

NECTEP LEA Survey Draft Questionnaire

April 2023

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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 local education agencies (LEAs) are implementing career and technical education (CTE), the successes and challenges LEAs 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.
- We are interested in all of the CTE activities and offerings in your LEA, regardless of the funding source. However, for some questions, we ask you to provide us with information about funding from different sources.

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

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

First name: _____
Last name: _____
Email: _____
Phone number: _____
Title: _____
Number of years at
LEA in this or similar role _____

Introductory Questions

a. Your state indicated that your LEA received a Perkins grant or participated in a Perkins consortium grant for career and technical education (CTE) in a prior year. Did your LEA receive Perkins funding in the most recent program year 2022-2023?

- Yes
- No

[If a = YES, then go to b. If a = NO, then go to c.]

b. What type of Perkins grant did your LEA receive or participate in program year 2022-2023?

- My LEA received its own Perkins grant award
- My LEA received or participated in a Perkins consortium grant award with at least one other LEA or entity

[If the LEA received its own Perkins grant award, then start the main survey.

If the LEA received or participated in a Perkins consortium grant, then start the main survey and provide the additional instructions as noted at the beginning of the survey and in the funding section before Q54.]

c. Why did your LEA not receive or participate in Perkins funding in program year 2022-2023?

- My LEA decided not to apply for Perkins funding
 - If this is checked, then ask the following question:
 - d. Why did your LEA decide not to apply for Perkins funding in program year 2022-2023?
 - Please specify:
 - My LEA did not meet the state's definition of size, scope, and quality
 - My LEA did not meet other application requirements
 - Other, please specify:

[After answering c., then EXIT the survey]

[If the LEA received or participated in a Perkins consortium grant, then provide these additional instructions: If your LEA received or participated in a Perkins consortium grant, please answer the survey questions as best you can solely about your LEA's CTE programs and the decisions, processes, and practices on behalf of those programs. If there was a mutual decision, process, or practice with other LEAs or entities, please answer the question as best you can about your LEA's experiences using the shared decision, process, or practice.]

CTE Outreach and Access

CTE Outreach

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

By "sponsor" we mean your LEA provided most or all of the funding.

Please do not include school-sponsored activities or regular efforts by the LEA to notify students and parents about course offerings more broadly.

[SHOW ONLY ONE ROW OF THE GRID PER SCREEN]

			[IF YES] How was this funded?	
	Yes	No	With Perkins funding	With other (non-Perkins) funding
a. Marketing or informational campaigns about the benefits of secondary CTE overall (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. Marketing or informational campaigns promoting CTE programs in particular industries/occupations	<input type="radio"/>	<input type="radio"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Summer CTE courses, camps, or introductory short-term programs for high school students	<input type="radio"/>	<input type="radio"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. Summer CTE courses, camps, or introductory short-term programs, for middle school students	<input type="radio"/>	<input type="radio"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. Special competitions, scholarships, or other recognition programs specifically for secondary CTE participants	<input type="radio"/>	<input type="radio"/>	<input type="checkbox"/>	<input type="checkbox"/>
f. Reduction or elimination of out-of-pocket expenses for participating in CTE (e.g., fees, transportation, childcare)	<input type="radio"/>	<input type="radio"/>	<input type="checkbox"/>	<input type="checkbox"/>
g. Engagement with community-based organizations or other groups to work on overcoming barriers to CTE access	<input type="radio"/>	<input type="radio"/>	<input type="checkbox"/>	<input type="checkbox"/>
h. Other outreach activities (specify (_____))	<input type="radio"/>		<input type="checkbox"/>	<input type="checkbox"/>

[IF Q1=YES, CONTINUE; OTHERWISE, GO TO THE NEXT ROW IN Q1 (CONTINUE TO SHOW THE QUESTION STEM) (IF ALL ROWS OF Q1 HAVE BEEN SHOWN, THEN SKIP TO Q4).

2. In program year 2022-23, which of the following best represents how [INSERT ACTIVITY FROM Q1] were conducted in your LEA? [RQ1; new item]

By “targeted,” we mean that materials or communications about the activities including invitations to participate mentioned those student groups or special populations.

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

[IF Q2=ALWAYS TARGETED OR SOMETIMES TARGETED, CONTINUE; OTHERWISE, GO TO THE NEXT ROW IN Q1 (CONTINUE TO SHOW THE QUESTION STEM) (IF ALL ROWS OF Q1 HAVE BEEN SHOWN, THEN SKIP TO Q4.)]

