



THE SCHOOL DISTRICT OF
PHILADELPHIA

Spring 2021 CTE Graduate Follow-up Survey

Survey of CTE Graduates from the Class of 2020

October 2021

Office of Research and Evaluation

Survey Implementation and Response Rates

- Pennsylvania Department of Education (PDE) provided the School District of Philadelphia (SDP) with a list of 1,380 Class of 2020 CTE graduates.
- This list was cross-referenced with students that completed SDP's Senior Exit Survey the previous year.
 - 525 (38%) of the students on the list responded to the 2019-20 Senior Exit Survey and provided at least one form of contact information (email address/cell phone number)
 - The survey was then distributed electronically to 519 email addresses and 505 phone numbers (499 students who provided an email address and cell phone number were alerted by both methods).
 - Email/text survey alerts were sent out on April 23, June 3, and July 16, 2021. The survey closed on August 17, 2021. Most of the responses were received on the same days that alerts went out.
- **138 of the 525 CTE graduates responded for a 26.3% response rate.*** This is similar to the 26.1% rate in 2020.

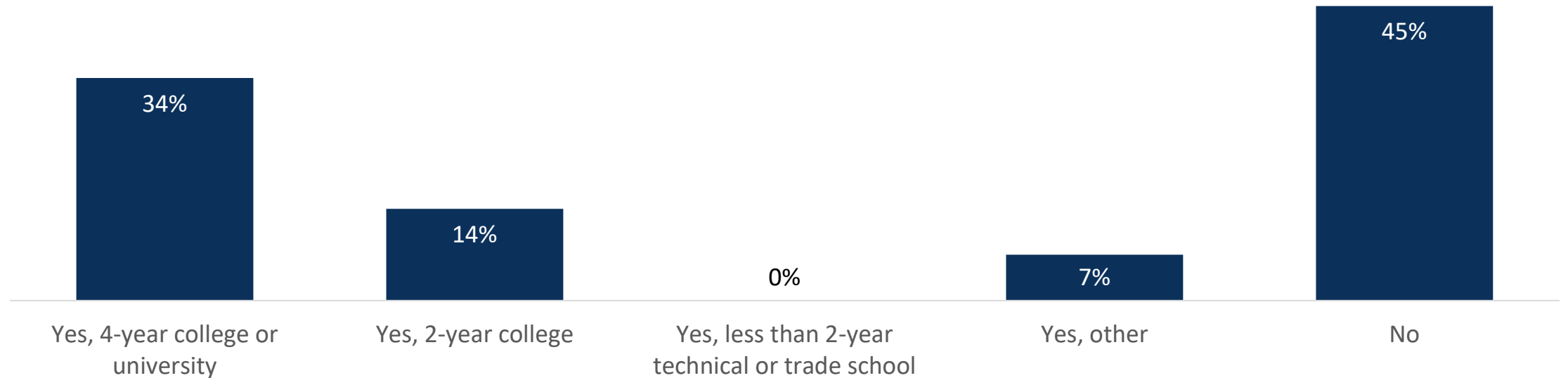
**This is the final response rate (text and email invitation) after data cleaning for duplicate submissions and incomplete surveys.*

Additional Context about how COVID-19 affected the Class of 2020 CTE Graduates

- The Class of 2020 CTE graduates were high school seniors at the start of the pandemic (March 2020) and possibly experienced changes to their post-HS plans given shut-downs, switches to virtual learning, and fewer job openings through the fall of 2020 (the time period the survey asks about)
- NOCTI exams were canceled in the spring of 2020, meaning these students did not have the opportunity to earn skills certificates or be eligible to earn college credits from their CTE programs

Summary of Results

As of October, November, and/or December of 2020, were you enrolled in school?(n=138)*

