

# NECTEP State Survey Draft Questionnaire

April 2023

## **Notice of Confidentiality**

Information collected for this study comes under the confidentiality and data protection requirements of the Institute of Education Sciences (The Education Sciences Reform Act of 2002, Title I, Part E, Section 183). Responses to this data collection will be used by the U.S. Department of Education, its contractors, and collaborating researchers only for statistical purposes. While individual states may be identified in reporting, individual respondents will not be identified. All of the information you provide may be used only for statistical purposes and may not be disclosed, or used, in identifiable form for any other purpose except as required by law (20 U.S.C. §9573 and 6 U.S.C. §151). States receiving funds under the Strengthening Career and Technical Education for the 21<sup>st</sup> Century Act (Perkins V) are expected to cooperate with Department evaluations (Education Department General Administrative Regulations (EDGAR) (34 C.F.R. § 76.591)).

## **Paperwork Reduction Act of 1995**

According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless such collection displays a valid OMB control number. The valid OMB control number for this information collection is xxxx-xxxx. The expiration date for the collection is xx/xx/xxxx. The approximate time required to complete the survey is estimated to be 120 minutes including time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. If you have any comments concerning the accuracy of the time estimate or suggestions for improving this form, please write to: U.S. Department of Education, Washington, DC 20202-4651.

Welcome to the National Evaluation of Career and Technical Education under Perkins V (NECTEP) survey, sponsored by the U.S. Department of Education. The information collected through this survey will help us understand how states are implementing career and technical education (CTE), the successes and challenges they are experiencing, and the ways CTE offerings are evolving.

**INSTRUCTIONS:** Please answer the survey questions for PROGRAM YEAR 2022-23. For questions that ask about activities since the implementation of Perkins V, please answer about program years 2019-20 through 2022-23.

**Please click “Next”** if you agree to participate in this survey.

Please take a moment and complete the contact information below before proceeding with the survey.

First name: \_\_\_\_\_  
Last name: \_\_\_\_\_  
Phone: \_\_\_\_\_  
Email: \_\_\_\_\_  
Address: \_\_\_\_\_  
Address 2 (optional): \_\_\_\_\_  
City: \_\_\_\_\_  
State: [drop down menu]  
Zip code: \_\_\_\_\_  
Title: \_\_\_\_\_  
Number of years at SEA  
in this or similar role \_\_\_\_\_

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## A. CTE Outreach and Access - general

### CTE Outreach - general

A1. In program year 2022-23, did your state sponsor the following type of activity statewide to encourage access to and participation in CTE? If so, with what source of funds? [RQ1; new item]

By “statewide” we mean activities conducted across most or all of the state.

By “sponsor” we mean your state provided most or all of the funding.

Please do not include local education agency- or school-sponsored activities.

[SHOW ONLY ONE ROW OF THE GRID PER SCREEN]

	Yes	No	[If YES] How was this funded?	
			With Perkins funding	With some other funding
a. Marketing or informational campaigns promoting CTE programs in <b>particular industries/occupations</b>	<input type="radio"/>	<input type="radio"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Summer CTE courses, camps, or introductory short-term programs for <b>middle school students</b>	<input type="radio"/>	<input type="radio"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Summer CTE courses, camps, or introductory short-term programs for <b>high school students</b>	<input type="radio"/>	<input type="radio"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. Summer CTE courses, or introductory short-term or “boot camp” programs for <b>adults in non-degree programs</b>	<input type="radio"/>	<input type="radio"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. Other statewide activities (specify: _____)	<input type="radio"/>	<input type="radio"/>	<input type="checkbox"/>	<input type="checkbox"/>

[IF CURRENT ROW OF QA1=YES FOR PERKINS FUNDING, THEN CONTINUE TO QA2; OTHERWISE, GO TO THE NEXT ROW OF QA1 (CONTINUE TO SHOW THE QUESTION STEM) (IF ALL ROWS OF QA1 HAVE BEEN SHOWN, THEN SKIP TO QA5).]

A2. In program year 2022-23, did your state use **Perkins V state leadership funds** [Perkins V, section 124] to sponsor statewide [INSERT ACTIVITY FROM QA1]? [RQ1; new item]

- Yes
- No

A3. In program year 2022-23, which of the following best represents how statewide [INSERT ACTIVITY FROM QA1] were conducted? [RQ1; new item]

By “targeted to specific student groups and special populations,” we mean that materials or communications about the activities mentioned those student groups and special populations, or the activities were available only to them.

- Always targeted to specific groups and special populations of students or families

- Always made universally available (i.e., not targeted)
- Sometimes targeted, sometimes universal

[IF QA3=ALWAYS TARGETED OR SOMETIMES TARGETED, CONTINUE TO QA4; OTHERWISE, GO TO THE NEXT ROW OF QA1 (CONTINUE TO SHOW THE QUESTION STEM) (IF ALL ROWS OF QA1 HAVE BEEN SHOWN, THEN SKIP TO QA5.)]

A4. In program year 2022-23, were statewide [INSERT ACTIVITY FROM QA1] targeted to any of the following groups and special populations of students or families? [RQ1; new item]

	Yes	No
a. Individuals with disabilities	<input type="radio"/>	<input type="radio"/>
b. Individuals from economically disadvantaged families, including low-income youth and adults	<input type="radio"/>	<input type="radio"/>
c. Individuals preparing for nontraditional fields	<input type="radio"/>	<input type="radio"/>
d. Single parents, including single pregnant women	<input type="radio"/>	<input type="radio"/>
e. Out-of-workforce individuals	<input type="radio"/>	<input type="radio"/>
f. Homeless individuals	<input type="radio"/>	<input type="radio"/>
g. Youth who are in, or have aged out of, the foster care system	<input type="radio"/>	<input type="radio"/>
h. Youth with a parent who is a member of the armed forces and is on active duty	<input type="radio"/>	<input type="radio"/>
i. Migrant students	<input type="radio"/>	<input type="radio"/>
j. English learners	<input type="radio"/>	<input type="radio"/>
k. Individuals from specific racial/ethnic groups (e.g., Black, Asian, Hispanic)	<input type="radio"/>	<input type="radio"/>

[GO TO THE NEXT ROW IN QA1 (CONTINUE TO SHOW THE QUESTION STEM) UNTIL EACH ROW HAS BEEN SHOWN; IF ALL ROWS OF QA1 HAVE BEEN SHOWN, THEN CONTINUE TO QA6.]

A5. Does your state currently plan to revise its definitions, methods, or supports for assessing gaps in access or participation among student groups or special populations **for your next required CLNA update**? [RQ1; new item]

- Yes
- No
- Don't know yet

[IF QA5=YES, CONTINUE; OTHERWISE, SKIP TO QB1.]

A6. For the next required CLNA update, does your state plan to revise your process for assessing student group gaps in access or participation in any of the following ways? [RQ1; new item]

	Yes	No
a. Develop state definition(s) or criteria to assess gaps that the state does not currently specify	<input type="radio"/>	<input type="radio"/>
b. Revise existing definition(s) or criteria to assess gaps in access or participation for student groups or special populations	<input type="radio"/>	<input type="radio"/>
c. Increase the specificity (e.g., number of guiding questions) in self-assessment, ratings, or other resources to help assess student group or special populations gaps	<input type="radio"/>	<input type="radio"/>
d. Simplify or decrease the specificity of self-assessment, ratings, or other resources to help assess student group or special population gaps	<input type="radio"/>	<input type="radio"/>
e. Increase trainings and other technical assistance ability to use data to assess student group or special population gaps	<input type="radio"/>	<input type="radio"/>
f. Increase trainings and other technical assistance on strategies to help address student group or special population gaps	<input type="radio"/>	<input type="radio"/>
g. Revise time period to close student group or special population gaps	<input type="radio"/>	<input type="radio"/>
h. Other (specify: _____)	<input type="radio"/>	<input type="radio"/>

## B. CTE Outreach and Access - secondary

### CTE Outreach - secondary

B1. In program year 2022-23, did your state **sponsor** the following type of activity **statewide** to encourage access to and participation in CTE? If so, with what source of funds? [RQ1; new item]

By “statewide” we mean activities conducted across most or all of the state.

By “sponsor” we mean your state provided most or all of the funding.

Please do not include local education agency- or school-sponsored activities.

[SHOW ONLY ONE ROW OF THE GRID PER SCREEN]

	Yes	No	[If YES] How was this funded?	
			With Perkins funding	With some other state funding
a. Marketing or informational campaigns about the benefits of <b>secondary CTE overall</b> (e.g., TV, radio, print or digital ads, brochures sent to schools or to homes)	<input type="radio"/>	<input type="radio"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Special state competitions, scholarships, or other recognitions programs specifically for <b>secondary CTE participants</b>	<input type="radio"/>	<input type="radio"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Other statewide activities aimed at outreach for <b>secondary students</b> (specify: _____)	<input type="radio"/>	<input type="radio"/>	<input type="checkbox"/>	<input type="checkbox"/>

[IF CURRENT ROW OF QB1=YES FOR PERKINS FUNDING, THEN CONTINUE TO QB2; OTHERWISE, GO TO THE NEXT ROW OF QB1 (CONTINUE TO SHOW THE QUESTION STEM) (IF ALL ROWS OF QB1 HAVE BEEN SHOWN, THEN SKIP TO QB5).]

B2. In program year 2022-23, did your state use **Perkins V state leadership funds** [Perkins V, section 124] to sponsor statewide [INSERT ACTIVITY FROM QB1]? [RQ1; new item]

- Yes
- No

B3. In program year 2022-23, which of the following best represents how statewide [INSERT ACTIVITY FROM QB1] were conducted? [RQ1; new item]

By “targeted to specific student groups and special populations,” we mean that materials or communications about the activities mentioned those student groups and special populations, or the activities were available only to them.

- Always targeted to specific groups and special populations of students or families
- Always made universally available (i.e., not targeted)
- Sometimes targeted, sometimes universal

[IF QB3=ALWAYS TARGETED OR SOMETIMES TARGETED, CONTINUE TO QB4; OTHERWISE, GO TO THE NEXT ROW OF QB1 (CONTINUE TO SHOW THE QUESTION STEM) (IF ALL ROWS OF QB1 HAVE BEEN SHOWN, THEN SKIP TO QB5.)]

B4. In program year 2022-23, were statewide [INSERT ACTIVITY FROM QB1] targeted to any of the following groups and special populations of students or families? [RQ1; new item]

	Yes	No
a. Individuals with disabilities	<input type="radio"/>	<input type="radio"/>
b. Individuals from economically disadvantaged families, including low-income youth and adults	<input type="radio"/>	<input type="radio"/>
c. Individuals preparing for nontraditional fields	<input type="radio"/>	<input type="radio"/>
d. Single parents, including single pregnant women	<input type="radio"/>	<input type="radio"/>
e. Out-of-workforce individuals	<input type="radio"/>	<input type="radio"/>
f. Homeless individuals	<input type="radio"/>	<input type="radio"/>
g. Youth who are in, or have aged out of, the foster care system	<input type="radio"/>	<input type="radio"/>
h. Youth with a parent who is a member of the armed forces and is on active duty	<input type="radio"/>	<input type="radio"/>
i. Migrant students	<input type="radio"/>	<input type="radio"/>
j. English learners	<input type="radio"/>	<input type="radio"/>
k. Individuals from specific racial/ethnic groups (e.g., Black, Asian, Hispanic)	<input type="radio"/>	<input type="radio"/>

[GO TO THE NEXT ROW IN QB1 (CONTINUE TO SHOW THE QUESTION STEM) UNTIL EACH ROW HAS BEEN SHOWN; IF ALL ROWS OF QB1 HAVE BEEN SHOWN, THEN CONTINUE TO QB5.]