3. In program year 2022-23, were [INSERT ACTIVITY FROM Q1] targeted to any of the following groups or special populations of students or families? in your LEA? [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. Homeless individuals	<input type="radio"/>	<input type="radio"/>
f. Youth who are in, or have aged out of, the foster care system	<input type="radio"/>	<input type="radio"/>
g. Youth with a parent who is a member of the armed forces and is on active duty	<input type="radio"/>	<input type="radio"/>
h. Migrant students	<input type="radio"/>	<input type="radio"/>
i. English learners	<input type="radio"/>	<input type="radio"/>
j. Individuals from specific racial/ethnic groups (e.g., Black, Asian, Hispanic)	<input type="radio"/>	<input type="radio"/>

[GO TO THE NEXT ROW IN Q1 (CONTINUE TO SHOW THE QUESTION STEM) (IF ALL ROWS OF Q1 HAVE BEEN SHOWN, THEN GO TO Q4.)]

Strategies and Supports for CTE Access

4. Since Perkins V was implemented in 2019, has your state CTE office provided any of the following resources or requirements for LEAs or schools to assess and address gaps in CTE participation for student groups or special populations? [RQ1; new item]

	Yes	No	Don't know
a. Links to or reports on 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 groups or special population	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. Step-by-step procedures to examine barriers, accommodations, and/or supports for student groups or special populations (e.g., instructions on how to conduct a	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

root cause analysis)			
e. Workshops or training sessions on how to assess gaps in access by student groups or special populations	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
f. A requirement to examine barriers, accommodations, or supports for student groups or special populations that are/are not currently available	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
g. A requirement to report on your progress addressing barriers or providing accommodations	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
h. Other (specify: _____)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

5. In program year 2022-23, did your LEA provide guidance or tools (apart from what the state CTE office may have provided) to help schools assess gaps in CTE participation for **student groups or special populations**? [RQ1; new item]
- yes
- no

CTE and Labor Market Needs

Assessing Local Needs and Program Offerings

6. What year was your most recent comprehensive local needs assessment (CLNA) completed or updated?
- 2019-20
- 2020-21
- 2021-22
- 2022-23
- I don't know
7. To what extent did the following groups participate in or provide input for your most recent CLNA?

	Not at all	Small extent	Moderate extent	Large extent	Very large extent
a. Employers or employer groups	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. Local or regional workforce entities (e.g., local workforce development boards or local/regional economic development agencies)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. Postsecondary institutions	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. Students	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e. Parents	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
f. Representatives of special populations (e.g., single parents including single pregnant women)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
g. Local agencies serving out-of-school, homeless, and/or at-risk youth.	<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"/>

8. Did your LEA do the following things for your most recent CLNA? [RQ1; new item]

	Yes	No
a. Examined data on CTE participation in your LEA	<input type="radio"/>	<input type="radio"/>
b. Examined data on local CTE outcomes data by student groups or special populations	<input type="radio"/>	<input type="radio"/>

9. In program year 2021-22 or 2022-23, did your state provide your LEA with any of the following resources **to help determine whether your CTE programs and POS are aligned with labor market information?** [RQ2; new item]

	Yes	No
a. State definition of high-skill, high-wage, and/or in-demand occupations or industry sectors at the state level	<input type="radio"/>	<input type="radio"/>
b. Lists of high-skill, high-wage, and/or in-demand occupations or industry sectors at the state level	<input type="radio"/>	<input type="radio"/>
c. Lists of high-skill, high-wage, or in-demand occupations or industry sectors at the regional and/or local levels	<input type="radio"/>	<input type="radio"/>
d. 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"/>
e. Free access to EMSI, Burning Glass, or other real-time labor market data	<input type="radio"/>	<input type="radio"/>
f. Employment (job growth) projections by occupation or industry sector	<input type="radio"/>	<input type="radio"/>
g. Reports or profiles of high-skill, high-wage, and/or in-demand CTE occupations and/or industry sectors	<input type="radio"/>	<input type="radio"/>
h. Other (specify: _____)		<input type="radio"/>

IF 9A = NO, SKIP TO 12. (ALL RESPONDENTS WILL GET 9A THROUGH 9H)

CTE programs and programs of study (POS) refer to CTE programs that include a sequence of courses that builds skills in a specific career or occupational area. Questions in this section refer to CTE programs, not to individual course offerings in occupational areas that may be available in your LEA. Be sure to consider only full CTE programs, not individual CTE-related courses, when answering these questions.

10. In program year 2022-23, did your LEA offer any CTE programs or POS that did **not meet your state's criteria** for high-skill, high-wage, and/or in-demand occupations? [RQ2; new item]

- Yes
- No

IF YES, CONTINUE, OTHERWISE SKIP TO 13

11. What factors or considerations went into offering a CTE program or POS that did not meet your state's criteria for high-skill, high-wage, and/or in-demand occupations? *Check all that apply.*

- My state doesn't require all CTE programs to meet the state definition.

