APPENDIX C
(LOCAL LEVEL)

SURVEY INSTRUMENT

LOCAL PROGRAM DIRECTORS
OF CAREER AND TECHNICAL EDUCATION AT THE POSTSECONDARY LEVEL (INSTITUTIONS OF HIGHER EDUCATION SURVEY

Survey of
Institutions of Higher Education
Offering Career-Technical Education

State:_____

Institution Name:_____

Respondent Name:_____

Telephone Number:_____   E-mail Address:_____

Institutional IPEDS ID Number:_____

Note: If you do not know your IPEDS ID, please click on the link below and 1) enter your state name and zip code, 2) click on the blue "Show Results" tab, and then 3) click on your institution's name. The IPEDS ID is a 6-digit number that will appear on the right-hand side of your institutional descriptor.

http://nces.ed.gov/collegenavigator/

If you need assistance finding your IPEDS ID, please call Jamie Isaac at RTI: (919) 541-6342

Uses of the Data

This survey is part of an overall evaluation of career and technical education in the United States mandated by Congress in the Carl D. Perkins Career and Technical Education Act of 2006 (Perkins IV) and is sponsored by the U.S. Department of Education. The information from this survey is to assess the status of career and technical education and the implementation of Perkins IV. Reports based on the survey will be available to Congress, state and local educators and to the general public. The survey will provide data on a range of important issues in career and technical education, including the extent to which states and local institutions have developed, implemented, or improved career and technical education programs; the educational and employment outcomes of students participating in career and technical education programs, and the effect of state and local accountability requirements in improving the provision of program services.

Data Collection

As a matter of policy, the U.S. Department of Education is concerned with protecting the privacy of participants in voluntary surveys. We want to let you know that:

- Your responses will be merged with those of other respondents and will not be identified as the agency you represent, except as required by law.

- You may skip questions you do not wish to answer; however, we encourage you to answer as many questions as possible, because incomplete data will reduce the value of the information provided to Congress.

If you have questions about this survey, please call:

For Technical Questions:	James Isaac, RTI	919-541-6342
For Questions about the Study:	Steven Klein, MPR	503-963-3757

Topic Area 1: Programs of Study

1. Did your institution receive a federal Perkins Title I and/or Title II grant in the 2008-09 program year?

    Yes.. 1
    No... 2 (END)
    Don't know.. 3 (END)

2. Did your institution receive its Perkins Title I funding through participation in a consortium in 2008-09?

    Yes.. 1
    No... 2
    Don't know.. 3

3. How many Programs of Study (POS) offered in your institution in the 2008-09 program year were developed at the state or local level? *(Mark "Don't Know" if you do not have this information)*

	Enter Number	Don't Know
State developed POS..	_____	☐
Locally developed POS, using state template or guidance and …		
State approval required and obtained	_____	☐
State approval required <u>and not yet obtained</u>...........................	_____	☐
State approval <u>not required</u>..	_____	☐
Locally developed POS without state guidance and …		
State approval required and obtained..	_____	☐
State approval required <u>and not yet obtained</u>...........................	_____	☐
State approval <u>not required</u>..	_____	☐
TOTAL............................	_____	☐

4. Are any of the POS offered in your institution described on a Web site?

    Yes.. 1
    No... 2

    If yes, what is the web address for an example?_____

5. In the following table, please list the five (5) POS <u>with the highest enrollments</u> in your institution in the 2008-09 program year and the number of students in each POS. If you have less than five POS then please list them all. <u>Please do not include any POS that did not receive state approval.</u>

Name of state-approved POS NOTE: Please crosswalk your POS to the appropriate cluster using the pull-down menu provided	Number of students enrolled in coursework in the POS in the 2008-2009 program year
1	
2	
3	
4	
5	

6. How many of the five POS with the highest enrollments (listed in Question 5) incorporated each of the following characteristics of a POS? *(Mark "Don't Know" if you do not have this information)*