### Strategies and Supports for CTE Access and Participation

B5. In program year 2022-23, did your state require local education agencies to document and report CTE participation gaps for student groups or special populations? *Check all that apply.*

- Yes, they are required to report participation gaps to the state
- Yes, they are required to report participation gaps to the public
- No, they are not required to report participation gaps to the state **or** to the public

B6. Since Perkins V was implemented in 2019, has your state provided the following resource to help local education agencies assess or address gaps in CTE participation **for secondary-level student groups and special populations?** [RQ1; new item]

[SHOW ONLY ONE ROW OF THE GRID PER SCREEN]

	Yes, to all LEAs	Yes, to Perkins funded LEAs	No
a. Links to or reports on local CTE participation data for student groups or special populations (e.g., through dashboards or spreadsheets)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. A formula or other specific method to calculate a gap in participation for student groups and/or special populations	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. Self-assessment questions or self-rating tools to examine the extent of the participation gap for each student group and special population	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. Step-by-step process to examine barriers, accommodations, and/or supports	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>



for student groups and special populations that might affect their participation (e.g., instructions on how to conduct a root cause analysis)			
e. Workshops or training sessions on how to assess gaps in participation by student groups and special populations,	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
f. Other (specify: _____)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

[IF CURRENT ROW OF QB6=YES, THEN CONTINUE TO QB7; OTHERWISE, GO TO THE NEXT ROW OF QB6 (CONTINUE TO SHOW THE QUESTION STEM) (IF ALL ROWS OF QB6 HAVE BEEN SHOWN, THEN SKIP TO Q9).]

B7. In program year 2022-23, did your state require local education agencies to use or participate in the provided [INSERT RESOURCE FROM Q6]? [RQ1; new item]

- Yes, all LEAs
- Yes, but only Perkins funded LEAs
- No

[IF QB7=YES, AND QB5='YES, THEY ARE REQUIRED TO REPORT PARTICIPATION GAPS TO THE STATE' CONTINUE; OTHERWISE, GO TO THE NEXT ROW OF QB6 (CONTINUE TO SHOW THE QUESTION STEM) (IF ALL ROWS OF QB6 HAVE BEEN SHOWN, SKIP TO QB9.)]

B8. In program year 2022-23, did your state require local education agencies to report to a state agency the results of using the provided [INSERT RESOURCE FROM QB6]? [RQ1; new item]

- Yes, all LEAs
- Yes, but only Perkins funded LEAs
- No

[GO TO THE NEXT ROW OF QB6 (CONTINUE TO SHOW THE QUESTION STEM); IF ALL ROWS OF QB6 HAVE BEEN SHOWN, AND QB5=YES, THEY ARE REQUIRED TO REPORT PARTICIPATION GAPS TO THE STATE, CONTINUE TO QB9, OTHERWISE, SKIP TO QB10]

B9. In program year 2022-23, did your state take any of the following actions with **secondary-level** subgrantees that reported large CTE participation gaps among student groups or special populations? *Check all that apply.* [RQ1; new item]

- We did not take any actions; no secondary-level subgrantees had large CTE participation gaps for student groups or special populations.
- We did not take any actions even though some secondary-level subgrantees had large CTE participation gaps for student groups or special populations.
- We required one or more secondary-level subgrantees to implement a plan to improve participation for certain student groups or special populations.
- We provided technical assistance to one or more secondary-level subgrantees to help them reduce participation gaps.
- We took another action (*please describe state policy:* \_\_\_\_\_)

B10. Indicate whether your state has a special populations coordinator at the **secondary level** and the job status of their position? [RQ1; new item]

- No, we do not have a special population coordinator
- Yes, full-time
- Yes, part-time

B11. Are there other state-level staff at the **secondary level** who have a key role in supporting or administering programs for one or more of the special populations? Please sum the total amount of time spent by other state staff on special populations support or administration using full-time equivalent (FTE) units. [RQ1; new item]

Please enter 0 if no other state staff were assigned to such duties.

\_\_\_\_\_ FTE at the secondary level

IFQB10= NO and B11=0. SKIP TO QC1

B12. In program year 2022-23, were your state's staff that were assigned coordination responsibilities related to **secondary-level special populations and CTE** responsible for any of the following activities?

[RQ1; new item]

	Yes	No
a. Collaborating with groups that understand the needs, concerns, and interests of Perkins' special populations at the secondary level	<input type="radio"/>	<input type="radio"/>
b. Reviewing regulations, policies, and practices regarding the recruitment and participation of special populations in CTE at the secondary level	<input type="radio"/>	<input type="radio"/>
c. Identifying and disseminating promising strategies to increase CTE participation among special populations at the secondary level	<input type="radio"/>	<input type="radio"/>
d. Assessing gaps in CTE <b>participation</b> among special populations at the secondary level	<input type="radio"/>	<input type="radio"/>
e. Monitoring methods of administration (MOA) at the secondary level	<input type="radio"/>	<input type="radio"/>
f. Providing professional development at the state and/or local levels regarding strategies to promote CTE participation and success among special populations at the secondary level	<input type="radio"/>	<input type="radio"/>
g. Other (specify: _____)	<input type="radio"/>	<input type="radio"/>

SKIP TO QC1 if 0 OR 1 of QB12 =YES]

[DISPLAY ALL QB12 SUB ITEMS =YES IN QB13

B13. Which of these was their primary coordination responsibility related to **secondary-level** special populations?

a. Collaborating with groups that understand the needs, concerns, and interests of Perkins' special populations at the secondary level	<input type="radio"/>
b. Reviewing regulations, policies, and practices regarding the recruitment and participation of special populations in CTE at the secondary level	<input type="radio"/>
c. Identifying and disseminating promising strategies to increase CTE participation among special populations at the secondary level	<input type="radio"/>

d. Assessing gaps in CTE <b>participation</b> among special populations at the secondary level	<input type="radio"/>
e. Providing professional development at the state and/or local levels regarding strategies to promote CTE participation and success among special populations at the secondary level	<input type="radio"/>

## c. CTE Outreach and Access – postsecondary

### CTE Outreach

C1. In program year 2022-23, did your state sponsor the following type of activity statewide to encourage access to and participation in **postsecondary** CTE? If so, with what source of funds? [RQ1; new item]

By “statewide” we mean activities conducted across most or all of the state.

By “sponsor” we mean your state provided most or all of the funding.

Please do not include local education agency- or school-sponsored activities.

[SHOW ONLY ONE ROW OF THE GRID PER SCREEN]

	Yes	No	[If YES] How was this funded?	
			With Perkins funding	With some other state funding
a. Marketing or informational campaigns about the benefits of <b>postsecondary CTE overall</b> (e.g., TV, radio, print or digital ads, brochures sent to schools or to homes)	<input type="radio"/>	<input type="radio"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Summer CTE courses, or introductory short-term or “boot camp” programs for <b>postsecondary students</b>	<input type="radio"/>	<input type="radio"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Special state competitions, scholarships, or other recognitions programs specifically for <b>postsecondary CTE participants</b>	<input type="radio"/>	<input type="radio"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. Other statewide activities for <b>postsecondary</b> students (specify: _____)	<input type="radio"/>	<input type="radio"/>	<input type="checkbox"/>	<input type="checkbox"/>

[IF CURRENT ROW OF QC1=YES FOR PERKINS FUNDING, THEN CONTINUE TO QC2; OTHERWISE, GO TO THE NEXT ROW OF QC1 (CONTINUE TO SHOW THE QUESTION STEM) (IF ALL ROWS OF QC1 HAVE BEEN SHOWN, THEN SKIP TO QC5).]

C2. In program year 2022-23, did your state use **Perkins V state leadership funds** [Perkins V, section 124] to sponsor statewide [INSERT ACTIVITY FROM QC1]? [RQ1; new item]

- Yes
- No

C3. In program year 2022-23, which of the following best represents how statewide [INSERT ACTIVITY FROM QC1] were conducted? [RQ1; new item]

By “targeted to specific student groups and special populations,” we mean that materials or communications about the activities mentioned those student groups and special populations, or the activities were available only to them.

- Always targeted to specific groups and special populations of students or families
- Always made universally available (i.e., not targeted)
- Sometimes targeted, sometimes universal

[IF QC3=ALWAYS TARGETED OR SOMETIMES TARGETED, CONTINUE TO QC4; OTHERWISE, GO TO THE NEXT ROW OF QC1 (CONTINUE TO SHOW THE QUESTION STEM) (IF ALL ROWS OF QC1 HAVE BEEN SHOWN, THEN SKIP TO QC5.)]

C4. In program year 2022-23, were statewide [INSERT ACTIVITY FROM QC1] targeted to any of the following groups and special populations of students or families? [RQ1; new item]

	Yes	No
a. Individuals with disabilities	<input type="radio"/>	<input type="radio"/>
b. Individuals from economically disadvantaged families, including low-income youth and adults	<input type="radio"/>	<input type="radio"/>
c. Individuals preparing for nontraditional fields	<input type="radio"/>	<input type="radio"/>
d. Single parents, including single pregnant women	<input type="radio"/>	<input type="radio"/>
e. Out-of-workforce individuals	<input type="radio"/>	<input type="radio"/>
f. Homeless individuals	<input type="radio"/>	<input type="radio"/>
g. Youth who are in, or have aged out of, the foster care system	<input type="radio"/>	<input type="radio"/>
h. Youth with a parent who is a member of the armed forces and is on active duty	<input type="radio"/>	<input type="radio"/>
i. Migrant students	<input type="radio"/>	<input type="radio"/>
j. English learners	<input type="radio"/>	<input type="radio"/>
k. Individuals from specific racial/ethnic groups (e.g., Black, Asian, Hispanic)	<input type="radio"/>	<input type="radio"/>

[GO TO THE NEXT ROW IN QC1 (CONTINUE TO SHOW THE QUESTION STEM) UNTIL EACH ROW HAS BEEN SHOWN; IF ALL ROWS OF QC1 HAVE BEEN SHOWN, THEN CONTINUE TO QC5.]

### **Strategies and Supports for CTE Access**

C5. In program year 2022-23, did your state require postsecondary institutions or other organizations providing CTE document and report CTE participation gaps for student groups or special populations? *Check all that apply.*

- Yes, they are required to report participation gaps to the state
- Yes, they are required to report participation gaps to the public
- No, they are not required to report participation gaps to the state **or** to the public

C6. Since Perkins V was implemented in 2019 has your state provided the following resource to help **postsecondary institutions** or other organizations providing CTE assess or address gaps in CTE participation **for student groups and special populations?** [RQ1; new item]

[SHOW ONLY ONE ROW OF THE GRID PER SCREEN]

	Yes, to all institutions	Yes, to Perkins funded institutions only	No
a. Links to or reports on local CTE participation data for student groups or special populations (e.g., through dashboards or spreadsheets)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. A formula or other specific method to calculate a gap in participation for student groups and/or special populations	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. Self-assessment questions or self-rating tools to examine the extent of the participation gap for each student group and special population	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. Step-by-step process to examine barriers, accommodations, and/or supports for student groups and special populations that might affect their participation (e.g., instructions on how to conduct a root cause analysis)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e. Workshops or training sessions on how to assess gaps in access by student groups and special populations,	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
f. Other (specify: _____)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

[IF CURRENT ROW OF QC6=YES, THEN CONTINUE TO QC7; OTHERWISE, GO TO THE NEXT ROW OF QC6 (CONTINUE TO SHOW THE QUESTION STEM) (IF ALL ROWS OF QC6 HAVE BEEN SHOWN, THEN SKIP TO QC9).]