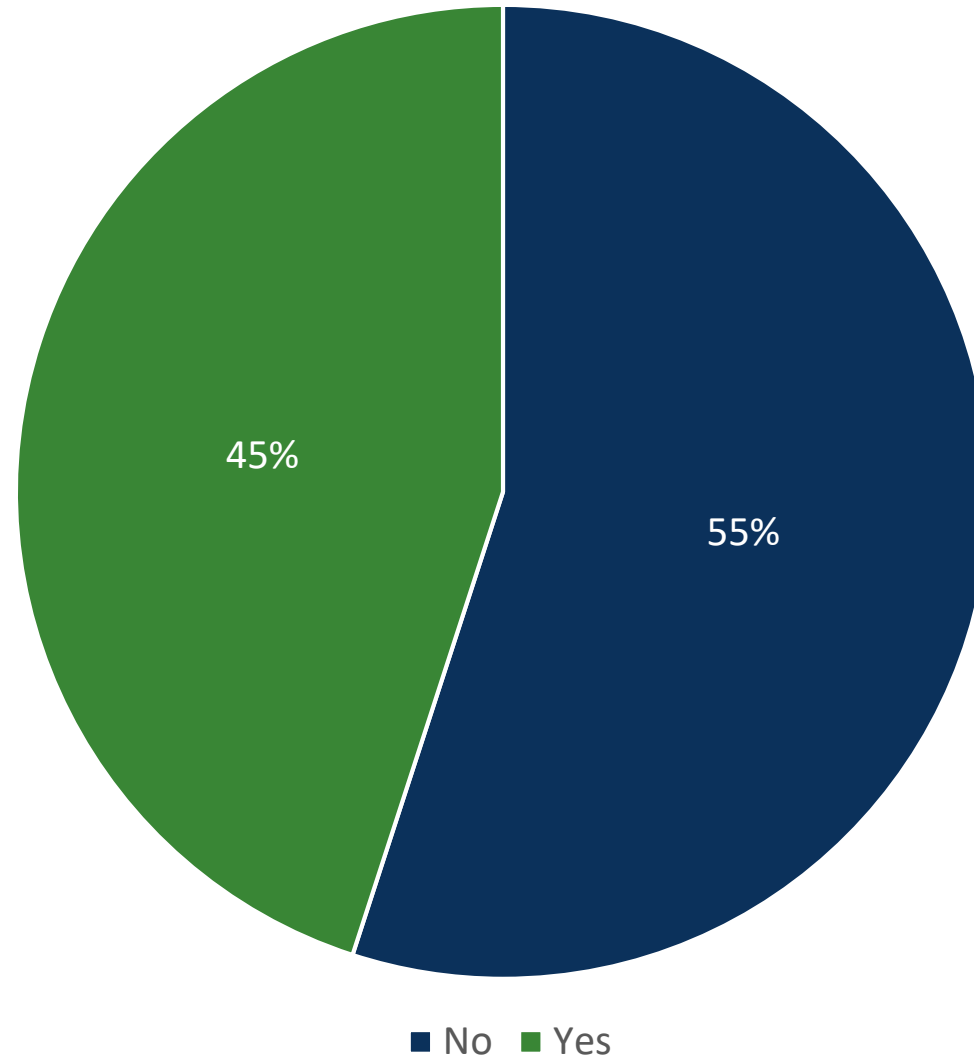


*Wording for all the questions are presented as they appeared on the survey, using the language provided directly from PDE.

Respondents Enrolled in School (Fall of 2020)