Program(s) of Study Characteristics	Number of POS Among the Five Listed in Question 3 that Incorporate this Characteristic						Don't Know
STANDARDS							
Aligned with state postsecondary standards or requirements for program completion	0	1	2	3	4	5	
Aligned with technical standards that were…							
a. state-developed	0	1	2	3	4	5	
b. industry-developed	0	1	2	3	4	5	
c. national based on 16 career clusters	0	1	2	3	4	5	
d. locally developed	0	1	2	3	4	5	
e. other (specify)_____	0	1	2	3	4	5	
CURRICULUM							
Uses a curriculum that is…							
a. state-developed	0	1	2	3	4	5	
b. industry-developed	0	1	2	3	4	5	
c. third-party (e.g., vendor) developed	0	1	2	3	4	5	
d. locally developed	0	1	2	3	4	5	
e. other (specify)_____	0	1	2	3	4	5	
Uses a curriculum that spans the secondary and postsecondary levels	0	1	2	3	4	5	
Uses a curriculum that is non-duplicative across secondary and postsecondary levels	0	1	2	3	4	5	
Is part of an articulation agreement with ONLY one secondary district	0	1	2	3	4	5	
Is part of an articulation agreement with TWO or more secondary districts (in-state or out-of-state)	0	1	2	3	4	5	
Is covered by a state-wide articulation agreement	0	1	2	3	4	5	

Question 6: Continued

Program(s) of Study Characteristics	Number of POS Among the Five Listed in Question 3 Incorporate this Characteristic?						Don't Know
Offers postsecondary credit to secondary students through (dual or concurrent credit)	0	1	2	3	4	5	
ASSESSMENTS							
Assesses technical skill attainment through…							
a. state-developed exams aligned with technical standards	0	1	2	3	4	5	
b. industry-developed exams	0	1	2	3	4	5	
c. national licensing or credentialing exams	0	1	2	3	4	5	
d. state licensing or credentialing exams	0	1	2	3	4	5	
e. locally developed exams that are…							
(i) aligned with state standards	0	1	2	3	4	5	
(ii) aligned with national 16 career cluster standards	0	1	2	3	4	5	
(iii) aligned with industry standards	0	1	2	3	4	5	
(iv) other (specify)	0	1	2	3	4	5	
f. G.P.A. instead of exam	0	1	2	3	4	5	
g. course or program completion	0	1	2	3	4	5	
h. other (specify)	0	1	2	3	4	5	
CREDENTIALS							
Leads to a credential…							
a. that is Industry-recognized or sponsored	0	1	2	3	4	5	
b. at Postsecondary level, including…	0	1	2	3	4	5	
(i) certificate	0	1	2	3	4	5	
(ii) associate degree	0	1	2	3	4	5	
(iii) bachelor's degree	0	1	2	3	4	5	
OTHER FEATURES							
Responds to local high skill, high demand, high pay occupational area	0	1	2	3	4	5	
Career guidance must be, or is available	0	1	2	3	4	5	
Was previously part of Tech Prep program	0	1	2	3	4	5	

7. On which of the following topics did your state offer technical assistance to help you in developing state-approved POS, AND in which areas did your institutional staff participate during the 2007-08 or 2008-09 program years? *(Mark all that apply in each column)*

	State Offered	Institution Staff Participated
POS templates or guidelines...	☐	☐
Career clusters..	☐	☐
CTE content standards...	☐	☐
CTE curriculum development guidelines......................................	☐	☐
Academic and CTE curriculum integration.................................	☐	☐
Secondary and postsecondary curriculum alignment....................	☐	☐
Technical skill assessments...	☐	☐
Career guidance and counseling..	☐	☐
Tech Prep...	☐	☐
Implementation of Perkins accountability measures....................	☐	☐
Data systems for monitoring student progress.............................	☐	☐
Aligning standards and assessments..	☐	☐
Other *(specify)*_____..................................	☐	☐

8. What types of **professional development** does your state *offer* AND in what types of activities did your institutional staff *participate* in to support the development and implementation of POS? (*Mark all that apply for each group*)

	State/ regional conferences	Local workshops	Online electronic workshop/ webinars	One-on-one support	Other *Specify* _____ _____	None	Don't Know
Faculty							
--State offered	☐	☐	☐	☐	☐	☐	☐
--Locals participated	☐	☐	☐	☐	☐	☐	☐
Administrators							
--State offered	☐	☐	☐	☐	☐	☐	☐
--Locals participated	☐	☐	☐	☐	☐	☐	☐
Counselors							
--State offered	☐	☐	☐	☐	☐	☐	☐
--Locals participated	☐	☐	☐	☐	☐	☐	☐

9. To what extent did each of the following **stakeholder groups** participate in your institution's efforts to develop and implement POS?