C7. In program year 2022-23, did your state require postsecondary institutions or other organizations providing CTE to use or participate in the provided [INSERT RESOURCE FROM Q6]? [RQ1; new item]

- Yes, all
- Yes, but only Perkins funded institutions
- No

[IF QC7=YES, AND QC5=YES, THEY ARE REQUIRED TO REPORT PARTICIPATION GAPS TO THE STATE CONTINUE; OTHERWISE, GO TO THE NEXT ROW OF QC6 (CONTINUE TO SHOW THE QUESTION STEM) (IF ALL ROWS OF QC6 HAVE BEEN SHOWN, SKIP TO QC9).]

C8. In program year 2022-23, did your state require postsecondary institutions or other organizations providing CTE to report to the state the results of using the provided [INSERT RESOURCE FROM QC6]? [RQ1; new item]

- Yes, all
- Yes, but only Perkins funded institutions
- No

[GO TO THE NEXT ROW OF QC6 (CONTINUE TO SHOW THE QUESTION STEM); IF ALL ROWS OF QC6 HAVE BEEN SHOWN, AND QC5=YES, THEY ARE REQUIRED TO REPORT PARTICIPATION GAPS TO THE STATE, CONTINUE TO QC9, OTHERWISE, SKIP TO QC10]

C9. In program year 2022-23, did your state take any of the following actions with **postsecondary-level** subgrantees that reported large CTE participation gaps among student groups or special populations? *Check all that apply.* [RQ1; new item]

- We did not take any actions; no postsecondary-level subgrantees had large CTE participation gaps for student groups or special populations.
- We did not take any actions even though some postsecondary-level subgrantees had large CTE participation gaps for student groups or special populations.
- We required one or more postsecondary-level subgrantees to implement a plan to improve participation for certain student groups or special populations.
- We provided technical assistance to one or more postsecondary-level subgrantees to help them reduce participation gaps.
- We took another action (*please describe state policy:* \_\_\_\_\_)

C10. Indicate whether your state has a special populations coordinator at the **postsecondary level** and the job status of their position? [RQ1; new item]

- No, we do not have a special population coordinator
- Yes, full-time
- Yes, part-time

C11. Are there other state-level staff at the **postsecondary level** who have a key role in supporting or administering programs for one or more of the special populations? Please sum the total amount of time spent by other state staff on special populations support or administration using full-time equivalent (FTE) units. [RQ1; new item]

Please enter 0 if no other state staff were assigned to such duties.

\_\_\_\_\_ FTE at the postsecondary level

[IF QCQ10 =NO AND C11= 0, CONTINUE; SKIP to QD1.]

C12. In program year 2022-23, were your state's staff that were assigned coordinator responsibilities related to **postsecondary-level special populations** and CTE responsible for any of the following activities? [RQ1; new item]

	Yes	No
a. Collaborating with groups that understand the needs, concerns, and interests of Perkins' special populations at the postsecondary level	<input type="radio"/>	<input type="radio"/>
b. Reviewing regulations, policies, and practices regarding the recruitment and participation of special populations in CTE at the postsecondary level	<input type="radio"/>	<input type="radio"/>
c. Identifying and disseminating promising strategies to increase CTE participation	<input type="radio"/>	<input type="radio"/>

among special populations at the postsecondary level		
d. Assessing gaps in CTE <b>participation</b> among special populations at the postsecondary level	<input type="radio"/>	<input type="radio"/>
a. Monitoring methods of administration (MOA) at the postsecondary level	<input type="radio"/>	<input type="radio"/>
e. Providing professional development at the state and/or local levels regarding strategies to promote CTE participation and success among special populations at the postsecondary level	<input type="radio"/>	<input type="radio"/>
f. Other (specify: _____)	<input type="radio"/>	<input type="radio"/>

[SKIP TO QD1 if 0 OR 1 of QC12=YES]

[DISPLAY ALL QC13 SUB ITEMS =YES IN QC12

C13. Which of these was their **primary** coordination responsibility related to **postsecondary-level** special populations?

a. Collaborating with groups that understand the needs, concerns, and interests of Perkins' special populations at the postsecondary level	<input type="radio"/>
b. Reviewing regulations, policies, and practices regarding the recruitment and participation of special populations in CTE at the postsecondary level	<input type="radio"/>
c. Identifying and disseminating promising strategies to increase CTE participation among special populations at the postsecondary level	<input type="radio"/>
d. Assessing gaps in CTE <b>participation</b> among special populations at the postsecondary level	<input type="radio"/>
e. Providing professional development at the state and/or local levels regarding strategies to promote CTE participation and success among special populations at the postsecondary level	<input type="radio"/>



## D. CTE and Labor Market Needs

D1. In program year 2021-2022, did your state require LEAs to meet the state's definitions and criteria for high-skill, high-wage, and/or in-demand occupations and industries for CTE programs to receive Perkins or other state-level CTE funding? [RQ2; new item]

To receive Perkins funding		To receive non-Perkins funding		
Yes	No	Yes	No	Not applicable (there is no other state-level CTE funding)
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

IF NO TO BOTH PERKINS FUNDING AND NON-PERKINS FUNDING, SKIP TO QD3.

D2. Does your state provide LEAs with a list of occupations or industries that align with labor market needs for CTE programs (and qualifies for Perkins and/or non-Perkins CTE funding)?

- Yes, and we do not expect the LEA to provide any other evidence to justify labor market alignment of their CTE programs.
- Yes, and we expect LEAs to provide other evidence about labor market alignment of their CTE programs.
- No

[IF YES, AND NO OTHER EVIDENCE IS REQUIRED, SKIP TO D4

D3. In program year 2022-23, did your state require or allow subgrantees to use any of the following types of evidence to demonstrate that locally offered CTE programs and programs of study (POS) are aligned with labor market needs (and qualify for Perkins and/or non-Perkins CTE funding)?

[RQ2; new item]

	Required	Allowed	Not allowed	IF REQUIRED OR ALLOWED:	
				Did they have to submit it for review and approval?	
				Yes	No
a. Local or regional labor market projections or other data showing the occupation or industry to be high-skill, high-wage, and/or in-demand at the local or regional level	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. Past student job placement data	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. Documentation of local job openings (e.g., from employers or programs)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. Letters from local employers committing to hiring program graduates	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e. Other (specify: _____)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

D4. To what extent does your state monitor the implementation of the CLNA or other labor market alignment processes?

	Not at all	Very little	Somewhat	Very much	To a great extent
a. We review CLNA documentation to assess completeness	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. We maintain a data system to record progress towards necessary next steps	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. We request and review progress reports with action steps	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. We conduct monitoring visits to check on progress	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

D5. When did the state require the most recent CLNA update for Perkins funding?

- 2020-21
- 2022-23
- Don't know

D6. When will the state require the next CLNA update for Perkins funding?

- 2022-23
- 2023-24
- 2024-25

- o Don't know

D7. Does your state plan to make any of the following changes for the next required CLNA updates?

[RQ1; new item]

	Yes	No
a. Develop state definition(s) or criteria for high-skill, high-wage, or in-demand industry sectors or occupations that the state does not currently specify	<input type="radio"/>	<input type="radio"/>
b. Revise existing state definition(s) or criteria for high-skill, high-wage, or in-demand industry sectors or occupations	<input type="radio"/>	<input type="radio"/>
c. Suggest or require different sources of labor market data	<input type="radio"/>	<input type="radio"/>
d. Provide additional training or technical assistance to support subgrantees ability to use data to assess program alignment	<input type="radio"/>	<input type="radio"/>
e. Develop new tools for subgrantees to use to assess alignment of programs to labor market information	<input type="radio"/>	<input type="radio"/>
f. Revise time period when subgrantees are required to modify programs to bring into alignment	<input type="radio"/>	<input type="radio"/>
g. Other (specify: _____)	<input type="radio"/>	<input type="radio"/>

D8. In the text boxes below, please provide your state's definitions for high-skill, high-wage, and in-demand occupations and industry sectors as of program year 2022-23, or a link to a website that includes this information. [RQ2; new item]

	Definition (or link to definition)	Not applicable, my state does not have a definition for this.
a. <b>High-skill</b> occupations and industry sectors	<input type="radio"/>	<input type="radio"/>
b. <b>High-wage</b> occupations and industry sectors	<input type="radio"/>	<input type="radio"/>
c. <b>In-demand</b> occupations and industry sectors	<input type="radio"/>	<input type="radio"/>

[IF ALL OF QD8A-C = NOT APPLICABLE, SKIP TO QD10; OTHERWISE, CONTINUE.]

D9. In program year 2022-23, did your state provide resources or technical assistance in any of the following areas to help subgrantees determine whether their CTE programs and POS are aligned with labor market information? [RQ2; new item]

	My state provided this resource.		My state provided technical assistance on how to use this.	
	Yes	No	Yes	No
a. Lists of high-skill, high-wage, and/or in-demand	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

occupations or industry sectors <i>at the state level</i>				
b. Lists of high-skill, high-wage, or in-demand occupations or industry sectors <i>at the regional and/or local levels</i>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. Tools to assess the alignment between CTE programs/POS and high-skill, high-wage, and/or in-demand occupations or industry sectors	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. Free access to EMSI, Burning Glass, or other real-time, proprietary labor market data	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e. Employment (job growth) projections by occupation or industry sector	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
f. Reports or profiles of high-skill, high-wage, and/or in-demand CTE occupations and/or industry sectors	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
g. Other (specify: _____)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

D10. Following the most recent CLNA process, how did your state treat subgrantees who offer at least some CTE programs that did not align with labor market demand or did not meet the state definitions for high-skill, high-wage and/or in-demand occupations? *Select all that apply.* [RQ2; new item]

- Not applicable, all subgrantees offered programs that were aligned with demand and state definitions.
- Not applicable, we did not play a role or offer a specific treatment. Next steps were a local decision by subgrantees.
- We **provided technical assistance** to subgrantees to help them modify the program(s) to bring them into alignment or phase them out over time.
- We **required subgrantees to submit a plan** describing how they would modify the program(s) or phase them out over time.
- We took another approach (*please describe state policy:* \_\_\_\_\_).

[IF RESPONDENT SELECTS EITHER “NOT APPLICABLE” RESPONSE, THEN THEY MAY NOT SELECT ANY OTHER OPTIONS UNTIL “NOT APPLICABLE” IS UNSELECTED.]

## E. State-developed Programs of Study

### Current Programs of Study (POS)

E1. In program year 2022-23, how many **state-developed** POS were made available in your state? Enter “0” if your state has not developed any POS. [RQ2; adapted from GAO State Director Survey, item 1]

Number of **state-developed** POS offered in program year 2022-23: [dropdown: 0 to “100 or more”]

[IF QE1 = 0, SKIP TO MODULE F.]