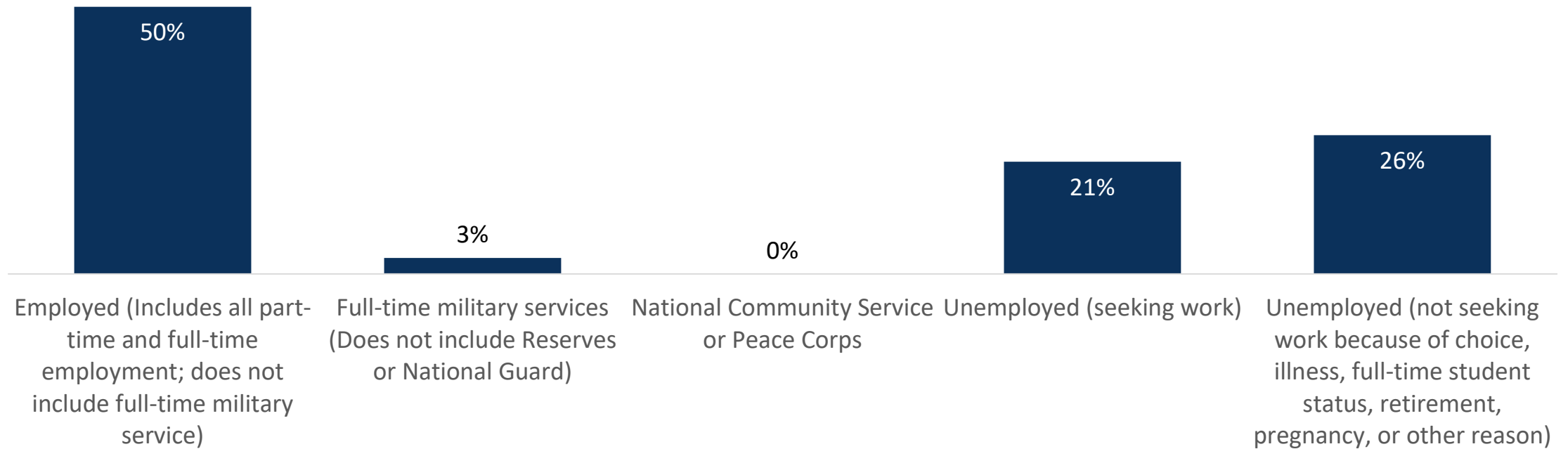
Academic program of respondents enrolled in school

Were you enrolled in a program related to your CTE field? (n=76)



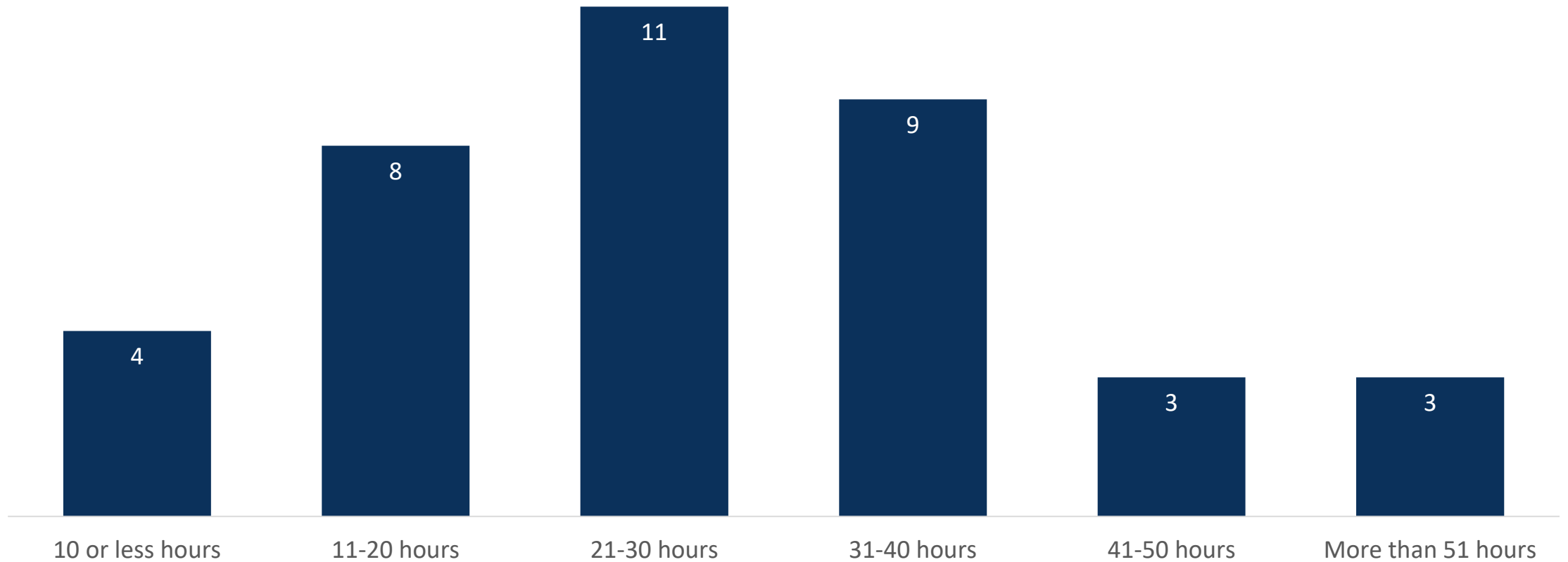
Job status of respondents enrolled in school