Involvement in POS	Develop				Implement			
	Not at all	Some	A lot	Don't know	Not at all	Some	A lot	Don't know
Postsecondary academic instructors	1	2	3	4	1	2	3	4
Postsecondary CTE instructors	1	2	3	4	1	2	3	4
Postsecondary administrators	1	2	3	4	1	2	3	4
Secondary academic teachers	1	2	3	4	1	2	3	4
Secondary CTE teachers	1	2	3	4	1	2	3	4
Counselors	1	2	3	4	1	2	3	4
School district administrators	1	2	3	4	1	2	3	4
National industry/union groups or professional associations	1	2	3	4	1	2	3	4
Local business and/or unions	1	2	3	4	1	2	3	4
Local chamber of commerce	1	2	3	4	1	2	3	4

10. To what extent has each of the following barriers limited your institutions' efforts to develop and implement POS?

Barriers to POS	Develop				Implement			
	Not at all	Some	A lot	Don't know	Not at all	Some	A lot	Don't know
Shortage of institutional CTE staff	1	2	3	4	1	2	3	4
Shortage of state CTE staff	1	2	3	4	1	2	3	4
Lack of content standards	1	2	3	4	1	2	3	4
Lack of curricular materials	1	2	3	4	1	2	3	4
Lack of assessment instruments	1	2	3	4	1	2	3	4
Lack of technical expertise	1	2	3	4	1	2	3	4
Lack of cooperation by CTE faculty	1	2	3	4	1	2	3	4
Lack of cooperation by academic faculty	1	2	3	4	1	2	3	4
Lack of cooperation by administrators	1	2	3	4	1	2	3	4
Lack of cooperation from secondary teachers or administrators	1	2	3	4	1	2	3	4
Lack of cooperation by state level staff	1	2	3	4	1	2	3	4
Resistance to state influence at local level	1	2	3	4	1	2	3	4
Shortage of funds	1	2	3	4	1	2	3	4
Shortage of time	1	2	3	4	1	2	3	4
Conflicts between relevant individuals	1	2	3		1	2	3	4
Cannot find qualified instructors	1	2	3	4	1	2	3	4
Lack of assistance from the state	1	2	3	4	1	2	3	4
Lack of state leadership	1	2	3	4	1	2	3	4

Topic Area 2: Accountability

THE QUESTIONS IN THE REMAINDER OF THIS SURVEY ADDRESS <u>ALL</u> OF THE CTE PROGRAMS OFFERED IN YOUR INSTITUTION IRRESPECTIVE OF WHETHER OR NOT THEY QUALIFY AS A POS.

11. How difficult was it for your institution to reach agreement with your state CTE agency on performance benchmarks and targets for each of your Perkins accountability measures?

	Not Difficult		Somewhat Difficult		Very Difficult	Don't Know
Technical skill attainment (1P1)	1	2	3	4	5	6
Attainment of an industry-recognized credential, certificate, or degree (2P1)	1	2	3	4	5	6
Retention in postsecondary education or transfer to a baccalaureate degree program (3P1)	1	2	3	4	5	6
Placement into an apprenticeship program, the military, or employment (4P1)	1	2	3	4	5	6
Non-traditional participation (5P1)	1	2	3	4	5	6
Non-traditional completion (5P2)	1	2	3	4	5	6

12. When negotiating with your state education agency to establish annual performance benchmarks and targets for your institution, what were the reasons for encountering difficulty? *(Mark all that apply)*

Insufficient baseline data upon which to negotiate targets... 1
Lack of clear guidance from the state on what
        constitutes continuous improvement... 2
Anticipated difficulty in gathering and submitting required data................................. 3
Anticipated difficulty in being able to meet proposed performance targets.................. 4
Concern over the repercussions of your institution failing to meet performance targets 5
Other *(specify)*_____.. 6

13. How do you identify students meeting the CTE concentrator threshold for Perkins accountability purposes?

Students self-report concentrator status.. 1
Faculty identify students based on course taking.. 2
Administrators identify students using local management information system....... 3

State identifies students using statewide database; no action at institutional level.. 4
Other *(Specify)*_____.. 5
Don't know.. 6

14. How do you ensure that the accountability data you collect for the Perkins accountability measures are accurate?

Follow state guidance on measure development... 1
Provide technical assistance to teachers 2

Require teachers or administrators to review or spot-check data submissions..... 3
Other *(Specify)*_____.. 4
No steps taken to ensure data accuracy.. 5
Don't know.. 6

15. How confident are you that the data you are collecting for each of the following Perkins core indicators of performance provides an accurate measure of your institution's actual performance?