E2. In program year 2022-23, in which career clusters did your state make available **state-developed** POS? [RQ2; adapted from NACTE LEA Survey, items 3 and 5]

Career Cluster	Yes	No
a. Agricultural, Food, and Natural Resources	<input type="radio"/>	<input type="radio"/>
b. Architecture and Construction	<input type="radio"/>	<input type="radio"/>
c. Arts, Audio/Video Technology and Communications	<input type="radio"/>	<input type="radio"/>
d. Business Management and Administration	<input type="radio"/>	<input type="radio"/>
e. Education and Training	<input type="radio"/>	<input type="radio"/>
f. Finance	<input type="radio"/>	<input type="radio"/>
g. Government and Public Administration	<input type="radio"/>	<input type="radio"/>
h. Health Science	<input type="radio"/>	<input type="radio"/>
i. Hospitality and Tourism	<input type="radio"/>	<input type="radio"/>
j. Human Services	<input type="radio"/>	<input type="radio"/>
k. Information Technology	<input type="radio"/>	<input type="radio"/>
l. Law, Public Safety, Corrections, and Security	<input type="radio"/>	<input type="radio"/>
m. Manufacturing	<input type="radio"/>	<input type="radio"/>
n. Marketing	<input type="radio"/>	<input type="radio"/>
o. Science, Technology, Engineering and Mathematics	<input type="radio"/>	<input type="radio"/>
p. Transportation, Distribution, and Logistics	<input type="radio"/>	<input type="radio"/>
q. Other (specify: _____)	<input type="radio"/>	<input type="radio"/>

E3. In program year 2022-23, did your state specify particular middle school courses or activities for any of your state-developed POS? [RQ1; new item]

- Yes, for all state-developed POS.
- Yes, for some state-developed POS.
- No

[IF QE3=YES, CONTINUE; OTHERWISE, SKIP TO QE5.]

E4. Were any of the following types of **middle school** courses or activities specified for at least one of the state-developed POS that your state offered in program year 2022-23? [RQ1; new item]

Middle School Courses or Activities	Yes	No
<b>Courses or instructional modules that promote:</b>		
a. Exploration of careers across industry clusters	<input type="radio"/>	<input type="radio"/>
b. Exploration of interests, abilities, and skills	<input type="radio"/>	<input type="radio"/>
c. Development of digital literacy skills	<input type="radio"/>	<input type="radio"/>
d. Development of employability skills	<input type="radio"/>	<input type="radio"/>
e. Introductory level occupation-specific skills	<input type="radio"/>	<input type="radio"/>
<b>Activities:</b>		
f. Workplace visits or job shadowing	<input type="radio"/>	<input type="radio"/>
g. Participation in a career and technical student organization (CTSO)	<input type="radio"/>	<input type="radio"/>
h. Other (please describe: _____)	<input type="radio"/>	<input type="radio"/>

**New POS**

E5. Of the [INSERT Q21# RESPONSE] **state-developed POS** available in your state in program year 2022-23, how many were newly created or implemented since the implementation of Perkins V in 2019? [RQ2; new item]

Number of **state-developed** POS newly created or implemented since July 2019: \_\_\_\_ [dropdown 0 to Q14#]

[IF QE5 > 0, CONTINUE; OTHERWISE, SKIP TO QE7.]

E6. In what industry sector(s) were the state-developed POS newly created or implemented since the implementation of Perkins V in 2019? [RQ2; new item]

Career Cluster	Yes	No
a. Agricultural, Food, and Natural Resources	<input type="radio"/>	<input type="radio"/>
b. Architecture and Construction	<input type="radio"/>	<input type="radio"/>
c. Arts, Audio/Video Technology and Communications	<input type="radio"/>	<input type="radio"/>
d. Business Management and Administration	<input type="radio"/>	<input type="radio"/>
e. Education and Training	<input type="radio"/>	<input type="radio"/>
f. Finance	<input type="radio"/>	<input type="radio"/>
g. Government and Public Administration	<input type="radio"/>	<input type="radio"/>
h. Health Science	<input type="radio"/>	<input type="radio"/>
i. Hospitality and Tourism	<input type="radio"/>	<input type="radio"/>
j. Human Services	<input type="radio"/>	<input type="radio"/>
k. Information Technology	<input type="radio"/>	<input type="radio"/>
l. Law, Public Safety, Corrections, and Security	<input type="radio"/>	<input type="radio"/>
m. Manufacturing	<input type="radio"/>	<input type="radio"/>
n. Marketing	<input type="radio"/>	<input type="radio"/>

o. Science, Technology, Engineering and Mathematics	<input type="radio"/>	<input type="radio"/>
p. Transportation, Distribution, and Logistics	<input type="radio"/>	<input type="radio"/>
q. Other (specify: __)	<input type="radio"/>	<input type="radio"/>

### Discontinued POS

E7. How many **state-developed POS** has your state phased out or removed since the implementation of Perkins V in 2019? [RQ2; new item]

Number of phased out or removed **state-developed POS** since July 2019: [dropdown 0 to 100]

[IF QE7 > 0, CONTINUE; OTHERWISE, SKIP TO QE9.]

E8. In what industry sector(s) were the **state-developed POS** phased out or removed since the implementation of Perkins V in 2019? [RQ2; new item]

Career Cluster	Yes	No
a. Agricultural, Food, and Natural Resources	<input type="radio"/>	<input type="radio"/>
b. Architecture and Construction	<input type="radio"/>	<input type="radio"/>
c. Arts, Audio/Video Technology and Communications	<input type="radio"/>	<input type="radio"/>
d. Business Management and Administration	<input type="radio"/>	<input type="radio"/>
e. Education and Training	<input type="radio"/>	<input type="radio"/>
f. Finance	<input type="radio"/>	<input type="radio"/>
g. Government and Public Administration	<input type="radio"/>	<input type="radio"/>
h. Health Science	<input type="radio"/>	<input type="radio"/>
i. Hospitality and Tourism	<input type="radio"/>	<input type="radio"/>
j. Human Services	<input type="radio"/>	<input type="radio"/>
k. Information Technology	<input type="radio"/>	<input type="radio"/>
l. Law, Public Safety, Corrections, and Security	<input type="radio"/>	<input type="radio"/>
m. Manufacturing	<input type="radio"/>	<input type="radio"/>
n. Marketing	<input type="radio"/>	<input type="radio"/>
o. Science, Technology, Engineering and Mathematics	<input type="radio"/>	<input type="radio"/>
p. Transportation, Distribution, and Logistics	<input type="radio"/>	<input type="radio"/>
q. Other (specify: _____)	<input type="radio"/>	<input type="radio"/>

### Reviewing POS

E9. In program year 2022-23, did your state have a policy to periodically review your existing **state-developed POS**? [RQ2; new item]

- Yes, each POS is reviewed every year.
- Yes, each POS is reviewed every other year.

- Yes, each POS is reviewed on another schedule (specify: \_\_\_\_\_).
- No

[IF QE9 = YES, CONTINUE; OTHERWISE, SKIP TO QF1.]

E10. In your **most recent** review of **state-developed POS**, to what extent did your state consider the following factors as part of decisions about renewing or revising POS? *Select “to a great extent” for any required factors.* [RQ2; new item]

	Not at all	Very little	Somewhat	Very much	To a great extent
a. Strong positive student outcomes	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. Strong student enrollment	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. Whether the POS falls within your state-determined high-skill, high-wage, and/or in-demand occupations or industry sectors	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. Whether packaged curricula or program activities already exist and are available to facilitate POS implementation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e. The extent to which districts are currently offering the POS	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
f. The availability of relevant instructors at the local level	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
g. The cost of necessary equipment, tools, or other resources	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
h. Alignment with state-level economic/workforce development priorities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
i. Input from employers or industry representatives at the state level	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
j. Other (specify: _____)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>



## F. State Requirements for Local Programs - secondary

F1. In your state, did **secondary-level applicants** for program year 2022-2023 CTE funds have to meet any of the following requirements in order to receive Perkins funding or non-Perkins funding? *Non-Perkins funding could include state CTE funds, state workforce development funds, state funds for postsecondary education, or even federal funds other than Perkins (e.g., WIOA or HEA).* [RQ2; new item]

	To receive Perkins funding		To receive any non-Perkins funding	
	Yes	No	Yes	No
a. Provide career guidance and counseling to all middle school students	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. Provide career guidance and counseling to all high school students	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. Provide career guidance and counseling to specified targeted student groups, special populations, or grade levels	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. Offer at least one CTE program that is consistent with the state Perkins definitions and criteria for high-skill, high-wage, and/or in-demand occupations and industries	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e. Offer at least one CTE program aligned with a state-developed POS	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
f. Offer at least one CTE program that includes a sequence of at least 4 semester-long or 2 full-year courses in high school in a single CTE program or POS	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
g. Offer at least one CTE program that includes a CTE course taken in middle school	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
h. Offer CTE courses taught by teachers with relevant certifications	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
i. Demonstrate a plan to address CTE teacher shortages	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
j. Identify course sequences aligned to programs offered by local postsecondary institutions	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
k. Offer at least one CTE program that includes a dual-enrollment or dual-credit course option	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
l. Demonstrate employer advisor and/or employer advisory committee commitment and ongoing input into at least one CTE program's curriculum and activities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
m. Ensure that students participating in at least one CTE program have one or more work-based learning experiences (e.g., worksite visits, job shadowing, and internships)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
n. Offer at least one CTE program that is affiliated and participates in a career technical student organization (CTSO) and its programming	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
o. Offer at least one CTE program that requires students to complete a high school capstone or final project (e.g., a presentation or demonstration to local employers)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
p. Offer at least one CTE program that awards academic credit for CTE courses that counts toward high school diploma requirements	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

q. Offer at least one CTE program that prepares participating students for an industry-recognized certification or credential	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
r. Offer at least one CTE program for which participating students receive “badges” or other recognition of CTE program completion on high school diplomas and/or transcripts	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
s. Note CTE dual enrollment credits on high school diplomas and/or transcripts	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
t. Other (specify: _____)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

DISPLAY QF2 FOR CORRESPONDING QF1=YES FOR PERKINS

F2. Above you indicated that secondary-level applicants for program year 2022-2023 CTE funds must meet the following requirements for **at least one** CTE program to receive Perkins funding. Indicate whether the state has this requirement for **all** of their CTE programs.

	Required for Perkins funding	
	Yes	No
a. <b>All</b> CTE programs are consistent with the state Perkins definitions and criteria for high-skill, high-wage, and/or in-demand occupations and industries	<input type="radio"/>	<input type="radio"/>
b. <b>All</b> CTE programs are aligned with a state-developed POS	<input type="radio"/>	<input type="radio"/>
c. <b>All</b> CTE programs includes a sequence of at least 4 semester-long or 2 full-year courses in high school for a particular occupation	<input type="radio"/>	<input type="radio"/>
d. <b>All</b> CTE courses taught by teachers with relevant certifications	<input type="radio"/>	<input type="radio"/>
e. <b>All</b> CTE programs includes a dual-enrollment or dual-credit course option	<input type="radio"/>	<input type="radio"/>
f. Demonstrate employer advisor and/or employer advisory committee commitment and ongoing input into <b>all</b> CTE program’s curriculum and activities	<input type="radio"/>	<input type="radio"/>
g. Ensure that <b>all</b> students participating a CTE program have one or more work-based learning experiences (e.g., worksite visits, job shadowing, and internships)	<input type="radio"/>	<input type="radio"/>
h. <b>All</b> CTE programs are affiliated and participates in a career technical student organization (CTSO) and its programming	<input type="radio"/>	<input type="radio"/>
i. <b>All</b> CTE programs requires students to complete a high school capstone or final project (e.g., a presentation or demonstration to local employers)	<input type="radio"/>	<input type="radio"/>
j. <b>All</b> CTE programs award academic credit for CTE courses that counts toward high school diploma requirements	<input type="radio"/>	<input type="radio"/>
k. <b>All</b> CTE program that prepares participating students for an industry-recognized certification or credential	<input type="radio"/>	<input type="radio"/>
l. <b>All</b> CTE programs have “badges” for participating students or other recognition of CTE program completion on high school diplomas and/or transcripts	<input type="radio"/>	<input type="radio"/>

IF F1e=NO FOR PERKINS, SKIP TO G1

F3. In program year 2022-23, were districts required to do to any of the following things in order to be considered to be adopting a state-developed POS? [RQ2; new item]

