part-time job
- Continue full-time education
- Continue part-time education
- Will enter apprenticeship
- Will volunteer in Armed Services
- Will be a homemaker
- Have other plans
- Have no definite plans

**IF YOU WILL NOT CONTINUE EDUCATION THIS NEXT YEAR, GIVE REASONS**

(choose one or more)

- Want to start work now
- Need money to support myself
- Need money for education
- Learned requirements too late
- Poor grades for college entrance
- Lack high school credits
- Applications not accepted
- No school within commuting distance
- Discouraged from continuing
- Want to enlist in military service
- Plans do not require education
- Want a break, may continue later
- Plan to be married
- I do not like school
- Other

COMMENTS:

**FOR LOCAL SCHOOL USE ONLY**

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**APPLICATION NUMBER**

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**EXAMPLES OF TYPES OF JOBS FOR YOUR INFORMATION**

- Clerical.  
secretary,  
teller,  
typist,  
bookkeeper
- Craftsman  
baker, painter,  
mechanic,  
carpenter
- Farmer  
farm manager
- Homemaker.  
housewife,  
mother
- Laborer.  
construction,  
car washer,  
sanitary worker
- Manager  
office manager,  
buyer,  
restaurant,  
motel-hotel
- Military.  
career officer,  
enlisted
- Operative.  
assembler,  
truck driver
- Professional  
clergy, doctor,  
nurse, lawyer,  
engineer,  
scientist
- Proprietor  
contractor,  
owner of small  
business
- Protective Service  
police, guard,  
detective,  
fireman
- Sales.  
sales clerk,  
real estate,  
insurance agent
- Service.  
barber,  
waitress,  
janitor,  
practical nurse
- Technical:  
draftsman,  
programmer,  
medical technician

**EMPLOYMENT INFORMATION**

**ANSWER QUESTIONS 1-4 ONLY IF EMPLOYED FULL-TIME, IN MILITARY, OR IN APPRENTICESHIP, FOR THIS NEXT YEAR**

**Question 1: How long ago did you obtain your job or how soon do you expect to obtain your job? (choose one)**

- Within a week or two
- Two to three weeks
- Two to three months
- Four to six months
- Over six months

**Question 2: What type of job do you want now and at age 30?**

*(choose one or more for each time)*

**Now      Age 30 (see left margin)**

- |                       |                       |                    |
|-----------------------|-----------------------|--------------------|
| <input type="radio"/> | <input type="radio"/> | Clerical           |
| <input type="radio"/> | <input type="radio"/> | Craftsman          |
| <input type="radio"/> | <input type="radio"/> | Farmer             |
| <input type="radio"/> | <input type="radio"/> | Homemaker          |
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| <input type="radio"/> | <input type="radio"/> | Technical          |
| <input type="radio"/> | <input type="radio"/> | Other type of Job  |
| <input type="radio"/> | <input type="radio"/> | Any type I can get |

**Question 3: What weekly salary do you expect to earn? (choose one)**

- \$ 10 - \$ 49
- \$ 50 - \$ 74
- \$ 75 - \$ 99
- \$100 - \$124
- \$125 - \$149
- \$150 - UP

**Question 4: Why do you want a full time job this next year?**

*(choose one or more)*

- I need the money
- Job will help decide future plans
- Cannot study further
- Tired of studies for time being
- Education is not worth it
- Did not get financial aid for education
- Need money for education
- Marriage
- Other reasons

**COMMENTS:**

**EDUCATION INFORMATION**

**ANSWER QUESTIONS 5-9 ONLY IF YOU W CONTINUE YOUR EDUCATION, FULL-TIME OR PART-TIME, FOR THIS NEXT YEAR**

**Question 5: In what type of school do you plan to study? (choose one)**

- University or 4/5-year college
- Nursing school
- Community or Junior College
- Technical or Business School
- Trade School

**Question 6: Have you applied to the school of your choice? (choose one)**

- Yes
- No

**Question 7: What is the status of your application? (choose one)**

- I have been accepted
- Admission has been rejected
- No reply yet
- I have not applied yet