	Not Don't Confident Know		Somewhat Confident		Very Confident	
Core Indicator 1						
Technical skill attainment	1	2	3	4	5	6
Core Indicator 2						
Industry recognized credential/certificate/degree	1	2	3	4	5	6
Core Indicator 3						
Retention in postsecondary education	1	2	3	4	5	6
Transfer to a baccalaureate degree program	1	2	3	4	5	6
Core Indicator 4						
Placement in the military	1	2	3	4	5	6
Placement in apprenticeship	1	2	3	4	5	6
Placement in employment	1	2	3	4	5	6
Core Indicator 5						
Non-traditional participation	1	2	3	4	5	6
Non-traditional completion	1	2	3	4	5	6

16. How confident are you that the data you are collecting for each of the Perkins special population categories provides an accurate measure of the actual performance of these populations?

	Not Confident		Somewhat Confident		Very Confident	Don't Know
Individuals with disabilities	1	2	3	4	5	6
Individuals from economically disadvantaged families, including foster children	1	2	3	4	5	6
Individuals preparing for nontraditional fields	1	2	3	4	5	6
Single parents, including single pregnant women	1	2	3	4	5	6
Displaced homemakers	1	2	3	4	5	6
Individuals with limited English proficiency	1	2	3	4	5	6
Migrant students	1	2	3	4	5	6

17. In what ways and to what extent did your institution use its prior year Perkins accountability data in the 2008-09 program year? (*In the first column, please Mark a number from 1 to 5 for each use*.) For any items to which you respond "Not at all," are there plans to use the data for any of these purposes in the next 2 years? (*In the second column, please Mark the code for "Yes" or "No" for each use*.)

Local use of performance data	Use not at all	Used not very much	Used some-what	Used quite a bit	Used to a great extent	If "Not at all," do you expect to use data for these purposes in the next two years?		
						Yes	No	Don't know
a. To identify programs in need of improvement	1	2	3	4	5	1	2	3
b. To make program funding decisions	1	2	3	4	5	1	2	3
c. To provide targeted technical assistance	1	2	3	4	5	1	2	3
d. To identify special population students not being adequately served	1	2	3	4	5	1	2	3
e. Other *(specify)*_____	1	2	3	4	5	1	2	3
f. Overall, how useful are the Perkins data you collect for your local program improvement efforts?	1	2	3	4	5	1	2	3

18. Does your state agency provide you with feedback on your institution's performance on the Perkins accountability measures to permit you to assess your performance with others in the state, and if so, what type of information is shared? *(Mark all that apply)*

       No data on my institution's performance is shared.. 1
       Statewide average performance outcomes for all institutions are shared 2
       Performance outcomes are shared for institution with characteristics
          similar to my own.. 3

       Performance outcomes are shared for all individual institutions....................... 4

19. If your institution were to fail to meet its Perkins performance targets, does your state have a policy for the type of corrective action you might take to address the accountability deficiencies? *(Mark all that apply)*

       Not applicable, no state policy exists *(skip to next question)*............................... 1
       Develop a program improvement plan.. 2
       Provide professional development to staff of underperforming programs........... 3
       Consult with state or local business or industry experts in the field..................... 4

Eliminate underperforming programs.. 5
Restrict student access to programs.. 6

Restructure or redesign existing CTE programs.. 7
Other *(Specify)*_____ 8
Don't know... 9

20. What proportion of the students participating in state-approved CTE programs within your institution were assessed using one of the following methods to measure their technical skill attainment in the 2008-09 program year?