- My state provides a transition period to either revise or eliminate CTE programs that don't meet the criteria.
- Our local needs assessment suggests the CTE programs that don't meet the state's definition have demand in my area.
- Other (specify) _____

12. In a previous question you indicated that your LEA offered one or more CTE programs or POS that did not focus on high-skill, high-wage, and/or in-demand occupations or industry sectors in program year 2022-23. Indicate which career cluster the program is in. *Please use categories here that are closest to those of your CTE programs. If a program or POS spans or fits in two of the categories listed below, answer yes to both.* [RQ2; new item]

Career Cluster	Offered even though not high-skill, high-wage or in-demand (select all that apply)
a. Agricultural, Food, and Natural Resources	<input type="checkbox"/>
b. Architecture and Construction	<input type="checkbox"/>
c. Arts, Audio/Video Technology and Communications	<input type="checkbox"/>
d. Business Management and Administration	<input type="checkbox"/>
e. Education and Training	<input type="checkbox"/>
f. Finance	<input type="checkbox"/>
g. Government and Public Administration	<input type="checkbox"/>
h. Health Science	<input type="checkbox"/>
i. Hospitality and Tourism	<input type="checkbox"/>
j. Human Services	<input type="checkbox"/>
k. Information Technology	<input type="checkbox"/>
l. Law, Public Safety, Corrections, and Security	<input type="checkbox"/>
m. Manufacturing	<input type="checkbox"/>
n. Marketing	<input type="checkbox"/>
o. Science, Technology, Engineering and Mathematics	<input type="checkbox"/>
p. Transportation, Distribution, and Logistics	<input type="checkbox"/>
q. Other (specify: __)	<input type="checkbox"/>

13. For each of these things your LEA has done, to what extent did the CLNA process support your LEA's ability to do it? [RQ1, RQ2; new item]

	Has LEA done this?		[IF YES] To what extent was the CLNA helpful for this?				
	Yes	No	Not at all	Small extent	Moderate extent	Large extent	Very large extent
a. Identify new programs or POS to offer	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. Identify changes or updates to existing programs or POS	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. Identify existing programs or POS to	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

phase out or remove							
d. Identify types of CTE educators for targeted recruitment efforts	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e. Collaborate with postsecondary institutions	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
f. Collaborate with employer or industry groups	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
g. Collaborate with groups representing special populations	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
h. Identify new ways to support access for special populations.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
i. Identify new ways to support student outcomes for special populations.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

14. In program year 2022-23, to what extent were the following factors barriers to your LEA's ability to update your CTE programs to better align with labor market demand? [RQ2; new item]

	Not a barrier	Small barrier	Moderate barrier	Large barrier	Very large barrier
a. Lack of tools to assess the alignment between our 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"/>	<input type="radio"/>
b. Difficulty collaborating with postsecondary institutions to support needed updates to our CTE programs.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. Difficulty collaborating with employer or industry groups to support needed updates to our CTE programs	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. Lack of qualified staff needed to update our CTE programs.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

CTE Programs and Programs of Study (POS)

CTE programs and programs of study (POS) refer to CTE programs that include a sequence of courses that builds skills in a specific career or occupational area. Questions in this section refer to CTE programs, not to individual course offerings in occupational areas that may be available in your LEA. Be sure to consider only full CTE programs, not individual CTE-related courses, when answering these questions.

Current CTE Programs and POS

15. In program year 2022-23, did your LEA offer CTE programs or POS at the following locations? [RQ1; new item]

	Yes	No
a. At a juvenile justice facility or correctional institution	<input type="radio"/>	<input type="radio"/>
b. At an educational institution solely dedicated to serving individuals with disabilities	<input type="radio"/>	<input type="radio"/>

16. In program year 2022-23, at which of the following **locations** did your LEA offer CTE programs or POS to high school students? [RQ1; adapted from FRSS Survey item 3, reference period added]

	Yes	No
a. At all of your LEA's regular (comprehensive) high schools	<input type="radio"/>	<input type="radio"/>
b. At some, but not all , of your LEA's regular (comprehensive) high schools	<input type="radio"/>	<input type="radio"/>
c. At another LEA's regular (comprehensive) high school(s)	<input type="radio"/>	<input type="radio"/>
d. At a CTE-focused high school that students attend full time	<input type="radio"/>	<input type="radio"/>
e. At a CTE center that students attend part time (for example, students spend half the day at the CTE center and half at the regular high school)	<input type="radio"/>	<input type="radio"/>
f. At a 2-year community or technical college	<input type="radio"/>	<input type="radio"/>
g. At a 4-year college or university	<input type="radio"/>	<input type="radio"/>
h. Other (specify: _____)	<input type="radio"/>	<input type="radio"/>

17. In program year 2022-23, how many different CTE programs or POS did your LEA offer?

Number _____

18. Does your LEA have a database or tracking system that includes the number of students enrolled in CTE programs or POS for each of the following groupings?