In addition to school, which option best describes your job status in October, November, and/or December of 2020? (n=76)



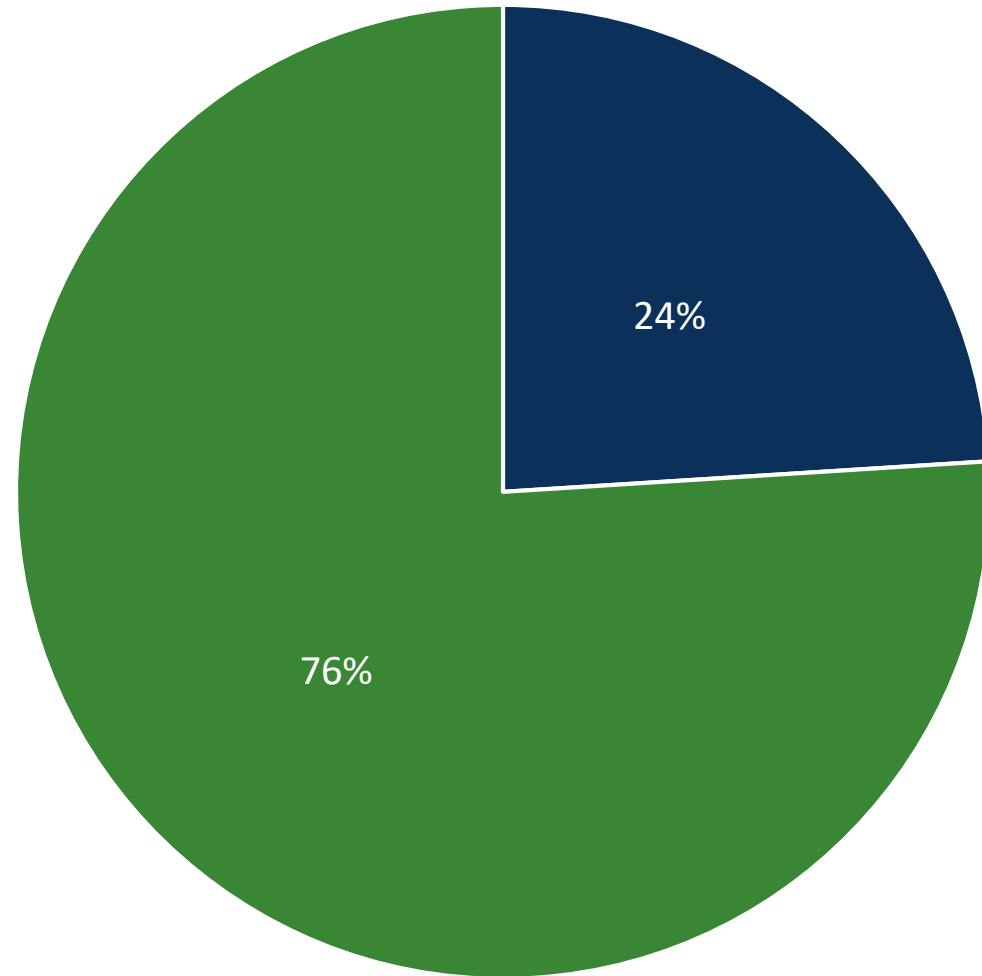
Number of hours worked for respondents enrolled in school and employed*

How many hours per week did/do you work in your primary job? (n=38)



*Includes all students who indicated they were employed in the Fall of 2020, including students who were no longer employed at the time the survey was completed.