**Question 8: What are your plans for an occupation? (choose one)**

- Have chosen a specific occupation
- Have chosen a general occupation
- Have not chosen an occupation
- Will take anything I can find

**Question 9: In what category is the occupation? (see left margin) (choose one)**

- Clerical
- Craftsman
- Farming/Fishery/Forestry
- Managerial
- Operative
- Professional
- Proprietor
- Protective Service
- Sales
- Service
- Technical
- Other Category
- Have not chosen an occupation

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**COMMENTS:**



STATE OF OHIO  
DEPARTMENT OF EDUCATION  
OHIO FOLLOW-UP SYSTEM



# FIRST YEAR PHASE

Dear Friend

Before you left High School, you participated in the Follow-Up Study of the High School Class of June, 1973 or 1974, conducted for selected Ohio schools by the Ohio Department of Education, Division of Guidance and Testing

This year, we are conducting a follow-up survey to obtain additional information on the goals and activities of those adults who were contacted while still in high school. The results of this study will contribute to planning for Ohio's future educational needs and to help develop programs to meet changing needs. This survey will be conducted on three occasions:

- FIRST YEAR FOLLOW-UP
- THIRD YEAR FOLLOW-UP
- FIFTH YEAR FOLLOW-UP

The information you provide in this voluntary survey will be treated as confidential by the Division of Guidance and Testing

Please complete the questionnaire and return it to your high school within three days in the enclosed pre-addressed envelope

We are grateful for your help and look forward to your continued cooperation

Print information about yourself in the boxes provided. Then darken the corresponding circle below each box. Print the information concerning education and employment. Answer all questions as they apply to you.

NAME OF LAST  
HIGH SCHOOL  
ATTENDED \_\_\_\_\_  
CITY \_\_\_\_\_  
STATE \_\_\_\_\_

### DIRECTIONS FOR MARKING ANSWER SHEET

- Use Black lead pencil only (No 2-1/2 or softer)
- Do NOT use ink or ballpoint pens
- Make heavy black marks that fill the circle completely
- Erase cleanly any answer you wish to change
- Make no stray marks on the answer sheet

Examples of IMPROPER marks



Examples of PROPER marks



PRINT LAST NAME (SPACE) THEN FIRST NAME ROUTE # STREET # PRINT STREET NAME

Grid of letters and numbers for address entry, including fields for BOX #, ZIP CODE, and SOCIAL SECURITY.

PRINT YOUR CITY (SPACE) THEN YOUR STATE BIRTH DATE MARITAL STATUS COMPUTE USE ONLY

Form section for birth date, marital status, local school use, and veteran status.

Form section for education: IF YOU CONTINUED YOUR EDUCATION, GIVE THE FOLLOWING: SCHOOL NAME, CITY STATE, TYPE OF PROGRAM.

Form section for employment: IF YOU ARE EMPLOYED, GIVE THE FOLLOWING: COMPANY NAME, STREET ADDRESS, CITY STATE, JOB TITLE, WHAT DO YOU DO.

**SCHOOL EVALUATION**

**EDUCATION STATUS**

**PROBLEM AREAS**

Which subject was (A) Most Helpful (B) 2nd Most Helpful (C) 3rd Most Helpful (D) Did not take  
(choose one for each subject)

- (A)  (B)  (C)  (D) Art
- (A)  (B)  (C)  (D) Business
- (A)  (B)  (C)  (D) English
- (A)  (B)  (C)  (D) Foreign Language
- (A)  (B)  (C)  (D) Physical Education
- (A)  (B)  (C)  (D) Home Economics
- (A)  (B)  (C)  (D) Industrial Arts
- (A)  (B)  (C)  (D) Music
- (A)  (B)  (C)  (D) Science
- (A)  (B)  (C)  (D) Mathematics
- (A)  (B)  (C)  (D) Social Studies
- (A)  (B)  (C)  (D) Vocational Education
- (A)  (B)  (C)  (D) Special Education
- (A)  (B)  (C)  (D) Other

Who helped you the most in making future plans? (choose one)