	Yes	No
a. Number of students within each program or POS	<input type="radio"/>	<input type="radio"/>
b. Number of students within each program or POS, by special populations	<input type="radio"/>	<input type="radio"/>
c. Number of concentrators within each program or POS	<input type="radio"/>	<input type="radio"/>

19. In program year 2022-23, in which career clusters did your LEA offer CTE programs or POS?
 Please use categories here that are closest to those of your CTE programs. If a program or POS spans or fits in two of the categories listed below, answer yes to both. [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"/>

[IN Q20, SHOW ONLY THOSE ROWS WHERE Q19=YES.]

20. In program year 2022-23, how many **different CTE programs or POS** did your LEA offer in each of the following career clusters, and how many of these were supported with Perkins funds?
 [RQ2; new item] Please use categories here that are closest to those of your CTE programs. If a program or POS spans or fits in two of the categories listed below, count the program in both. Additionally, please count each offered program or POS as "1," even if it is offered at multiple schools in your LEA. Enter "0" if there are no programs or POSs in that career cluster.

EACH NUMBER IN THE PERKINS COLUMN CAN NOT EXCEED THE CORRESPONDING ROW IN THE LEFT COLUMN

Career Cluster	Number of different CTE programs or POS offered	IF > 0 Number of CTE programs or POS supported with Perkins funds
a. Agricultural, Food, and Natural Resources		
b. Architecture and Construction		
c. Arts, Audio/Video Technology and Communications		
d. Business Management and Administration		
e. Education and Training		
f. Government and Public Administration		
g. Finance		
h. Health Science		
i. Hospitality and Tourism		

j. Human Services		
k. Law, Public Safety, Corrections, and Security		
l. Manufacturing		
m. Information Technology		
n. Marketing		
o. Science, Technology, Engineering and Mathematics		
p. Transportation, Distribution, and Logistics		
q. Other (specify: _____)		
TOTAL number of CTE programs or POS offered	Auto-calculate in web version	Auto-calculate in web version

[IN Q21 SHOW ONLY THOSE ROWS WHERE Q20>0.]

21. In program year 2022-23, how many schools in your LEA offered **at least one program or POS** in each of the following career clusters? [RQ2; new item]

Career Cluster	Number of schools offering at least one CTE programs or POS
a. Agricultural, Food, and Natural Resources	
b. Architecture and Construction	
c. Arts, Audio/Video Technology and Communications	
d. Business Management and Administration	
e. Education and Training	
f. Government and Public Administration	
g. Finance	
h. Health Science	
i. Hospitality and Tourism	
j. Human Services	
k. Law, Public Safety, Corrections, and Security	
l. Manufacturing	
m. Information Technology	
n. Marketing	
o. Science, Technology, Engineering and Mathematics	
p. Transportation, Distribution, and Logistics	
q. Other (specify: _____)	
TOTAL number of CTE programs or POS offered across all schools	Auto-calculate in web version

The previous questions refer to program year 2022-23. The following two questions ask about CTE enrollment in **program year 2021-22**.

22. This next set of questions focuses on the **5** CTE programs or POS in your LEA regardless of their industry sector or career cluster **with the highest enrollment** in the 2021-22 program year.

In the following table, please list the **5** CTE programs or POS with the highest enrollments in your LEA in the 2021-22 program year and provide the requested information for each program, including its Classification of Instructional Programs (CIP) code.

A CIP code is a six-digit number that identifies instructional programs. [Click here](#) to search for the CIP code for a program, if needed.

[PROGRAMMING NOTE: THE CIP SEARCH LINK SHOULD POP OUT IN A SEPARATE TAB]

If your LEA offers 5 or fewer CTE programs or POS, please respond about all of your CTE programs and POS offerings. [RQ2; new item]

Name of CTE program or POS	Career cluster	Classification of Instructional Programs (CIP) Code	Total number of students enrolled	Number of students from special populations enrolled	Number of CTE concentrators
1	[drop-down list]	[drop-down list]	[]	[]	[]
2	[drop-down list]	[drop-down list]	[]	[]	[]
3	[drop-down list]	[drop-down list]	[]	[]	[]
4	[drop-down list]	[drop-down list]	[]	[]	[]
5	[drop-down list]	[drop-down list]	[]	[]	[]

23. In program year 2021-22, what was your LEA's total: [RQ1; new item]

	Number of students
a. Number of secondary (grades 9-12) CTE participants	[]
b. Number of secondary (grades 9-12) CTE concentrators	[]

The following questions refer to **program year 2022-23**.

24. In program year 2022-23, how frequently did your LEA consult with the following entities to **develop, refine, or discontinue CTE programs or POS**? [RQ2; new item]

	Not at all	One time	Two times	Three to four times	More than four times
a. Local or regional workforce entities (e.g., local workforce development boards or local/regional economic development agencies)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. Employers or employer groups	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. Postsecondary institutions	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. Other key stakeholders (e.g., parents, students, representatives of special populations)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

New CTE Programs and POS

25. Earlier you noted that your LEA offered [Q17] different CTE programs or POS in program year 2022-23. How many of these programs or POS were created or implemented since the implementation of Perkins V in 2019? [RQ2; new item]

	Number
a. CTE programs or POS	[]
b. Don't know	

[IF Q25A>0 OR Q25B=DK, CONTINUE; OTHERWISE, SKIP TO Q28.]