	Yes	No
a. Offer the full set of secondary-level POS-specified courses	<input type="radio"/>	<input type="radio"/>
b. Offer the full set of secondary-level POS-specified courses, without substitutions	<input type="radio"/>	<input type="radio"/>

c. Offer the full set of secondary- and postsecondary-level POS-specified courses	<input type="radio"/>	<input type="radio"/>
d. Offer the POS districtwide	<input type="radio"/>	<input type="radio"/>
e. Other (specify: _____)	<input type="radio"/>	<input type="radio"/>

## G. State Requirements for Local Programs-postsecondary

G1. In your state, did **postsecondary-level applicants** for program year 2022-2023 CTE funds have to meet any of the following requirements to receive Perkins funding? [RQ2; new item]

	To receive Perkins funding		To receive any non-Perkins funding	
	Yes	No	Yes	No
a. Offer at least one CTE program that is consistent with the state Perkins definitions and criteria for high-skill, high-wage, and/or in-demand occupations and industries	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. Offer at least one CTE program aligned with a state-developed POS	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. Provide career guidance and counseling to all students	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. Provide career guidance and counseling to targeted student groups and special populations	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e. Demonstrate employer advisor and/or employer advisory committee commitment and ongoing input into at least one CTE program's curriculum and activities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
f. Offer at least one CTE program that prepares participating students for an industry-recognized certification or credential	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
g. Other (specify: _____)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

## H. State Supports and Policies for Local CTE Programs

### ***Middle Grades Courses and Activities***

H1. In program year 2022-2023, did your state fund any of the following **for the middle grades?** [RQ1; new item]

	With Perkins funding		With some other state funding	
	Yes	No	Yes	No
<b>Middle School Courses or Activities:</b>				
a. Courses or instructional modules that promote:	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. Exploration of careers across industry clusters	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. Exploration of interests, abilities, and skills	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. Development of digital literacy skills	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e. Development of employability skills	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
f. Introductory level occupation-specific skills	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>Activities:</b>				
g. Workplace visits or job shadowing	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
h. Participation in a career and technical student organization (CTSO)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
i. Other (please describe: _____)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>State efforts:</b>				
j. Develop state standards for middle school CTE	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
k. Other (please describe: _____)	<input type="radio"/>		<input type="radio"/>	

### ***Dual Enrollment***

H2. In program year 2022-23, did your state have policies in place that support **CTE dual enrollment participation and credit-earning** in any of the following ways? [RQ2; new item]

	Yes	No
a. State funding of eligible high school students' participation in CTE dual enrollment courses or programs	<input type="radio"/>	<input type="radio"/>
b. Requirement that CTE dual enrollment course-taking is aligned with each student's program/program of study	<input type="radio"/>	<input type="radio"/>
c. Requirement that CTE dual enrollment courses count towards CTE student concentrator status	<input type="radio"/>	<input type="radio"/>
d. Specification of eligibility criteria for CTE dual enrollment participation (e.g., GPA, test scores, student grade level)	<input type="radio"/>	<input type="radio"/>
e. Requirement for credit articulation agreement with two-year postsecondary institutions	<input type="radio"/>	<input type="radio"/>
f. Requirement that high school teachers be postsecondary certified if their courses will result in college credit.	<input type="radio"/>	<input type="radio"/>
g. Other (please specify _____)	<input type="radio"/>	

H3. In program year 2022-23, did your state do any of the following activities and share the results with LEAs or postsecondary institutions to support **CTE dual enrollment** (with either Perkins or other state funds)? [RQ1; new item]

	Yes	No
a. Track aggregate CTE dual enrollment participation (either by semester or annually)	<input type="radio"/>	<input type="radio"/>
b. Track dual enrollment participation for CTE concentrators	<input type="radio"/>	<input type="radio"/>
c. Disaggregate CTE dual enrollment participation by student groups	<input type="radio"/>	<input type="radio"/>
d. Disaggregate CTE dual enrollment participation by special populations	<input type="radio"/>	<input type="radio"/>
e. Identify gaps in dual enrollment participation by student groups and special populations	<input type="radio"/>	<input type="radio"/>
f. Identify or develop resources to help address gaps in dual enrollment participation	<input type="radio"/>	<input type="radio"/>

H4. In program year 2022-23, to what extent were the following factors barriers to **CTE dual enrollment access and participation**? [RQ1; new item]

	Not a barrier	Small barrier	Moderate barrier	Large barrier	Very large barrier
a. Lack of qualified instructors	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. Costs to students	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. Costs to districts or schools	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. Lack of awareness of the opportunity among students/families	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e. Lack of awareness of the opportunity among secondary school staff, e.g., counselors	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
f. Lack of commitment or uneven commitment from postsecondary institutions	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
g. Lack of alignment of secondary-level CTE courses to postsecondary CTE courses	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
h. Dual enrollment student eligibility criteria (e.g., GPA, test scores, student grade level)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

# i. Work-Based Learning and Employment Transition Support – secondary

11. In program year 2022-23, did your state have policies in place that specify any of the following aspects of work-based learning activities for CTE students **at the secondary level**? [RQ2; new item]

- Check if your state does not specify policies for work-based learning at the secondary level other than safety at worksites.

	Who is eligible to participate		How LEAs implement activity		Reporting participation or attainment to state	
	Yes	No	Yes	No	Yes	No
a. Worksite visits	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. Job shadowing	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. Workplace mentor programs	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. Internships	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e. Youth- or pre-apprenticeships	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
f. Simulated work environments	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
g. School-based enterprises	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
h. Other (specify: _____)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

[ONCE THE RESPONDENT SELECTS THE CHECK BOX FOR Q11, GREY OUT THE GRID AND DO NOT ALLOW THEM TO RESPOND WITHIN THE GRID UNTIL THEY UNSELECT THE CHECK BOX.]

12. In program year 2022-2023, did your state have policies in place related to any of the following ways of **facilitating secondary CTE students' entry into employment**? [RQ1; new item]

	Yes	No
a. Requirement for CTE programs/programs of study to teach a set of state-defined/specified employability skills	<input type="radio"/>	<input type="radio"/>
b. Requirement for CTE programs/programs of study to have employer advisory boards or councils to ensure that students are prepared for employment	<input type="radio"/>	<input type="radio"/>
c. State funding for pre-apprenticeships or registered apprenticeships that guarantees spots or entry from related local CTE program	<input type="radio"/>	<input type="radio"/>

## J. Work-Based Learning and Employment Transition Support – postsecondary

J1. In program year 2022-23, did your state have policies in place that specify any of the following aspects of work-based learning or practical work experience for CTE students **at the postsecondary level**? [RQ1; new item]

- Check if your state does not specify policies for work-based learning at the postsecondary level other than safety at worksites.

	Who is eligible to participate		How subgrantees implement this		Reporting participation or attainment to state	
	Yes	No	Yes	No	Yes	No
a. Worksite visits	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. Job shadowing	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. Workplace mentor programs	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. Internships	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e. Work experience that is a required part of certain CTE programs	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
f. Pre-apprenticeships or registered apprenticeships	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
g. Simulated work environments	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
h. Other (specify: _____)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

[ONCE THE RESPONDENT SELECTS THE CHECK BOX FOR QJ1, GREY OUT THE GRID AND DO NOT ALLOW THEM TO RESPOND WITHIN THE GRID UNTIL THEY UNSELECT THE CHECK BOX.]

J2. In program year 2022-2023, did your state have policies in place related to any of the following ways of **facilitating postsecondary CTE students' entry into employment**? [RQ1; new item]

	Yes	No
a. Requirement for CTE programs/programs of study to teach a set of state-defined/specified employability skills	<input type="radio"/>	<input type="radio"/>
b. Requirement for CTE programs/programs of study to have employer advisory boards or councils to ensure that students are prepared for employment	<input type="radio"/>	<input type="radio"/>
c. State funding for pre-apprenticeships or registered apprenticeships that guarantees spots or entry from related local CTE programs	<input type="radio"/>	<input type="radio"/>



## K. CTE Teacher Pipeline

K1. In program year 2022-2023, did your state have in place any of the following **statewide policies or supports to help improve the CTE teacher pipeline** [RQ1; new item]

	Yes	No
a. Required reporting by subgrantees on challenges in hiring and retaining qualified CTE teachers	<input type="radio"/>	<input type="radio"/>
b. State funded program to support general education teachers to transition to CTE teaching (e.g., gaining appropriate certifications or licenses)	<input type="radio"/>	<input type="radio"/>
c. State funded mentorship programs for relatively new CTE teachers to gain support from established CTE teachers	<input type="radio"/>	<input type="radio"/>
d. State funded and organized professional learning communities for CTE teachers	<input type="radio"/>	<input type="radio"/>
e. State sponsored partnership with higher education institutions to develop and/or offer CTE educator preparation programs that meet requirements for provisional or full licensure	<input type="radio"/>	<input type="radio"/>
f. Revisions to CTE teacher licensing requirements underway or adopted in last two years	<input type="radio"/>	<input type="radio"/>
g. State funding support for re-training, re-certifying, or industry credentialing to retain current CTE teachers	<input type="radio"/>	<input type="radio"/>
h. Support for transitioning industry professionals in the CTE teaching profession	<input type="radio"/>	<input type="radio"/>
i. Revision to teacher pay scale to count years in industry towards eligible service	<input type="radio"/>	<input type="radio"/>
j. Partnership with industry associations and/or major state employers to “lend” certified professionals to serve as, or help train, CTE teachers	<input type="radio"/>	<input type="radio"/>
k. Partnership with state Department of Labor to identify qualified unemployed or displaced workers to pursue CTE teacher training and apply for open district positions	<input type="radio"/>	<input type="radio"/>
l. Other supports or strategies (specify: _____)	<input type="radio"/>	<input type="radio"/>

[IF AT LEAST ONE ROW OF QK1=YES, CONTINUE; OTHERWISE, SKIP TO QK3. FOR QK2, SHOW ONLY THOSE ROWS WHERE QK1=YES.]