- School Counselor
- School Principal
- Fellow Students
- Parents
- Other Relative
- Military Recruiter
- Professional in my field
- Clergyman
- Friend my own age
- Community Agency
- Other Adult
- State Employment Agency
- No Choice
- Myself
- Teacher \_\_\_\_\_ (subject)

Show your reaction to the following by using these codes  
V = Very Satisfied S = Satisfied  
D = Dissatisfied N = No Service

- (choose one for each line)
- |                       |                       |                       |                       |                                |
|-----------------------|-----------------------|-----------------------|-----------------------|--------------------------------|
| <b>V</b>              | <b>S</b>              | <b>D</b>              | <b>N</b>              | <b>HELP OR INFORMATION ON:</b> |
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | Selecting HS Courses           |
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | Post HS Education              |
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | Post Education Jobs            |
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | Applications/Interviews        |
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | Financial aid for Education    |
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | How to Study                   |
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | Get Along with People          |
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | Individual Counseling          |

Did high school prepare you for life? (choose one)

- No Preparation
- Below Average Preparation
- Average Preparation
- Above Average Preparation

If you left high school before graduating: (choose one)

- I have graduated
- I plan to graduate
- I have passed the GED test
- I plan to take the GED test
- I do not plan to finish

Educational experience after high school (choose the most recent)

- University or 4/5-year college
- Nursing School
- Community College
- Junior College
- Technical Institute
- Trade School
- Business School
- High School-Post Graduate
- Apprenticeship/Industry Training
- On-The-Job Training
- Other
- None

If you did not continue your education, go to next column

Status of Education: (choose most recent of each)

- Full-Time  Public
- Part-Time  Private
- In Ohio
- Outside Ohio

Where is the school located? (choose one)

- Same city as high school
- Within 25 miles
- 26- 50 miles away
- 51-100 miles away
- 101-200 miles away
- over 200 miles away

Grade point average since leaving high school: (choose one)

- 4.0 (4.0 = A)
- 3.5 - 3.9
- 3.0 - 3.4
- 2.5 - 2.9
- 2.0 - 2.4
- 1.5 - 1.9
- 1.0 - 1.4
- 0.0 - 0.9

Student financial aid for education: (choose one or more)

- Loan  Other
- Scholarship  None
- Grant

Most difficult problems: (choose one in each column)

- 1st 2nd**
- Freedom
  - Need Self Discipline
  - Study Problems
  - Personal Relationships
  - Being on my own
  - Indecision
  - Financial Problems
  - Other

Employment situation: (choose one)

- Employed-not looking
- Employed-prefer another job
- Not employed-but looking
- Not employed-not looking
- Cannot find a job

Employment status: (choose one)

- Full-time job (over 29 hrs)
- Part-time job (under 30 hrs)
- Military
- Homemaker
- Student
- Permanently unable to work
- Not employed

Should the high school have helped more to improve your: (choose one in each column)

- 1st 2nd**
- Reading
  - Writing
  - Mathematics
  - Thinking
  - Oral Communication
  - Study Habits
  - Work Habits
  - How to get along
  - Actual life situations

Number of different jobs since high school (exclude military); (choose one in each column)

- |                       |                                  |
|-----------------------|----------------------------------|
| <b>Full-time</b>      | <b>Part-time</b>                 |
| <input type="radio"/> | <input type="radio"/> No Job     |
| <input type="radio"/> | <input type="radio"/> One Job    |
| <input type="radio"/> | <input type="radio"/> Two Jobs   |
| <input type="radio"/> | <input type="radio"/> Three Jobs |
| <input type="radio"/> | <input type="radio"/> Over Three |

Should the high school emphasize: (choose one)

- Basic academic subjects?
- Vocational/Technical subjects?
- Both?

**EMPLOYMENT STATUS**

Present employment experience and plans for age 30  
(choose one in each column)

- Now Age 30**
- Apprenticeship
  - Sales
  - Clerical
  - Services
  - Technical
  - Mechanical
  - Agriculture
  - Managerial
  - Laborer
  - Homemaker
  - Unemployed
  - Drafted
  - Enlisted
  - Professional
  - Craftsman
  - Operative
  - Proprietor
  - Protective Service
  - Other

Should the high school:  
(choose one or more)

- Give ideas about jobs?
- Give work experience?
- Help students find jobs?