26. In what career cluster(s) are the CTE programs or POS that are newly **created or implemented** since the implementation of Perkins V in 2019? [RQ2; new item]

Career cluster	Yes	No	Not sure when created
a. Agricultural, Food, and Natural Resources	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. Architecture and Construction	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. Arts, Audio/Video Technology and Communications	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. Business Management and Administration	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e. Education and Training	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
f. Finance	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
g. Government and Public Administration	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
h. Health Science	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
i. Hospitality and Tourism	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
j. Human Services	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
k. Information Technology	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
l. Law, Public Safety, Corrections, and Security	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
m. Manufacturing	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
n. Marketing	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
o. Science, Technology, Engineering and Mathematics	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
p. Transportation, Distribution, and Logistics	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
q. Other (specify: __)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

27. List all the CTE programs or POS in your LEA in the 2022-23 school year that are newly created since the implementation of Perkins V in 2019 and provide the requested information for each program (Include any programs or POS you entered earlier in question 21.) [RQ2: new item]

The CIP code is a six-digit number that identifies instructional programs. [Click here](#) to search for the CIP code for a program, if needed.

[PROGRAMMING NOTE: THE CIP SEARCH LINK SHOULD POP OUT IN A SEPARATE TAB; CONTINUE DISPLAYING NEW ROWS UNTIL RESPONDENT CHECKS “THERE ARE NO ADDITIONAL PROGRAMS THAT WE HAVE CREATED SINCE 2019.”]

Name of CTE program or POS	Career cluster	Classification of Instructional Programs (CIP) Code
1.	[drop-down list]	[drop-down list]
2.	[drop-down list]	[drop-down list]
3.	[drop-down list]	[drop-down list]
4.	[drop-down list]	[drop-down list]
5.	[drop-down list]	[drop-down list]
6.	[drop-down list]	[drop-down list]
7.	[drop-down list]	[drop-down list]
8.	[drop-down list]	[drop-down list]
9.	[drop-down list]	[drop-down list]
10.	[drop-down list]	[drop-down list]

There are no additional programs that we have created since 2019.

28. To what extent did each of the following factors influence your LEA’s decision on whether to **add a new** CTE program or POS for high school students since the implementation of Perkins V in 2019? [RQ2; FRSS, item 13 (except for e and k, which are new items)]

	Not at all	Small extent	Moderate extent	Large extent	Very large extent
a. Student interest	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. Facilities/space considerations (for example, whether appropriate space is available)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. Costs for new program	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. Availability of qualified teachers	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e. Availability of curriculum/instructional materials	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
f. Information on which industries and occupations are in demand	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
g. Recommendations from employers or employer groups	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
h. Recommendations from postsecondary institution(s)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

i. Recommendations from parents	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
j. Recommendations from local or regional workforce entities (e.g., local workforce development boards or local/regional economic development agencies)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
k. Recommendations from representatives of special populations (e.g., single parents including single pregnant women)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
l. Recommendations from local agencies serving out-of-school, homeless, and/or at-risk youth	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
m. Recommendations from your state department of education	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
n. Other (specify: _____)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Discontinued CTE Programs and POS

29. How many CTE programs or POS has your LEA **phased out or removed** since the implementation of Perkins V in 2019? [RQ2; new item]

	Number
a. CTE programs or POS	[]
b. Don't know	0

[IF Q29A>0 OR Q29B=DK, CONTINUE; OTHERWISE, SKIP TO Q32.]

30. In what career cluster(s) are the CTE programs or POS your LEA has **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"/>

31. List all the CTE programs or POS in your LEA in the 2022-23 school year that were **phased out or removed** since the implementation of Perkins V in 2019 and provide the requested information for each program (Include any programs or POS you entered earlier in question 21.) [RQ2: new item] CONTINUE DISPLAYING NEW ROWS UNTIL RESPONDENT CHECKS “THERE ARE NO ADDITIONAL PROGRAMS THAT WE HAVE CREATED SINCE 2019.”]

Name of CTE program or POS	Career cluster	Classification of Instructional Programs (CIP) Code
1.	[drop-down list]	[drop-down list]
2.	[drop-down list]	[drop-down list]
3.	[drop-down list]	[drop-down list]
4.	[drop-down list]	[drop-down list]
5.	[drop-down list]	[drop-down list]
6.	[drop-down list]	[drop-down list]
7.	[drop-down list]	[drop-down list]
8.	[drop-down list]	[drop-down list]
9.	[drop-down list]	[drop-down list]
10.	[drop-down list]	[drop-down list]

There are no additional programs that we have phased out or removed since 2019.