Job description of respondents enrolled in school and employed
To what degree was/is your job related to your CTE field of study? (n=38)

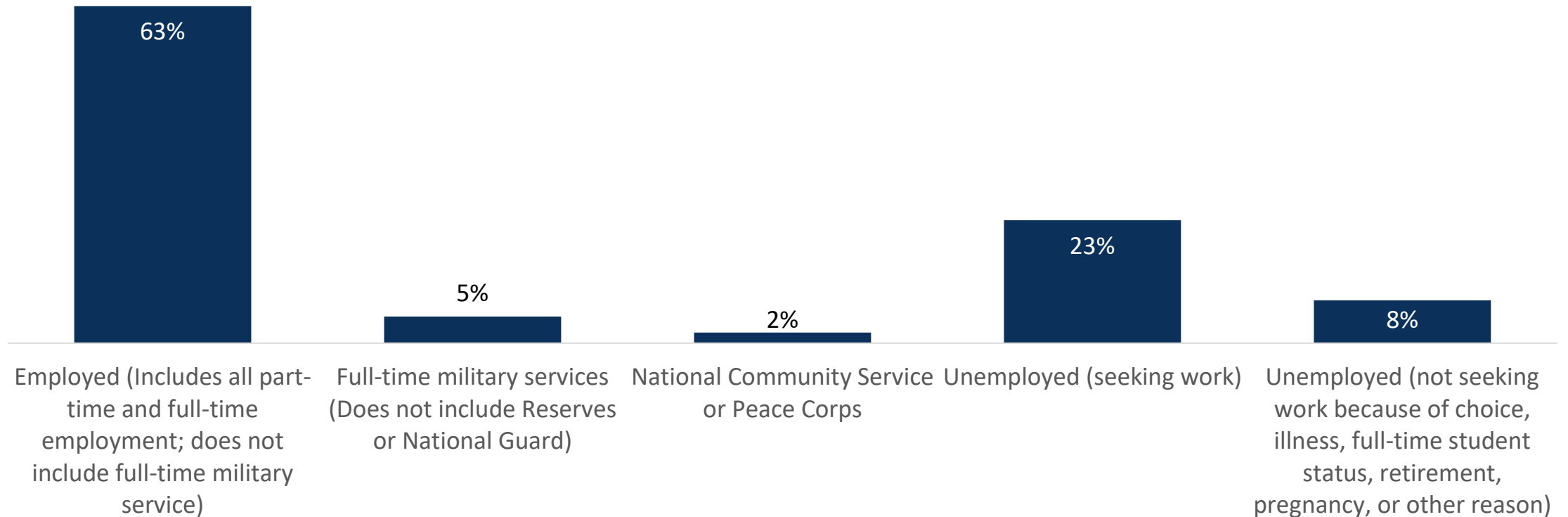


■ Directly or closely related ■ Remotely or not related