If you are not employed, bypass this section.

Weekly salary: (choose one)

- \$ 10 - \$ 24
- \$ 25 - \$ 49
- \$ 50 - \$ 74
- \$ 75 - \$ 99
- \$100 - \$124
- \$125 - UP
- Prefer not to answer

Where are you employed?  
(choose one)

- Same city as high school
- Within 25 miles
- 26 - 50 miles away
- 51-100 miles away
- 101-200 miles away
- over 200 miles away

If you are not employed, bypass this section.

Were you accepted for training by your current employer?  
(choose one)

- Yes
- No

Means of obtaining your job?  
(choose one)

- School Counselor
- School Principal
- School Teacher
- Fellow Student(s)
- Parents
- Ohio Employment Services
- Employment Agency (commercial)
- Classified Advertisement
- Spouse
- Vocational Ed. Counselor
- Work-Study Counselor
- Direct Application
- Other

**THOSE WHO MAJORED IN VOCATIONAL EDUCATION IN HIGH SCHOOL**

Employment Status: (choose one)

- Employed full-time
- Employed part-time
- Unemployed-lack of jobs
- Unemployed-other reasons

If employed, is job  
(choose one)

- In field in which trained?
- Related to Voc Ed training?
- Not related to V E training?
- Not employed

Available for full-time work:  
(choose one)

- Working or available
- In Armed Forces
- Not available-marriage
- Not available-college student
- Not available-Vo Ed student
- Not available-other reasons

Vocational Technical training contributed to job success:  
(choose one)

- Very Much
- Much
- Little

If you are employed, what is your hourly salary? (choose one)

- \$0.00 - \$1.59
- \$1.60 - \$1.99
- \$2.00 - \$2.49
- \$2.50 - \$2.99
- \$3.00 - \$3.49
- \$3.50 - \$3.99
- \$4.00 - \$4.49
- \$4.50 - \$4.99
- \$5.00 - \$5.49
- \$5.50 - \$5.99
- \$6.00 - \$6.99
- Over \$6.99

If you did not continue education after High School, bypass this section.

If you studied full-time in a vocational/technical program, did it relate to your high school program? (choose one)

- Yes
- No
- Not Applicable

If you studied part-time in a vocational/technical program, did it relate to your high school program? (choose one)

- Yes
- No
- Not Applicable

If you did not continue education after high school, bypass rest.

If you entered an apprenticeship program, did it relate to your high school program? (choose one)

- Yes
- No
- Not Applicable

If you studied a vocation/technical program since high school, did it relate to your present job? (choose one)

- Yes
- No
- Not Applicable

Did you study a college program leading to a bachelor's degree? (choose one)

- Yes
- No

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**FOLLOW-UP SURVEY OF 1973 GRADUATES**

**PLEASE RETURN THE COMPLETED FORM TO:**

Name of High School Contact Person		Telephone Area Code - Local Number	
Address	City	State	Zip Code

**PURPOSE:** The purpose of this questionnaire is to gain information for planning Vocational Programs and curriculum. The information you return will be used for educational purposes only. Your cooperation, is greatly appreciated.

# Part 1. HIGH SCHOOL DATA

## DIRECTIONS FOR PART I

Everyone should complete Part I.

<b>NAME</b>	Last	First	Middle Initial	Maiden Name	
<b>CURRENT MAILING ADDRESS</b>	Street		City	State	Zip Code
<b>MARITAL STATUS</b>	Sex		Age as of October 1, 1973:		
20 <input type="checkbox"/> Married <input checked="" type="checkbox"/> Single	21 <input type="checkbox"/> Male <input checked="" type="checkbox"/> Female		22-23		

1. My overall high school grade (9-12) average was:  
(Check ONE only)

- 24  A  
 B  
 C  
 D or below

2. Please check the major area(s) of the courses you completed during high school (Grades 9-12).  
(Check ALL that apply)

- 25  Business  
 26  College Preparatory  
 27  General  
 28  Vocational (either vocational courses in your high school or an area vocational center)  
 29  Other (specify) \_\_\_\_\_

3. Check the THREE high school courses that helped you most in what you are now doing.  
(Check THREE only)

- 30  Art-Music  
 31  Business  
 32  English (communications)  
 33  Language  
 34  Mathematics  
 35  Science  
 36  Social Studies  
 37  Vocational  
 38  Other (specify) \_\_\_\_\_

4. When you graduated from high school, did you have a definite JOB in mind that you wanted to make your life's work or expected to have for a few years?