32. To what extent did each of the following factors influence your LEA’s decision on whether to **phase out** a CTE program or POS for high school students since the implementation of Perkins V in 2019? [RQ2; FRSS, item 14 (except for j and k, which are new items)]

	Not at all	Small extent	Moderate extent	Large extent	Very large extent
a. Enrollment or student interest	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. Facilities/space considerations (for example, facilities are outdated, space is needed for other purposes)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. Cost of program	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. Availability of qualified teachers	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e. Whether meets your state’s definitions for 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"/>
f. Recommendations from employers or employer groups	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
g. Recommendations from postsecondary institution(s)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
h. Recommendations from parents	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
i. Recommendations from local or regional workforce entities (e.g., local workforce development boards or local/regional economic development agencies)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
j. Recommendations from representatives of special populations	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
k. Recommendations from your state department of education	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

I. Other (specify: _____)		<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
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CTE Strategies and Practices

Career Exploration and Development Activities

33. In program year 2022-23, please indicate whether each of the following types of career guidance was offered to **high school students participating in CTE programs or POS**. [RQ2; adapted from NACTE, items 10C and 10D]

	Yes, and students were required to participate.	Yes, but students were not required to participate.	No
a. Career development, planning, or exploration courses	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. Career days (with guest speakers)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. Career fairs (with local business represented)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. Workplace tours			
e. Job shadowing for career exploration	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
f. Counselor meetings with individual students and parents to discuss career preparation and course selection	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
g. Student development of a written course plan while in high school (e.g., an individual graduation plan)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
h. Exploration of non-traditional fields	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
i. Student completion of a career interest assessment	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

34. In program year 2022-23, please indicate whether each of the following types of career guidance was offered to **middle grade (grades 5-8) students**, either as part of a CTE program or POS or outside of one. [RQ1; new item]

	Yes, and students were required to participate.	Yes, but students were not required to participate.	No
a. Career development, planning, or exploration courses	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. Career days (with guest speakers)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. Career fairs (with local business represented)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. Job shadowing for career exploration	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e. Counselor meetings with individual students and parents to discuss career preparation and course selection	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
f. Student development of a written plan (e.g., an individual graduation plan)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
g. Exploration of nontraditional fields	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
h. Student completion of a career interest assessment	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Middle Grades Courses and Activities

35. In program year 2022-23, does your LEA require middle grades (grades 5-8) to offer CTE courses or activities? [RQ1, new item]

- Yes
 No

36. In program year 2022-23, were the following types of **middle grades (grades 5-8)** courses or activities required by your LEA to be offered, and were students required to participate? [RQ1; new item]

	Yes, schools are required to offer, but students are not required to participate	Yes, and students are required to participate	No
a. Exploration of careers across industry clusters	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. Development of digital literacy skills	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. Development of employability skills	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. Work-based learning opportunities in selected industries	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e. After-school classes	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
f. Introductory CTE program classes	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
g. Development of a high school graduation and/or college/career readiness plan	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
h. Career and Technical Student Organization(s)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
i. Other (please describe: _____)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Dual Enrollment

37. Does your LEA offer opportunities for students to take CTE dual enrollment courses?

- None - not available for CTE courses
- Some CTE programs offer this
- All CTE programs offer this

IF Q37=NONE SKIP TO Q41

38. In program year 2022-23, did your LEA undertake any of the following activities **pertaining to CTE dual or concurrent enrollment?** [RQ2; new item]

	Yes	No
a. Track aggregate CTE dual/concurrent enrollment participation (either by semester or annually)	<input type="radio"/>	<input type="radio"/>
b. Track dual/concurrent enrollment participation for CTE concentrators	<input type="radio"/>	<input type="radio"/>
c. Disaggregate CTE dual/concurrent enrollment participation by student group or special populations	<input type="radio"/>	<input type="radio"/>
d. Disaggregate CTE dual/concurrent enrollment participation by school or by program/POS	<input type="radio"/>	<input type="radio"/>
e. Identify gaps in CTE dual/concurrent enrollment participation by groups or special populations	<input type="radio"/>	<input type="radio"/>
f. Identify gaps in CTE dual/concurrent enrollment participation by school or by program/POS	<input type="radio"/>	<input type="radio"/>

g. Provide resources to help address gaps in CTE dual/concurrent enrollment participation	<input type="radio"/>	<input type="radio"/>
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39. In program year 2022-23, to what extent did your LEA face the following barriers to promoting CTE dual/concurrent enrollment access and participation in your LEA? [RQ2; 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 LEA 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 time for secondary school staff to assist students to apply	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
g. Lack of commitment or uneven commitment from postsecondary institutions	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
h. 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"/>
i. Dual/concurrent 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"/>
j. Student concern about college placement test	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
k. Lack of transportation	<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 = TO A GREAT EXTENT OR VERY MUCH BUT 2+ = SOMEWHAT, CONTINUE; OTHERWISE, SKIP TO Q40.]