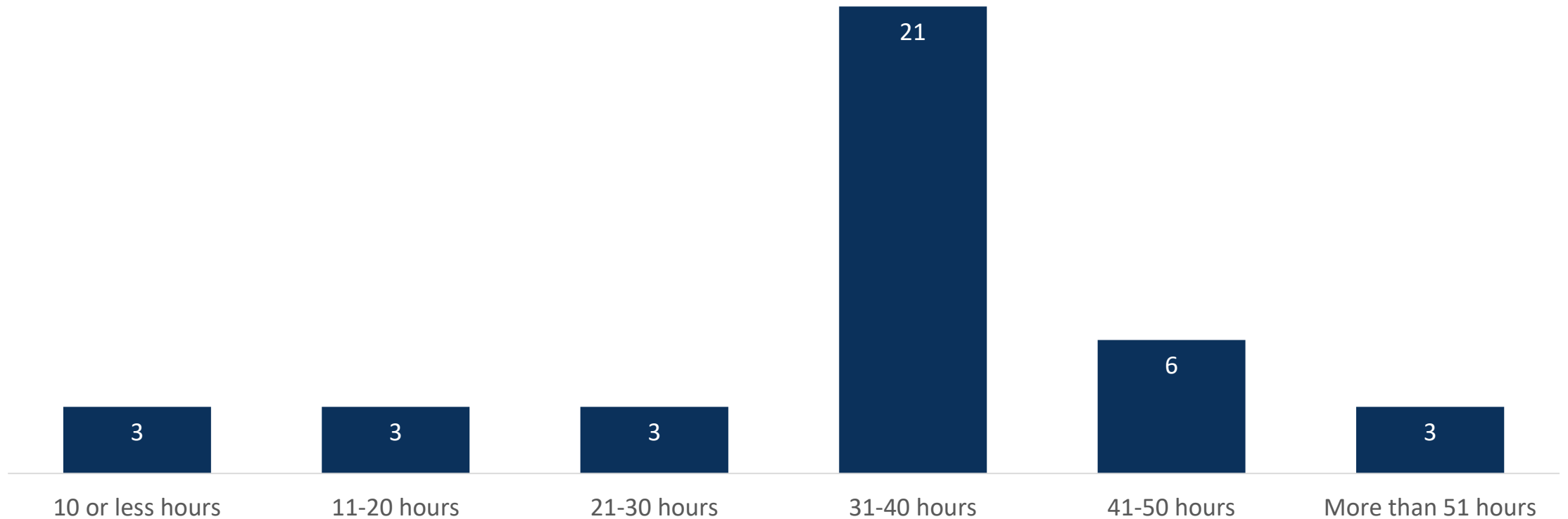
Respondents Not Enrolled in School (Fall of 2020)

Job status of respondents not enrolled in school

Which option best describes your job status in October, November, and/or December of 2020? (n=62)