- 39  Yes If yes, what was the title of the job? (specify) \_\_\_\_\_  
 No

If you answered "YES" to Item 4, do you feel your high school courses related to the job goal?

**ERIC**  
Full Text Provided by ERIC

Yes  
 No

# Part 2. EMPLOYMENT

## DIRECTIONS FOR PART 2

If you are working at a paid job now (other than military) or if you have been working at a job in the last month, complete PART 2.

If you are not working (other than military) at a paid job, go directly to PART 3.

NOTE. If you are working at more than ONE job, answer the questions on the job which is MOST important to you.

1. Name and address of firm employing you:

Name of Firm		Address	
City	State	Zip Code	

2. Title of present job or job held in the last month: \_\_\_\_\_

3. Do you feel that your present job or the job you held in the last month relates to your job goal identified in Item 4, Part 1?

- 41  1 Yes  
 2 No

4. Who assisted you in getting the job listed in Item 2?

(Check ALL that apply)

- 42  1 School counselor  
43  1 Friend  
44  1 Private employment agency  
45  1 Public employment agency  
46  1 Relative  
47  1 School placement office  
48  1 Teacher  
49  1 Want ad  
50  1 Other (specify) \_\_\_\_\_

5. How many WEEKS were you unemployed prior to beginning the job listed in Item 2?

(Check ONE only)

- 51  1 I started the job prior to graduation.  
 2 1-2 weeks  
 3 3-4 weeks  
 4 5 weeks or more

6. What is the average number of hours that you work per week?

(Check ONE only)

- 52  1 30 hours or more  
 2 20-29 hours  
 3 10-19 hours  
 4 1-9 hours

7. What is your average weekly pay before deductions?

(Check ONE only)

- 53  1 \$140 or more  
 2 \$120-\$139  
 3 \$100-\$119  
 4 \$80-\$99  
 5 \$60-\$79  
 6 Less than \$60

8. Which ONE of the following best describes how well your high school courses have helped you in the job listed in Item 2?  
(Check ONE only)

- 54  1 I find that most of my high school courses have helped in the work I am now doing.  
 2 I find that about 1/2 of my high school courses have helped in the work I am now doing.  
 3 I find that about 1/4 of my high school courses have helped in the work I am now doing.  
 4 I find that less than 1/4 of my high school courses have helped in the work I am now doing.

9. How many miles is your job location from where you lived at the time you graduated from high school?  
(Check ONE only)

- 55  1 0-15 miles  
 2 16-30 miles  
 3 31-45 miles  
 4 46-75 miles  
 5 More than 75 miles

10. How many miles do you now live from your job location?  
(Check ONE only)

- 56  1 0-15 miles  
 2 16-30 miles  
 3 31-45 miles  
 4 46-75 miles  
 5 More than 75 miles

## Part 3. POST HIGH SCHOOL EDUCATION

### DIRECTIONS FOR PART 3

If you are now attending a school or enrolled in a training or apprentice program, **PLEASE COMPLETE PART 3.**  
 If you are NOT attending a school or enrolled in a training or apprentice program, **PLEASE GO DIRECTLY TO PART 4.**

1. Name and location of school, training or apprentice program you are presently enrolled in:

Name of School, Training or Apprentice Program	City	State

2. What type of school, training or apprentice program are you attending?  
(Check ONE only)

- 57  1 2 year community or junior college  
 2 4 year college or university  
 3 Business school  
 4 Trade school  
 5 Correspondence school  
 6 Other (specify) \_\_\_\_\_