40. Which of these was the **greatest** barrier to CTE dual/concurrent enrollment access and participation in your LEA in program year 2022-23? [RQ2; new item]

[RESPONSE OPTIONS SHOULD BE ALL ITEMS IN Q38 THAT = TO A GREAT EXTENT; IF NONE = TO A GREAT EXTENT, RESPONSE OPTIONS SHOULD INSTEAD BE ALL ITEMS THAT = VERY MUCH; IF NONE = TO A GREAT EXTENT OR VERY MUCH, RESPONSE OPTIONS SHOULD BE ALL ITEMS THAT = SOMEWHAT.]

Work-Based Learning

41. This next question focuses on **high school students** (grades 9-12) in your LEA who have taken one or more courses in CTE programming as of program year 2022-23.

What percentage of these students have taken part in each of the following **work-based learning opportunities** as part of their participation in a CTE program or POS during high school? [RQ2; new item]

Please include activities they completed **in any year** that they participated in a CTE program or POS, not just the 2022-23 school year.

	A few (25% or less)	Some (26-75%)	All or almost all (76-100%)	Not applicable, we do not offer this.
a. Student-run enterprises or services	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. Mentoring by local employers	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. On-the-job training, internships, practicums, clinical experiences, or cooperative education (co-op)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. Apprenticeships or pre-apprenticeship programs (such as youth apprenticeships)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e. Job shadowing for work-based learning	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
f. Worksite visits for work-based learning	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
g. Virtual/simulated workspaces	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
h. Other work-based learning (specify: _____)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

42. In program year 2022-23, did your LEA undertake any of the following activities **pertaining to work-based learning**? [RQ2; new item]

	Yes	No
a. Track aggregate work-based learning participation (either by semester or annually)	<input type="radio"/>	<input type="radio"/>
b. Track work-based learning participation for CTE concentrators	<input type="radio"/>	<input type="radio"/>
c. Disaggregate work-based learning participation by student groups	<input type="radio"/>	<input type="radio"/>
d. Disaggregate work-based learning participation by special populations	<input type="radio"/>	<input type="radio"/>
e. Disaggregate work-based learning participation by school or by program/POS	<input type="radio"/>	<input type="radio"/>

f. Identify gaps in work-based learning participation by student groups or special populations	<input type="radio"/>	<input type="radio"/>
g. Identify gaps in work-based learning participation by school or by program/POS	<input type="radio"/>	<input type="radio"/>
h. Provide resources to help address gaps in work-based learning participation	<input type="radio"/>	<input type="radio"/>

Coordination and Collaboration with Employers

43. As of program year 2022-23, how frequently do you require the following types of engagement with employers in your CTE programs or POSs? [RQ2; new item]

	We do not have a specific requirement	Less than once a year	Once a year or more
a. Providing work-based learning opportunities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. Serving on a CTE advisory council	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. Advising about which occupations were in demand	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. Providing advice on CTE programs to add or eliminate	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e. Providing guidance on industry standards	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
f. Donating equipment	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
g. Hosting student field trips	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
h. Serving as guest speakers to CTE students	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
i. Providing training opportunities for CTE teachers	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
j. Other (specify: _____)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

CTE Data Collection and Reporting for Performance and Accountability

44. In program year 2022-23, did your LEA have state-level performance targets or benchmarks for CTE student or program outcomes?
- Yes
 - No
 - Don't know

[IF YES CONTINUE, OTHERWISE SKIP TO Q47]

45. Who determined your LEA's CTE performance targets?
- Our LEA follows the state-determined targets
 - Our LEA negotiated its own targets
 - Other _____

46. To which of your programs do the CTE performance targets/benchmarks apply?
- All our CTE programs
 - Just our Perkins-funded programs

- Some other set of CTE programs

47. Are performance data for the programs with targets/benchmarks available to your state agency on an annual basis?

- Yes
- No

48. In program year 2022-23, did your state agency communicate with you about your performance data and/or whether you did or did not achieve your annual targets?