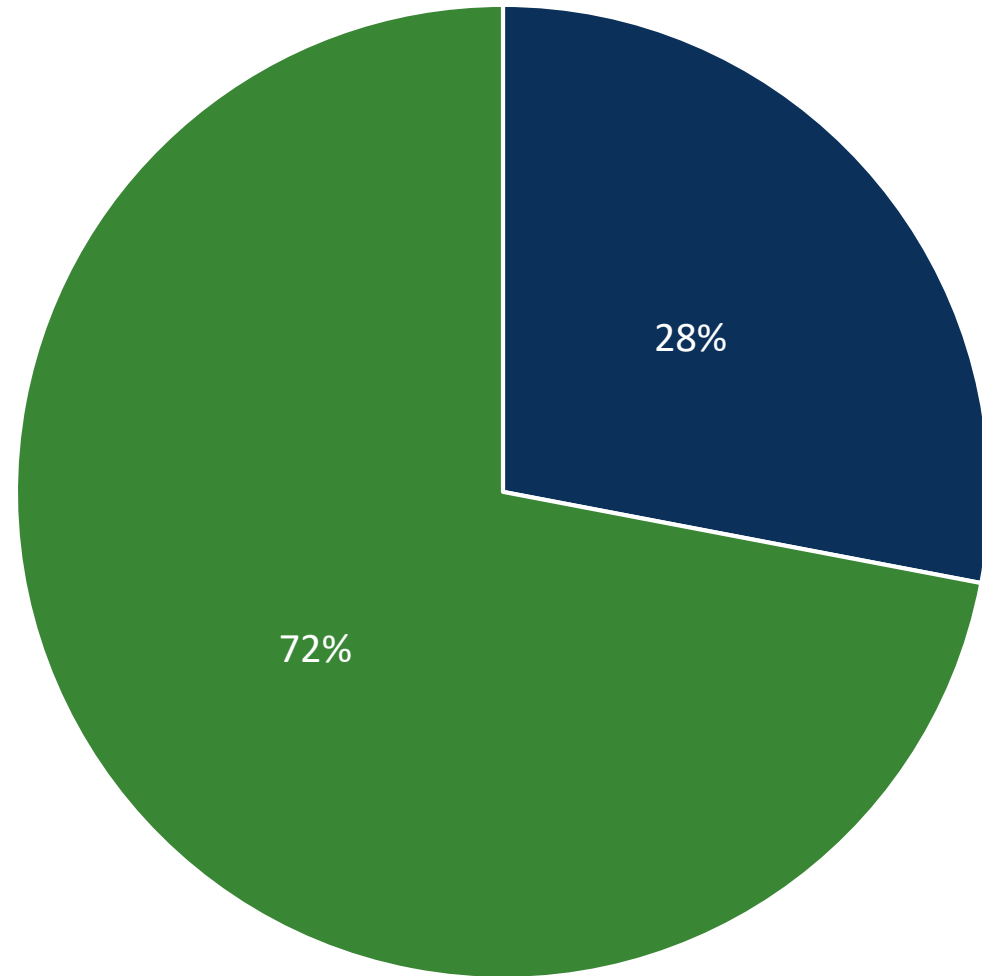


Number of hours worked for respondents not enrolled in school and employed* *How many hours per week did/do you work in your primary job? (n=39)*



*Includes all students who indicated they were employed in the Fall of 2020, including students who were no longer employed at the time the survey was completed.

Job description of respondents who were not enrolled in school and employed
To what degree was/is your job related to your CTE field of study? (n=39)



■ Directly or closely related ■ Remotely or not related

Student reflections on their CTE experience

“I never got to finish the course. When quarantine started I was almost done the course and didn’t get the chance to take my NOCTI and get my welding certification. To this day I was still hoping I could go back and finish what I started.”

“Me participating in a CTE Program at KHS set my path to success for any job or scholarship.”

“CTE was a wonderful course to take at SLA, it was challenging, fun, and informative. It is a great program at the school and helps with more than just education in engineering. It helps with fostering creative ideas, and then working to complete those ideas. It helped develop your ability for cooperation and collaboration. And it pushes the kids in the class to push themselves.”

“I am Vice President of my college’s MakerSpace just like when I was in CTE in high school.”

“Currently enrolled in criminal justice, hoping to find a great job in this career, my teacher from Swenson Arts and Technology High School was such a great teacher in social science that he was the reason I felt confident in pursuing this decision.”

“The digital media/digital graphics CTE program taught me nothing and did not prepare me at all for my future in the field. I was highly disappointed and left confused feeling I have to start from scratch instead of having a leg up.”

“CTE programs are essential and is a huge component in my employment status and outlook.”

“I struggled to retain material in my senior year due to teachers changing and the pandemic affected my opportunity to take the CMA test as well as be prepared. I decided to pursue a different field altogether.”

Summary

- 138 students provided a valid response out of 525 CTE students who provided contact information on the Senior Exit Survey (a 26.3% response rate) out of the 1,380 CTE graduates provided by PDE
- 55% of respondents said that they were enrolled in school in the fall of 2020
- 50% of students enrolled in school were also working part- or full-time, and 63% of those not enrolled in school were working part- or full-time
- About a quarter of students who were working part- or full-time were employed in a job directly or closely related to their CTE field of study (24% for those enrolled in school and 28% for those not in school)
- Compared to the [graduating class of 2019](#), fewer CTE students were enrolled in any schooling (73% in 2020 vs 55% in 2021), and slightly more students who were not enrolled in school were unemployed and seeking work (17% in 2020 vs 23% in 2021)