3. Which of the following best describes how much time you are a student?  
(Check ONE only)

- 58  1 Full time  
 2 1/2 Time  
 3 Less than 1/2 time but more than 1/4 time  
 4 1/4 Time or less

4. How long will it take to finish the program you are enrolled in?  
(Check ONE only)

- 59  1 Less than 1 year  
 2 1-2 years  
 3 2-3 years  
 4 4 years or more

5. Who assisted you most in enrolling in the school, training or apprentice program listed in Item 1?

(Check ALL that apply)

- 60  School counselor
- 61  Friend
- 62  Parent
- 63  School principal
- 64  Teacher
- 65  Training or apprentice program recruiter
- 66  Other (specify) \_\_\_\_\_

6. Do you feel that your participation in this school, training or apprentice program relates to your present job goal?

- 67  Yes
- 68  No

7. Is your present school training or apprentice program two years or less (i.e., will it prepare you for a specific vocational or technical job upon completion)?

- 69  Yes
- 70  No

8. Which ONE of the following best describes how well your high school courses have helped you in the school, training or apprentice program? (Check ONE only)

- 71  I find that most of my high school courses have helped in the program that I am in now.
- 72  I find that about 1/2 of my high school courses have helped in the program that I am in now.
- 73  I find that about 1/4 of my high school courses have helped in the program that I am in now.
- 74  I find that LESS than 1/4 of my high school courses have helped in the program that I am in now.

## Part 4. MILITARY SERVICE

### DIRECTIONS FOR PART 4

If you are now or will be in the military service prior to January 1, 1974, please COMPLETE PART 4.  
 If you are not and will not be in the military service prior to January 1, 1974, PLEASE GO DIRECTLY TO PART 5.

1. What branch of the military service are you in, or will be in prior to January 1, 1974? (Check ONE only)

- 75  Air Force
- 76  Army
- 77  Marine Corps
- 78  Navy
- 79  Other (specify) \_\_\_\_\_

2. How many years will you be in the service? (Check ONE only)

- 80  2 years
- 81  3 years
- 82  4 years
- 83  6 years
- 84  More than 6 years

3. Are you at this time attending school (college level or training program)? (Check ONE only)

- 85  Yes
- 86  No
- 87  Not presently, but will attend prior to completion of military service.

4. If you checked "YES" to Item 3, will the school, training or apprentice program prepare you for an occupation when you leave the service?

- 88  Yes (specify the occupation) \_\_\_\_\_

## Part 5. UNEMPLOYED

### DIRECTIONS FOR PART 5

If you are now unemployed, PLEASE COMPLETE PART 5. THEN LIST YOUR COMMENTS IN PART 6.  
Everyone should complete PART 6.

1. Which of the following best describes your present job status?

(Check ONE only)

- 74  1 I am not employed. I am looking for a job.  
 2 I am not employed. I am not looking for a job.  
 3 I am a student as my primary activity.  
 4 I am a homemaker as my primary activity.  
 5 I am temporarily not seeking employment, but I expect to seek employment in the future.  
 6 Other (specify) \_\_\_\_\_

2. If you are looking for a job, how many places have you applied for employment?

(Check ONE only)

- 75  1 0-2  
 2 3-5  
 3 6-7  
 4 More than 7 places

3. How long have you been unemployed?

(Check ONE only)

- 76  1 Less than 1 month  
 2 1-2 months  
 3 3-4 months  
 4 More than 4 months

# Part 6. COMMENTS

## DIRECTIONS FOR PART 6

Thank you for your cooperation in completing this questionnaire. If you would like, write any comments you have in the space below.

### SCHOOL USE ONLY

1. O.E. Code \_\_\_\_\_ ● \_\_\_\_\_  
20-27

2. Program

- 28  Preparatory  
 Cooperative

3. Work related to training

- 29  Yes  
 No

4. Post-secondary training related to training

- 30  Yes  
 No

5. Vocational Education graduate

- 31  Yes  
 No

6. Attended an area vocational center.

- 32  Yes  
 No

7. Participated in the PART G. Cooperative during high school program.

- 33  Yes  
 No

STATE OF FLORIDA  
DEPARTMENT OF EDUCATION  
VOCATIONAL, TECHNICAL AND ADULT EDUCATION FOLLOW-UP SURVEY

CONFIDENTIAL

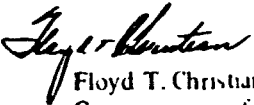
CONFIDENTIAL

Student and Vocational-Technical Program Information

We need your help to collect information for evaluating vocational education programs in Florida. The information we are requesting will be used in improving present programs and in planning new ones. As a former vocational student, your activities and your opinions are among the most valuable input we will receive.