K2. In program year 2022-2023, did your state use **Perkins funding** to implement any of the following? *Include Perkins-funded staff time working on these initiatives as part of Perkins funding.* [RQ1; new item]

	Yes	No
a. Required reporting by subgrantees on challenges in hiring and retaining qualified CTE teachers	<input type="radio"/>	<input type="radio"/>
b. State funded program to support general education teachers to transition to CTE teaching (e.g., gaining appropriate certifications or licenses)	<input type="radio"/>	<input type="radio"/>
c. State funded mentorship programs for relatively new CTE teachers to gain support from established CTE teachers	<input type="radio"/>	<input type="radio"/>
d. State funded and organized professional learning communities for CTE teachers	<input type="radio"/>	<input type="radio"/>
e. State sponsored partnership with higher education institutions to develop and/or offer CTE educator preparation programs that meet requirements for provisional or full licensure	<input type="radio"/>	<input type="radio"/>
f. State funding supports for re-training, re-certifying, or industry credentialing to retain current CTE teachers	<input type="radio"/>	<input type="radio"/>
g. Support for transitioning industry professionals in the CTE teaching profession	<input type="radio"/>	<input type="radio"/>
h. Revision to teacher pay scale to count years in industry towards eligible service	<input type="radio"/>	<input type="radio"/>
i. Partnership with industry associations and/or major state employers to “lend” certified professionals to serve as, or help train, CTE teachers	<input type="radio"/>	<input type="radio"/>
j. Partnership with state Department of Labor to identify qualified unemployed or displaced workers to pursue CTE teacher training and apply for open district positions	<input type="radio"/>	<input type="radio"/>
k. Other supports or strategies (specify: _____)	<input type="radio"/>	<input type="radio"/>

K3. In program year 2022-2023, did your state provide funding to support any of these efforts to **improve the CTE teacher pipeline** (through set asides, supplements, requirements to use funds for this purpose, etc.)? [RQ1; new item]

	With Perkins funding		With some other state funding	
	No	Yes	No	Yes
a. State-required reporting by subgrantees on challenges hiring and retaining qualified CTE teachers	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. State initiative to support general education teachers to transition to CTE teaching (e.g., gaining appropriate certifications or licenses)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. Mentorship programs for relatively new CTE teachers to gain support from established CTE teachers	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. Professional learning communities for CTE teachers	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e. Partnership with higher education institutions to develop and/or offer CTE educator preparation programs that meet requirements for provisional or full licensure	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
f. Revisions to CTE teacher hiring requirements	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
g. State funding support for re-training, re-certifying, or industry credentialing to retain current CTE teachers	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
h. Partnership with industry associations and/or major state employers to	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

“lend” certified professionals to serve as, or help train, CTE teachers				
i. Partnership with state Department of Labor to identify qualified unemployed or displaced workers to pursue CTE teacher training and apply for open district positions	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
j. Other supports or strategies (specify: _____)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

[IF AT LEAST ONE ROW OF QK2=YES, CONTINUE: OTHERWISE, SKIP TO QK5. FOR QK4, SHOW ONLY THOSE ROWS WHERE PERKINS=YES IN QK2.]

K4. You indicated that in program year 2022-2023, your state provided Perkins funding to implement improvements to the CTE teacher pipeline. For each of the improvements listed below, please note the source of the Perkins funding. [RQ1; new item]

	Perkins funds for state administration (Perkins section 121)		Perkins funds for state leadership (Perkins section 124)		Perkins funds for local distribution (Perkins section 131)	
	Yes	No	Yes	No	Yes	No
a. State-required reporting by subgrantees on challenges hiring and retaining qualified CTE teachers	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. State initiative to support general education teachers to transition to CTE teaching (e.g., gaining appropriate certifications or licenses)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. Mentorship programs for relatively new CTE teachers to gain support from established CTE teachers	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. Professional learning communities for CTE teachers	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e. Partnership with higher education institutions to develop and/or offer CTE educator preparation programs that meet requirements for provisional or full licensure	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
f. Revisions to CTE teacher hiring requirements	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
g. State funding support for re-training, re-certifying, or industry credentialing to retain current CTE teachers	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
h. Partnership with industry associations and/or major state employers to “lend” certified professionals to serve as, or help train, CTE teachers	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
i. Partnership with state Department of Labor to identify qualified unemployed or displaced workers to pursue CTE teacher training and apply for open district positions	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
j. Other supports or strategies (specify: _____)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

## State Partnerships

K5. Program year 2022-23, did each of the following state agencies or entities work on any of the following CTE-related activities? *Please select an agency/entity for each activity only if it made substantive contributions to the activity, such as designating someone as a liaison to your office, regularly participating in meetings, or providing input on key decisions. Select all that apply in each row.* [RQ2; new item]

	Determining state definitions for high-skill, high-wage, and in-demand occupations and industry sectors	Developing state-level programs of study	Creating opportunities for employer involvement in CTE	Improving student equitable access to and participation in CTE	Creating interagency data-sharing agreements
a. State workforce agency and/or Department of Labor	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. State economic development agency and/or Department of Commerce	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. State workforce development board	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. State postsecondary education agency	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. State K-12 education agency	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f. Governor's office	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g. State agency/agencies serving out-of-school, homeless, and at-risk children and youth	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
h. Representatives of Indian Tribes and Tribal organizations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
i. Other state entities (specify: _____)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

K6. In program year 2022-23, did your state collaborate **with employers or industry representatives at the state level** on any of the following activities? [RQ2; new item]

	We have not collaborated	We have had some discussions or received input or feedback	We have worked in close partnership this year
a. Identifying high-wage, high-skill, and/or in-demand industries and/or occupations in the state	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. Understanding skills needs for particular occupations and industries	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. Interpreting and/or supplementing labor market projections	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. Implementing strategies to increase the availability of qualified CTE instructors	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e. Getting input on state-developed POS standards and/or CTE course content	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
f. Establishing performance levels or quality indicators	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
g. Expanding work-based learning opportunities for students	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
h. Teacher externships	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
i. Supporting integration of industry credentials into POS/programs	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
j. Other activities (specify: _____)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

# L. CTE Data Collection and Reporting for Performance and Accountability - general

L1. In program year 2022-23, did your state use Perkins core indicator data for any of the following purposes? [RQ3; new item]

	Yes	No, but we plan to do so in the future.	No, and we do not plan to do so in the future.
a. To identify exemplary programs, e.g., those exceeding targets	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. To recognize or reward LEAs that are performing well	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. To recognize or reward postsecondary institutions that are performing well	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. To provide targeted technical assistance to subgrantees and/or programs in need of improvement	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e. To inform the development of resources and/or technical assistance to address common subgrantee challenges	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
f. To inform the decision to sunset a program	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
g. Other (specify: _____)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

L2. Does your state require subgrantees to document and report whether or not they meet their performance targets? [RQ3; new item]

- Yes
- No

[IF L2=YES CONTINUE, OTHERWISE SKIP TO L6]

L3. How many subgrantees missed one or more of their performance targets in 2021-22?

LEAs (enter number) \_\_\_\_

Postsecondary institutions (enter number) \_\_\_\_

L4. In program year 2022-23, did the state provide any support to subgrantees that did not meet their performance targets in 2021-22? [RQ3; new item]

- No, we had a plan for support but all subgrantees met their performance targets
- No, some subgrantees did not meet their performance targets but we did not provide support
- Yes, we provided support to subgrantees that did not meet their performance targets

L5. In program year 2022-23, what assistance did your state provide to subgrantees that missed performance targets? *Select all that apply.* [RQ3; new item]

- Provided an example of a performance improvement plan for use by subgrantees in developing a plan of action
- Analyzing data to identify the root causes of the subgrantee’s failure to meet the targets
- Provide targeted one-on-one technical assistance to subgrantees to help them modify their CTE program(s) to meet performance targets by a specified or unspecified period of time
- Provide group technical assistance across subgrantees to help them modify their CTE program(s) to meet performance targets by a specified or unspecified period of time
- Conduct monitoring visits to assess progress described in their improvement plan
- Ask for interim data to monitor progress described in their improvement plan
- Other (specify: \_\_\_\_\_)

L6. In program year 2022-2023, did your state use Perkins state leadership funds to provide technical assistance to support subgrantees that missed performance targets? *Select all that apply.* [RQ3; new item]

- Perkins state leadership funds
- Other Perkins funds
- Non-Perkins funds
- Did not use any funds

L7. In program year 2022-23, to what extent did your state face the following barriers coordinating, matching, and sharing data for accountability reporting across state systems, such as a state longitudinal data system, workforce data, and other education data? [RQ3; Advance CTE State Director Survey (Data Collection and Use), item 9, reference year added]

	<b>Not a barrier</b>	<b>Small barrier</b>	<b>Moderate barrier</b>	<b>Large barrier</b>	<b>Very large barrier</b>
a. Learner privacy concerns	○	○	○	○	○
b. Separate data systems – software and platforms (i.e., Interoperability problems with using different data systems [software and platforms])	○	○	○	○	○
c. Inconsistent definitions	○	○	○	○	○
d. Lack of will from other state agencies	○	○	○	○	○
e. Lack of capacity	○	○	○	○	○
f. Legal barriers	○	○	○	○	○

g. Political barriers (e.g., not a priority of leadership)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
h. Concerns over cost of collecting data	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
i. Concerns over cost of matching data	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
j. Availability of data	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
k. Other (specify: _____)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

[IF 2+ OF QL7a-j= VERY LARGE BARRIER, CONTINUE; IF NONE = VERY LARGE BARRIER BUT 2+ = LARGE BARRIER, CONTINUE; IF NONE = VERY LARGE BARRIER OR LARGE BARRIER BUT 2+ = MODERATE, CONTINUE; OTHERWISE, SKIP TO M1.]

L8. Which of these was the **most significant** barrier to coordinating, matching, and sharing data across state systems? [RQ3; new item]

[RESPONSE OPTIONS SHOULD BE ALL ITEMS = VERY LARGE BARRIER; IF NONE = VERY LARGE BARRIER, RESPONSE OPTIONS SHOULD INSTEAD BE ALL ITEMS = LARGE BARRIER; IF NONE = LARGE BARRIER, RESPONSE OPTIONS SHOULD INSTEAD BE ALL ITEMS = MODERATE BARRIER.]



# M. CTE Data Collection and Reporting for Performance and Accountability - secondary

M1. How many local applications for Perkins V **secondary-level** funding did your state agency receive for program year 2022–23, and how many of these were approved or disapproved? [RQ1; NACTE State Secondary Survey Q45]

- a. Total number received \_\_\_ (enter number)
- b. Number approved as originally submitted \_\_\_ (enter number)
- c. Number approved after revision and re-submission \_\_\_ (enter number)
- d. Number disapproved \_\_\_ (enter number)

[IF QM1 > 0, CONTINUE; OTHERWISE, SKIP TO M3.]

M2. What were the principal reasons for disapproval of an application at the **secondary level**? *Select all that apply.* [RQ1; new item]

- No description or inadequate description of local plans for allocating funds
- No description or inadequate description of local plans for collecting accountability data
- No description or inadequate description of how the proposed programs align to the results of the comprehensive local needs assessment
- Program determined to lack sufficient size
- Program determined to lack sufficient scope
- Program determined to lack sufficient quality

M3. Consider the LEAs in your state that do not apply for Perkins funding. What are the common barriers or reasons these LEAs do not apply?

	Not a common reason	A reason <b>some</b> LEAs do not apply	A reason <b>many</b> LEAs do not apply	I'm not sure
a. CTE programs offered by these LEAs lack sufficient size, scope or quality necessary to qualify for Perkins	0	0	0	0
b. Requirements for labor market assessment and alignment are too burdensome	0	0	0	0
c. Requirements for accountability reporting are too burdensome	0	0	0	0
d. These LEAs receive sufficient CTE funding from other sources	0	0	0	0
e. These LEAs don't offer CTE programming	0	0	0	0
f. Other (specify) _____		0	0	

M4. In program year 2022-23, did your state define which courses count toward **secondary-level** CTE concentrator status in any of the following ways? [RQ1; new item]

	Yes	No
a. Introductory courses must be excluded	<input type="radio"/>	<input type="radio"/>
b. Courses must be at least year-long (e.g., 1 Carnegie unit or credit)	<input type="radio"/>	<input type="radio"/>
c. Courses must meet a minimum number of hours	<input type="radio"/>	<input type="radio"/>
d. Middle grade courses must be excluded	<input type="radio"/>	<input type="radio"/>
e. Other (specify: _____)	<input type="radio"/>	<input type="radio"/>

M5. To what extent did your state consider any of the following factors when selecting your chosen **secondary-level** quality indicator(s) for annual reporting? [RQ2; new item]

	Not at all	Very little	Somewhat	Very much	To a great extent
a. Data for the indicator(s) were already routinely collected.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. Administrative data are available for the indicator(s) so that we do not have to rely on student self-reports.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. Indicator(s) is/are included in ESSA (Every Student Succeeds Act) or other state accountability measures.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. Indicator(s) is/are aligned with state priorities or other state policy or legislation.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e. There is equitable opportunity for students across the state to participate in and achieve the activity described by the indicator.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
f. Input from stakeholder engagement and consultation.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
g. Other (specify: _____)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

[IF 2+ = "TO A GREAT EXTENT", CONTINUE; IF NONE = "TO A GREAT EXTENT" BUT 2+ = "VERY MUCH", CONTINUE; IF NONE = "VERY MUCH" BUT 2+ = "SOMEWHAT", CONTINUE; OTHERWISE, SKIP TO QM7.]