	None	Some	Most	All	Don't Know
State-developed postsecondary CTE skill exam	1	2	3	4	5
Institutionally developed exam	1	2	3	4	5
Industry-developed, employer validated exams	1	2	3	4	5
National licensing or credentialing exams	1	2	3	4	5
State licensing or credentialing exams	1	2	3	4	5
Commercially developed exams (e.g., NOCTI)	1	2	3	4	5
Grade point average (GPA)	1	2	3	4	5
Course or program completion	1	2	3	4	5
Other *(specify)*_____	1	2	3	4	5

21. Does your institution offer Tech Prep programs funded with Perkins Title II resources?

Yes.. 1
No.. 2 (*Go to Q23*)

22. The 2006 Perkins Act introduced a new set of accountability requirements for Tech Prep students. Indicate your level of agreement or disagreement with each of the following statements:

	Strongly Disagree		No Opinion		Strongly Agree	Don't Know
New measures impose a substantial data burden	1	2	3	4	5	6
The new measures will support program improvement efforts at the State level	1	2	3	4	5	6
The new measures will support program improvement efforts at the local level	1	2	3	4	5	6

Data collected for the measures are of high quality	1	2	3	4	5	6
The advantages of the new measures outweigh their disadvantages	1	2	3	4	5	6
My institution is able to collect data on all measures	1	2	3	4	5	6
My institution would benefit from obtaining state guidance on collecting data for the Tech Prep measures	1	2	3	4	5	6
Other *(specify)* _____	1	2	3	4	5	6

Topic Area 3: Finance

23. How much of the total budget for CTE offered in your institution in the 2008–09 program year came from each of the following sources? *(If none, enter "0", Mark "Don't Know" if you do not have this information))*

	Amount	**Don't Know**
Local funds:	$_____	☐
State funds:		
Formula (must be spent on CTE)	$_____	☐
Discretionary	$_____	☐
Other *(specify)*	$_____	☐
Federal funds:		
Perkins Title I	$_____	☐
Perkins Reserve Fund	$_____	☐
Tech Prep Title II	$_____	☐
Other federal funds *(specify)*	$_____	☐

24. For which of the following permissible uses referenced in Section 135(c) of the 2006 Perkins Act did you use your 2008–09 Title I basic grant funds?

	Yes	**No**
Involving parents, business and labor in designing, implementing, and evaluating CTE programs covered by the Act	☐	☐
Providing career guidance and academic counseling	☐	☐
Promoting work-related experiences for students	☐	☐
Promoting industry experiences for teachers	☐	☐
Providing programs for special populations	☐	☐
Assisting CTE student organizations	☐	☐
Offering mentoring and related support services	☐	☐
Leasing, purchasing, upgrading, or adapting equipment	☐	☐
Supporting teacher preparation programs	☐	☐
Entrepreneurship education and training	☐	☐
Developing new CTE courses	☐	☐
Creating small, personalized career-themed learning communities	☐	☐
Supporting family and consumer sciences programs	☐	☐
Offering programs for adults and school dropouts	☐	☐
Offering continuing education or job referral services	☐	☐
Supporting nontraditional training and activities	☐	☐
Providing training programs in automotive technologies	☐	☐
Improving accountability data collection and reporting	☐	☐
Implementing CTE programs of study	☐	☐
Other_____	☐	☐

25. What impact has each of the following changes introduced in the 2006 Perkins Act had on the administration and implementation of CTE programs in your institution?

	Very Negative Impact		No Impact		Very Positive Impact
Requirement to adopt at least one statewide POS to obtain funds	1	2	3	4	5
Requirement to develop at least one POS to obtain funds	1	2	3	4	5
Requirement to dedicate funds to support special populations in preparing for high wage/skill/demand jobs	1	2	3	4	5
New allowable use of funds to support auto technologies	1	2	3	4	5
New allowable use of funds to form consortia to maximize investment and encourage innovation	1	2	3	4	5
Requirement to report disaggregated performance outcomes for populations referenced in NCLB Act	1	2	3	4	5
Requirement to negotiate performance benchmarks with the State agency to qualify for funds	1	2	3	4	5
Sanctions for failing to meet state negotiated performance benchmarks	1	2	3	4	5

26. If your institution received a state waiver for the **minimum allocation rule** ($50,000 per substate grantee) in 2008-09, why was it granted? [*Reference: Section 132(a) (4) and 132(c) (1)*]]

No waiver granted... 1
Institution is in a rural, sparsely populated area..................................... 2
Other.. 3
Don't know... 4