Please take a few minutes and complete the items on both sides of the sheet. The completed form is to be returned in the self-addressed stamped envelope which is enclosed for your convenience. No postage is necessary.

Sincerely,



Floyd T. Christian  
Commissioner of Education

\*\*\*\*\*

Is your name and address correct as printed above? If not, please print the corrected information below.

Name \_\_\_\_\_  
Last
First
Middle Initial

Address \_\_\_\_\_  
Number
Street

\_\_\_\_\_ City (Town or Post Office) State Zip Code

Your Social Security No. \_\_\_\_\_

THE WORDS "THIS VOCATIONAL PROGRAM," REFER TO THE VOCATIONAL-TECHNICAL PROGRAM NAMED IN THE IDENTIFICATION BLOCK ABOVE.

1. Have you been employed since leaving this vocational program? (Military Service is considered employment)

- 1 \_\_\_\_\_ yes      How many jobs have you held since leaving this program? \_\_\_\_\_  
 2 \_\_\_\_\_ no

2. What are you doing at the present time? (Check ALL appropriate items)

- 1 \_\_\_\_\_ Working full-time (30 hours or more per week)  
 2 \_\_\_\_\_ Working part-time (fewer than 30 hours per week)  
 3 \_\_\_\_\_ Unemployed and looking for work  
 4 \_\_\_\_\_ Unemployed and not looking for work  
 5 \_\_\_\_\_ In school (full or part time)  
 6 \_\_\_\_\_ Full time homemaker  
 7 \_\_\_\_\_ In Military Service  
 8 \_\_\_\_\_ Other (specify) \_\_\_\_\_

Kind of school program  
(Check ALL appropriate items)

1 \_\_\_\_\_ Area Vocational-Technical School  
 2 \_\_\_\_\_ Community Junior College  
 3 \_\_\_\_\_ University/Four-Year College  
 4 \_\_\_\_\_ Private Business/Commercial School  
 5 \_\_\_\_\_ Military Specialist School  
 6 \_\_\_\_\_ Company Course or School  
 7 \_\_\_\_\_ Apprenticeship-Related Program  
 8 \_\_\_\_\_ Correspondence course  
 9 \_\_\_\_\_ Other (specify) \_\_\_\_\_

Please answer Section 3A if you are presently employed full or part-time.

Please answer Section 3B if you are not presently employed but have worked full or part-time since leaving this vocational program.

If you have not been employed since leaving this vocational program, skip to Question 8.

**Section 3A**

Where do you work? (PLEASE GIVE COMPLETE ADDRESS)

Name of Firm \_\_\_\_\_  
Street or Box No. \_\_\_\_\_  
City, State and ZIP \_\_\_\_\_  
Name of Your Immediate Supervisor \_\_\_\_\_  
What is your job? \_\_\_\_\_

**Section 3B**

Where was your last job? (PLEASE GIVE COMPLETE ADDRESS)

Name of Firm \_\_\_\_\_  
Street or Box No. \_\_\_\_\_  
City, State and ZIP \_\_\_\_\_  
Name of Your Immediate Supervisor \_\_\_\_\_  
What was your job? \_\_\_\_\_

4. May we have permission to contact your employer about your success on the job?

- 1 \_\_\_\_\_ yes  
2 \_\_\_\_\_ no

5. How did you get the job?

- |   |   |
|---|---|
| 1 _____ Through Vocational Teacher(s), Supervisor(s) or<br>Cooperative Education Coordinator(s) | 5 _____ Through State Employment Agency   |
| 2 _____ Through Occupational Specialist(s)  | 6 _____ Through Private Employment Agency |
| 3 _____ Through School Guidance Counselor(s)  | 7 _____ On My Own                         |
| 4 _____ Through Friend(s) or Relative(s)  | 8 _____ Other (specify) _____             |