M6. Which of these factors was the most important when your state selected **secondary-level** quality indicators? [RQ2; new item]

[RESPONSE OPTIONS SHOULD BE ALL ITEMS IN QM4 THAT = TO A GREAT EXTENT; IF NONE = TO A GREAT EXTENT, RESPONSE OPTIONS SHOULD INSTEAD BE ALL ITEMS IN QM4 THAT = VERY MUCH; IF NONE = VERY MUCH, RESPONSE OPTIONS SHOULD INSTEAD BE ALL ITEMS IN QM5 THAT = SOMEWHAT.]

M7. In program year 2022-23, which types of technical assistance did your state provide to **secondary-level subgrantees** to help them modify their CTE programs to meet performance targets? *Select all that apply.* [RQ3; new item]

- Developing a program improvement plan
- Modifying CTE programs to improve their performance
- Implementing strategies to improve the outcomes of students who are members of special populations
- Analyzing data to identify the root causes of the subgrantee’s failure to meet the targets

[IF RESPONDENT SELECTS “NOT APPLICABLE” FOR QM8, NO OTHER RESPONSE OPTION CAN BE SELECTED.]

M8. In program year 2022-23, how confident were you that the data your state was collecting from **LEAs** for each of the following Perkins indicators of performance accurately reflected local performance? [RQ3; NACTE State Director Surveys, item 30, reference year added and indicators updated to align with Perkins V]

	Not Confident	Slightly Confident	Moderately Confident	Very Confident	Extremely Confident	Don't Know	Not applicable
a. 1S1: Four-year graduation rate	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
b. 1S2: Extended-year graduation rate	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. 2S1: Academic proficiency in Reading Language Arts	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
d. 2S2: Academic proficiency in Mathematics	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
e. 2S3: Academic proficiency in Science	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
f. 3S1: Placement in postsecondary or advanced training	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
g. 3S1: Placement in the military	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
h. 3S1: Placement in employment	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
i. 4S1: Non-traditional program concentration	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
j. 5S1: Program Quality -	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Attained Recognized Credential							
k. 5S2: Program Quality - Attained Postsecondary Credits	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
l. 5S3: Program Quality - Participated in Work-Based Learning	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
m. 5S4, 5S5, 5S6, ...: Program Quality - Other	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

M9. In program year 2022-23, how confident were you that **LEAs** could report complete and accurate data for the following **secondary** special populations, as defined by Perkins V? [RQ3; NACTE State Director Surveys, item 31 - edited to reflect special populations under Perkins V, reference year added]

	Not Confident	Slightly Confident	Moderately Confident	Very Confident	Extremely Confident	Don't Know
a. Individuals with disabilities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. Individuals from economically disadvantaged families	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. Individuals preparing for nontraditional fields	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. Single parents, including single pregnant women	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e. English learners	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
f. Youth in foster care and individuals who have aged out of foster care	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
g. Homeless individuals	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
h. Youth of active-duty military	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
i. Migrant students	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

## N. CTE Data Collection and Reporting for Performance and Accountability - postsecondary

N1. How many local applications for Perkins V **postsecondary-level** funding did your state agency receive for program year 2022–23, and how many of these were approved or disapproved? [RQ1; NACTE State Postsecondary Survey Q45]

- Total number received \_\_\_\_ (enter number)
- Number approved as originally submitted \_\_\_\_ (enter number)
- Number approved after revision and re-submission \_\_ (enter number)
- Number disapproved \_\_\_\_ (enter number)

[IF QN1D > 0, CONTINUE; OTHERWISE, SKIP TO QN30.]

N2. What were the principal reasons for disapproval of an application at the **postsecondary level**?  
Select all that apply. [RQ1; new item]

- No description or inadequate description of local plans for allocating funds
- No description or inadequate description of local plans for collecting accountability data
- No description or inadequate description of how the proposed programs align to the results of the comprehensive local needs assessment
- Program determined to lack sufficient size
- Program determined to lack sufficient scope
- Program determined to lack sufficient quality

N3. Consider the postsecondary institutions in your state that do not apply for Perkins funding. What are the common barriers or reasons they do not apply?

	Not a common reason	A reason <b>some</b> institutions do not apply	A reason <b>many</b> institutions do not apply	I'm not sure
a. CTE programs offered by these postsecondary institutions lack sufficient size, scope or quality necessary to qualify for Perkins	0	0	0	0
b. Requirements for labor market assessment and alignment are too burdensome	0	0	0	0
c. Requirements for accountability reporting are too burdensome	0	0	0	0
d. These postsecondary institutions receive sufficient CTE funding from other sources	0	0	0	0
e. These postsecondary institutions don't offer CTE programming	0	0	0	0
f. Other (specify) _____		0	0	

N4. In program year 2022-23, did your state define which courses or students count toward **postsecondary-level** CTE concentrator status in any of the following ways? [RQ1; new item]

	Yes	No
a. Academic or general education courses within a CTE program or program of study are excluded from the 12-credit threshold	<input type="radio"/>	<input type="radio"/>
b. Students must be part of a specified entering cohort or have enrolled within a given number of years	<input type="radio"/>	<input type="radio"/>
c. Students must attain the 12-credit threshold within a given number of years following matriculation	<input type="radio"/>	<input type="radio"/>
d. Students must participate in a CTE program or programs of study that culminates in the attainment of a recognized postsecondary credential	<input type="radio"/>	<input type="radio"/>
e. Other (specify: _____)	<input type="radio"/>	<input type="radio"/>

N5. In program year 2022-23, which types of technical assistance did your state provide to **postsecondary-level** subgrantees to help them modify their CTE programs to meet performance targets? *Select all that apply.* [RQ3; new item]

- Developing a program improvement plan
- Modifying CTE programs to improve their performance
- Implementing strategies to improve the outcomes of students who are members of special populations
- Analyzing data to identify the root causes of the subgrantee's failure to meet the targets

N6. In program year 2022-23, how confident were you that the data your state was collecting from **postsecondary institutions** for each of the following Perkins indicators of performance accurately reflected local performance? [RQ3; NACTE State Director Surveys, item 30, reference year added and indicators updated to align better with Perkins V]

	Not Confident	Slightly Confident	Moderately Confident	Very Confident	Extremely Confident	Don't Know
a. 1P1: Retention in postsecondary education	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. 1P1: Placement in advanced training	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. 1P1: Placement in the military	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. 1P1: Placement in employment	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e. 2P1: Earned recognized postsecondary credential	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

f. 3P1: Non-traditional program concentration	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
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N7. In program year 2022-23, how confident were you that **postsecondary institutions** could report complete and accurate data for the following special populations, as defined by Perkins V? [RQ3; NACTE State Director Surveys, item 31 – edited to reflect special populations under Perkins V, reference year added]

	Not Confident	Slightly Confident	Moderately Confident	Very Confident	Extremely Confident	Don't Know
a. Individuals with disabilities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. Individuals from economically disadvantaged families	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. Individuals preparing for nontraditional fields	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. Single parents, including single pregnant women	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e. Individuals out-of-workforce	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
f. English learners	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
g. Youth in foster care and individuals who have aged out of foster care	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
h. Homeless individuals	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
i. Youth of active-duty military	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

## o. Funding for CTE

### *Amount of Funding Received for CTE*

O1. What was the total dollar amount your state had available in program year 2022-23 to support CTE **overall** – from governmental (federal, state, and local) and other sources (e.g., foundations)? [RQ3; adapted from National Study of the Implementation of Adult Education (NSIAE) local provider survey, item 6T]

**TOTAL FUNDING** \$|\_|\_|\_|,|\_|\_|\_|,|\_|\_|\_|.00

O2. How much of your state's program year 2022-23 CTE funding **overall** came from each of the following sources? [RQ3; adapted from NACTE State Director Survey, item 62]

Funding Source	Dollars
a. Federal government (all sources)	\$ _ _ _ , _ _ _ , _ _ _ .00
b. State government (all sources)	\$ _ _ _ , _ _ _ , _ _ _ .00
c. All other sources	\$ _ _ _ , _ _ _ , _ _ _ .00
<b>TOTAL FUNDING</b>	\$ _ _ _ , _ _ _ , _ _ _ .00

[AUTO-SUM IN ONLINE VERSION]

O3. How many FTEs does the agency has whose primary purpose is to plan, coordinate, administer, or oversee CTE?

- For secondary only FTE\_\_\_\_
- For postsecondary only FTE\_\_\_\_
- Across both secondary and postsecondary FTE \_\_\_\_

### *Use of the Reserve Fund*

O4. In program year 2022-23, did your state use the option to create a **reserve fund** from the state Perkins allotment intended for local subgrantees? [RQ3; new item]

- Yes
- No

[IF QO4 = YES, CONTINUE; OTHERWISE, SKIP TO QO7.]



O5. How much of your Perkins funding for local distribution was placed into your state’s **reserve fund** in program year 2022-23 for eligible recipients under section 112(c) of Perkins V? *Please provide the percentage and total dollar amount.* [RQ3; new item]

**PERCENT:** \_\_\_\_\_%

AND

**TOTAL FUNDING:** \$|\_|\_|,|\_|\_|\_|,|\_|\_|\_|.00

[Q05 PERCENTAGE RESPONSE MAY NOT EXCEED 15. IF Q05 PERCENTAGE OR DOLLAR RESPONSE > 0, CONTINUE; OTHERWISE, SKIP TO Q07.]

O6. In program year 2022-23, how much of your state’s **reserve fund** was allocated to the following areas via alternative formulas or competitive grants? [RQ3; new item]

	Dollars
a. Areas with disparities or gaps in performance	\$ _ _ , _ _ _ , _ _ _ .00
b. Rural areas	\$ _ _ , _ _ _ , _ _ _ .00
c. Areas with high percentages or numbers of CTE concentrators or participants	\$ _ _ , _ _ _ , _ _ _ .00

[SUM OF (Q05A THROUGH Q05C) MAY NOT EXCEED Q04 DOLLARS RESPONSE.]

O7. In program year 2022-23, did your state allocate **reserve fund dollars** specifically for any of the following purposes? [RQ3; new item]

	Yes	No
a. Supporting CTE in the middle grades	<input type="radio"/>	<input type="radio"/>
b. Supporting preparing individuals for nontraditional fields	<input type="radio"/>	<input type="radio"/>
c. Supporting development of POS aligned with labor market needs	<input type="radio"/>	<input type="radio"/>
d. Supporting implementation of POS aligned with labor market needs	<input type="radio"/>	<input type="radio"/>
e. Other purposes (specify: _____)	<input type="radio"/>	<input type="radio"/>

**Use of the Leadership Fund**

O8. How much of your Perkins federal grant was allocated to your state’s **leadership funds** in program year 2022-23? *Please provide the percentage and total dollar amount.* [RQ3; new item]

**PERCENT:** \_\_\_\_\_%

AND

**TOTAL FUNDING:** \$|\_|\_|,|\_|\_|\_|,|\_|\_|\_|.00

[Q08 PERCENTAGE RESPONSE MAY NOT EXCEED 10. IF Q08 DOLLARS OR PERCENT RESPONSE > 0, CONTINUE; OTHERWISE, SKIP TO QP1.]

O9. In program year 2022-23, did you use specifically target any of your state's **leadership funds** for the following purposes? [RQ3; new item]

	Yes	No
a. Support for non-traditional fields in current and emerging profession	<input type="radio"/>	<input type="radio"/>
b. Recruit, prepare, or retain CTE teachers and faculty	<input type="radio"/>	<input type="radio"/>
c. Promote statewide CTE programs and POS aligned with high-skill, high-wage, or in-demand occupations or industry sectors	<input type="radio"/>	<input type="radio"/>
d. Establish statewide industry sector partnerships	<input type="radio"/>	<input type="radio"/>
e. Partner with qualified intermediaries to develop public/private partnerships	<input type="radio"/>	<input type="radio"/>
f. Support statewide CTE programs for the middle grades	<input type="radio"/>	<input type="radio"/>
g. Provide technical assistance or resources to subgrantees to support CTE programs for the middle grades	<input type="radio"/>	<input type="radio"/>
h. Provide technical assistance or resources to subgrantees on career exploration and planning	<input type="radio"/>	<input type="radio"/>
i. Recruit special populations into CTE	<input type="radio"/>	<input type="radio"/>
j. Increase knowledge of high-skill, high-wage, or in-demand industries and occupations among special populations	<input type="radio"/>	<input type="radio"/>
k. Increase access to, student engagement in, or success in STEM among special populations	<input type="radio"/>	<input type="radio"/>
l. Support student organizations to increase CTE participation by special populations	<input type="radio"/>	<input type="radio"/>
m. Support areas with performance gaps	<input type="radio"/>	<input type="radio"/>
n. Support accelerated learning programs, such as dual enrollment	<input type="radio"/>	<input type="radio"/>
o. Establish or expand work-based learning opportunities	<input type="radio"/>	<input type="radio"/>
p. Integrate employability skills into CTE programs or POS	<input type="radio"/>	<input type="radio"/>
q. Implement CTE programs in correctional institutions	<input type="radio"/>	<input type="radio"/>
r. Implement CTE programs in juvenile justice facilities	<input type="radio"/>	<input type="radio"/>
s. Implement CTE programs in institutions that serve individuals with disabilities	<input type="radio"/>	<input type="radio"/>
t. Award incentive grants to subgrantees for exemplary performance	<input type="radio"/>	<input type="radio"/>
u. Other purposes (specify: _____)	<input type="radio"/>	<input type="radio"/>

## P. Challenges and Priorities - general

We are interested in your perceptions and opinions in these next few items. Your candid views are important to us. We will aggregate these responses so that responses associated with individual states **cannot** be identified.

### Challenges

P1. In program year 2022-23, to what extent has your state agency faced challenges in carrying out the following activities? [RQ2, RQ3; new item (but structure adapted from NSIAE)]

By “challenging” we mean the complexity state CTE staff faced in tackling an issue, the level of effort required by state CTE staff, and/or the number of obstacles state CTE staffed faced.

	Not at all challenging	Slightly challenging	Moderately challenging	Very challenging	Extremely challenging	Not applicable, we have not attempted to do this
a. Adopting definitions for high-skill, high-wage, and/or in-demand occupations and industry sectors	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. Requiring local Perkins-funded CTE programs to meet high-skill, high-wage, and/or in-demand criteria	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. Implementing new quality indicator(s) and setting targets	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. Operationalizing the new	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

concentrator definition						
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P2. Earlier, you indicated that the following activities were [very/moderately/slightly/not at all] challenging for CTE staff in your state. [RQ2; new item]

In program year 2022-23, which of these activities was **the most challenging** for state CTE staff in your state?

[IF ANY CHALLENGE ITEMS MARKED AS 'EXTREMELY CHALLENGING' IN PREVIOUS ITEMS, SHOW ONLY THESE ITEMS; OTHERWISE, IF ANY CHALLENGE ITEMS MARKED AS 'VERY CHALLENGING', SHOW ONLY THESE ITEMS; OTHERWISE, IF ANY CHALLENGE ITEMS MARKED AS 'MODERATELY CHALLENGING', SHOW ONLY THESE ITEMS; OTHERWISE, IF ANY CHALLENGE ITEMS MARKED AS 'SLIGHTLY CHALLENGING', SHOW ONLY THESE ITEMS; OTHERWISE, IF ANY CHALLENGE ITEMS MARKED 'NOT AT ALL CHALLENGING,' SHOW ONLY THESE ITEMS]

### Priorities

P3. In program year 2022-23, to what extent has your state agency prioritized or focused on these efforts to improve CTE in these ways in your state? Please select **no more than three** of these efforts for the highest category, "One of our top three priorities for the secondary level." [RQ1, RQ2, RQ3; new item (but structure adapted from NSIAE)]

	Not a current priority	An emerging priority (we are making plans to work on this)	A priority (we are actively working on this)	One of our top <u>three</u> priorities for our state
a. Implementing definitions for high-skill, high-wage, and/or in-demand occupations and industry sectors	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. Requiring local Perkins-funded CTE programs to meet high-skill, high-wage, and/or in-demand criteria	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. Implementing new quality indicator(s) and setting targets	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. Operationalizing the new concentrator definition	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

## Q. Challenges and Priorities - secondary

We are interested in your perceptions and opinions in these next few items. Your candid views are important to us. We will aggregate these responses so that responses associated with individual states **cannot** be identified.

### Challenges

Q1. In program year 2022-23, to what extent has your state agency faced challenges in its efforts to improve CTE in these ways at the **secondary level**? [RQ1, RQ2, RQ3; new item (but structure adapted from NSIAE)]

By “challenging” we mean the complexity state CTE staff faced in tackling an issue, the level of effort required by state CTE staff, and/or the number of obstacles state CTE staff faced.

	Not at all challenging	Slightly challenging	Moderately challenging	Very challenging	Extremely challenging	Not applicable, we have not attempted to do this.
a. Aligning secondary-level CTE programs to labor market demand	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. Improving access to, participation, and outcomes in secondary-level CTE among student groups and special populations	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. Incorporating CTE topics into the middle school grades	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. Developing and/or implementing work-based learning opportunities at the secondary level	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e. Developing and/or implementing opportunities to accumulate college credit in high school	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
f. Incorporating career exploration/planning into CTE at the secondary level	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
g. Supporting state and local continuous improvement for secondary-level CTE	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

h. Coordinating, matching, and sharing secondary-level data across state systems (e.g., a state longitudinal data system, workforce data, and other education data)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
i. Reporting data for the new state-selected secondary-level quality measure	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q2. Earlier, you indicated that the following activities were [very/moderately/slightly/not at all] challenging. [RQ2; new item]

In program year 2022-23, which of these activities was the most challenging?

[IF ANY CHALLENGE ITEMS MARKED AS 'EXTREMELY CHALLENGING' IN PREVIOUS ITEMS, SHOW ONLY THESE ITEMS; OTHERWISE, IF ANY CHALLENGE ITEMS MARKED AS 'VERY CHALLENGING', SHOW ONLY THESE ITEMS; OTHERWISE, IF ANY CHALLENGE ITEMS MARKED AS 'MODERATELY CHALLENGING', SHOW ONLY THESE ITEMS; OTHERWISE, IF ANY CHALLENGE ITEMS MARKED AS 'SLIGHTLY CHALLENGING', SHOW ONLY THESE ITEMS; OTHERWISE, IF ANY CHALLENGE ITEMS MARKED 'NOT AT ALL CHALLENGING,' SHOW ONLY THESE ITEMS]

### Priorities

Q3. In program year 2022-23, to what extent has your state agency prioritized or focused on these efforts to improve CTE in these ways at the **secondary level**? Please select **no more than three** of these efforts for the highest category, "One of our top three priorities for the secondary level." [RQ1, RQ2, RQ3; new item (but structure adapted from NSIAE)]

	Not a current priority	An emerging priority (we are making plans to work on this)	A priority (we are actively working on this)	One of our top <u>three</u> priorities for the secondary level
a. Aligning secondary-level CTE programs to labor market demand	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. Improving access to, participation, and outcomes in secondary-level CTE among student	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

groups and special populations				
c. Incorporating CTE topics into the middle school grades	o	o	o	o
d. Developing and/or implementing work-based learning opportunities at the secondary level	o	o	o	o
e. Developing and/or implementing opportunities to accumulate college credit in high school	o	o	o	o
f. Incorporating career exploration/planning into CTE at the secondary level	o	o	o	o
g. Supporting state and local continuous improvement for secondary-level CTE	o	o	o	o
h. Coordinating, matching, and sharing secondary-level data across state systems (e.g., a state longitudinal data system, workforce data, and other education data)	o	o	o	o
i. Reporting data for the new state-selected secondary-level quality measure	o	o	o	o

## R. Challenges and Priorities - postsecondary

We are interested in your perceptions and opinions in these next few items. Your candid views are important to us. We will aggregate these responses so that responses associated with individual states **cannot** be identified.

### Challenges

R1. In program year 2022-23, to what extent has your state agency faced challenges in its efforts to improve CTE in these ways at the **postsecondary level**? [RQ1, RQ2, RQ3; new item (but structure adapted from NSIAE)]

By “challenging” we mean the complexity state CTE staff faced in tackling an issue, the level of effort required by state CTE staff, and/or the number of obstacles state CTE staff faced.

	Not at all challenging	Slightly challenging	Moderately challenging	Very challenging	Extremely challenging	Not applicable, we have not attempted to do this
a. Aligning CTE programs to labor market demand at the postsecondary level	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. Improving access to, participation, and outcomes in postsecondary CTE among student groups and special populations	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. Developing and/or implementing work-based learning opportunities at the postsecondary level	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. Incorporating career exploration/planning into postsecondary CTE	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e. Supporting state and local continuous improvement for postsecondary CTE	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
f. Coordinating, matching, and sharing postsecondary data across state systems	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>



(e.g., a state longitudinal data system, workforce data, and other education data)						
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## Priorities

R2. In program year 2022-23, to what extent has your state agency prioritized or focused on these efforts to improve CTE in these ways at the **postsecondary level**? Please select **no more than three** of these efforts for the highest category, “One of our top three priorities for the postsecondary level.” [RQ1, RQ2, RQ3; new item (but structure adapted from NSIAE)]

	Not a current priority	An emerging priority (we are making plans to move this forward)	A priority (we are actively working on this)	One of our top <u>three</u> priorities for the postsecondary level
a. Aligning CTE programs to labor market demand at the postsecondary level	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. Improving access to, participation, and outcomes in postsecondary CTE among student groups and special populations	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. Developing and/or implementing work-based learning opportunities at the postsecondary level	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. Incorporating career exploration/planning into postsecondary CTE	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e. Supporting state and local continuous improvement for postsecondary CTE	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
f. Coordinating, matching, and sharing postsecondary data across state systems (e.g., a state longitudinal data	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

system, workforce data, and other education data)				
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## S. Non-Perkins CTE programs

S1. In general, has your state made any changes to your **non-Perkins** CTE program requirements or CTE funding since the implementation of Perkins V in 2019?

Not applicable, my state provides no dedicated CTE funding.

	No, not at all	Yes, somewhat	Yes, to a great extent
a. Strengthened requirements for career guidance and counseling for high school	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. Strengthened requirements for dual-enrollment or dual credit in CTE programs	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. Strengthened requirements for work-based learning opportunities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. Strengthened requirements for employer/industry engagement	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e. Increased funds for middle school CTE courses	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
f. Increased funds for middle school CTE activities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
g. Increased funds for efforts for efforts to recruit CTE teachers	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>