6. How would you classify your job? (Please check only one)

- 1 \_\_\_\_\_ One for which you were trained by this vocational program  
2 \_\_\_\_\_ Related to your training in this vocational program  
3 \_\_\_\_\_ Not related to your training in this vocational program

7. Your average weekly pay (before taxes) is (was):

- 1 \_\_\_\_\_ under \$50 2 \_\_\_\_\_ \$50-\$74 3 \_\_\_\_\_ \$75-\$99 4 \_\_\_\_\_ \$100-\$124 5 \_\_\_\_\_ \$125-\$149 6 \_\_\_\_\_ \$150 or over

8. Please list any suggestions for improving this vocational program.

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

THANK YOU FOR YOUR COOPERATION



STATE OF FLORIDA  
DEPARTMENT OF EDUCATION  
EMPLOYER SURVEY

CONFIDENTIAL

CONFIDENTIAL

Employee's Name \_\_\_\_\_ Social Security Number \_\_\_\_\_

To the Evaluator

Please provide information regarding the employee whose name is listed above. The results of this survey will be used in evaluating the program of vocational education in Florida. The information which we are requesting will be held in strict confidence. Neither you, the employee nor the organization will be identified in the final report of this study.

Please take a few minutes and complete the items on both sides of the sheet. The completed form is to be returned in the self-addressed stamped envelope which is enclosed for your convenience. No postage is necessary.

Sincerely,



Floyd T. Christian  
Commissioner of Education

\*\*\*\*\*

1. Is the above named person presently in your employ?

- 1 \_\_\_\_\_ yes If yes, go to Question 3
- 2 \_\_\_\_\_ no

2. If no, was this person ever employed by your organization?

- 1 \_\_\_\_\_ yes
- 2 \_\_\_\_\_ no If no, go to Question 12.

PLEASE RATE THIS EMPLOYEE IN COMPARISON TO PERSONS PERFORMING THE SAME TYPE OF WORK FOR A SIMILAR PERIOD OF TIME.

3. What is the amount of work performed by this person? (Check one answer)

- 1 \_\_\_\_\_ above average
- 2 \_\_\_\_\_ average
- 3 \_\_\_\_\_ below average
- 4 \_\_\_\_\_ very low or insignificant

4. What is the quality of this person's work?

- 1 \_\_\_\_\_ consistently high
- 2 \_\_\_\_\_ generally acceptable
- 3 \_\_\_\_\_ not always acceptable

5. Does this person appear to have difficulty in following prescribed work procedures?

- 1 \_\_\_\_\_ yes
- 2 \_\_\_\_\_ no
- 3 \_\_\_\_\_ sometimes

6. How does this person adapt himself to different work assignments?

- 1 \_\_\_\_\_ adapts easily
- 2 \_\_\_\_\_ adapts, but with some difficulty
- 3 \_\_\_\_\_ has great difficulty in adapting

(Please turn page.)

7 How much supervision does this person require to perform his job?

- 1 \_\_\_\_\_ little or no supervision
- 2 \_\_\_\_\_ about the average amount
- 3 \_\_\_\_\_ a great deal of supervision

8. How much interest does this person take in his work?

- 1 \_\_\_\_\_ a great deal
- 2 \_\_\_\_\_ about the average amount
- 3 \_\_\_\_\_ little or no interest

9. How does this person react to constructive criticism?

- 1 \_\_\_\_\_ reacts positively
- 2 \_\_\_\_\_ indifferently
- 3 \_\_\_\_\_ reacts negatively

10. Generally, does this person appear to work well with others?

- 1 \_\_\_\_\_ yes
- 2 \_\_\_\_\_ no

11. Do you feel this person is capable of advancement?

- 1 \_\_\_\_\_ yes
- 2 \_\_\_\_\_ no

12. Please list any suggestions for improving the program of vocational education in Florida.

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THANK YOU FOR YOUR COOPERATION.