- Yes
- No

49. In what ways and to what extent did your LEA use its prior year Perkins accountability data in the 2022-23 program year? [RQ1; NACTE LEA survey, item 16a]

	Used not at all	Used not very much	Used somewhat	Used quite a bit	Used to a great extent
a. To identify CTE programs in need of improvement	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. To make CTE program funding decisions	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. To provide targeted technical assistance	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. To identify special population students not being adequately served	<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"/>

50. In program year 2022-23, how confident were you that the data you were collecting for each of the following **Perkins indicators of performance** provided an accurate measure of your LEA's actual performance? [RQ3; NACTE LEA survey; item 14, reference period added]

	Not confident	Slightly Confident	Moderately Confident	Very Confident	Extremely Confident	Don't know	Not applicable
a. Four-year graduation rate	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
b. 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. 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. Academic proficiency in Mathematics	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
e. Academic proficiency in Science	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
f. Post-program placement in postsecondary or advanced training, the military, a service program, or	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	

employment							
g. Non-traditional program concentration	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
h. State-selected program quality measure: Attained Recognized Postsecondary Credential	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
i. State-selected program quality measure: Attained Postsecondary Credits	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
j. State-selected program quality measure: 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"/>
k. Other state-selected program quality measure	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

51. In program year 2022-23, how confident were you that students from the following **Perkins special population categories** were identified accurately and comprehensively for reporting purposes? provided an accurate measure of the actual performance of these populations? [RQ3; NACTE LEA survey (adapted); item 15, priority groups updated to align with Perkins V]

	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, including low-income youth and adults	<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. Homeless individuals	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
f. Youth who are in or have aged out of the foster care system	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
g. Migrant students	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<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"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
h. English learners	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

i. Individuals from specific racial/ethnic groups (e.g., Black, Asian, Hispanic)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
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52. How do you obtain information about CTE performance indicators and outcomes? Select all that apply. [RQ3 NEW ITEM]

	LEA data systems	State data systems	State workforce agency	Surveys	I don't know
a. CTE performance indicators	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. CTE outcomes	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

53. How much of a barrier to your LEA was each of the following in **obtaining and using CTE performance data**? Select “not applicable” if the potential barrier refers to something your LEA does not attempt. Select “not a barrier” if the potential barrier is something easy to accomplish (for any reason). [RQ3 NEW ITEM]

	Not applicable	Not a barrier	Small barrier	Moderate barrier	Large barrier	Very large barrier
a. Getting good survey response rates	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. Obtaining social security numbers for data matching	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. Obtaining data from other agencies	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. Information on which students are in special population categories.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Funding for CTE

[If the LEA received or participated in a Perkins consortium grant, then provide these additional instructions: If your LEA received or participated in a Perkins consortium grant, please answer these funding questions as best you can about the estimated amount of funding your LEA spent or received. Note: Because consortium funding may be received by each member or used for common purposes, please answer these questions about your LEA's share of the funding received or devoted to the common purpose.]

Amount of Funding Received for CTE

54. Did your LEA receive **Perkins V funding** in the following program years? [RQ3; new item]

	Yes	No	Don't know

a. Program year 2022-23	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. Program year 2021-22	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. Program year 2020-21	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. Program year 2019-20	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

[For Q54a-e = YES DISPLAY CORRESPONDING ROW IN 55.]

55. What was the total dollar amount your LEA had available in these program years to support CTE overall – from governmental (federal, state, and local) and other sources (e.g., foundations)? [RQ3; new item]

If your LEA is in a consortium, please provide your best estimate of **the funds that your LEA had available**, not the total consortium funding amount.

TOTAL FUNDING 2022-23	\$ _ _ , _ _ _ , _ _ _ .00
<input type="checkbox"/> Don't know	
TOTAL FUNDING 2021-22	\$ _ _ , _ _ _ , _ _ _ .00
<input type="checkbox"/> Don't know	
TOTAL FUNDING 2020-21	\$ _ _ , _ _ _ , _ _ _ .00
<input type="checkbox"/> Don't know	
TOTAL FUNDING 2019-20	\$ _ _ , _ _ _ , _ _ _ .00
<input type="checkbox"/> Don't know	

[IF Q55 for 2022-23 >0, CONTINUE; OTHERWISE, SKIP TO Q57.]

56. How much of the total budget for CTE offered in your LEA in the 2022-23 program year came from each of the following sources? [RQ3; adapted from NACTE LEA Survey, item 21]

Funding Source	Dollars
a. Federal funds (all sources)	\$ _ _ , _ _ _ , _ _ _ .00
b. State funds (all sources)	\$ _ _ , _ _ _ , _ _ _ .00
c. All other funds	\$ _ _ , _ _ _ , _ _ _ .00
	\$ _ _ , _ _ _ , _ _ _ .00
TOTAL FUNDING	[auto-sum in online version]

Use of CTE Funding

57. In your application to your state for Perkins V funding for program year 2022-23, did you request funds specifically for middle grades CTE? [RQ1, RQ3; new item]

- Yes
- No, we are not implementing middle grades CTE at this time.
- No, middle grades CTE are being supported by other state or local funds.
- No, other reason (specify: _____).

58. Did your LEA use any of its program year 2022-23 **CTE funds** for the following purposes?
Consider funds for districtwide activities or funds specifically allocated to schools for these purposes. [RQ2,3; new item]

	With Perkins funding		With other (non-Perkins) funding	
	Yes	No	Yes	No
a. Supporting professional development for secondary level teachers related to CTE	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. Improving accountability data collection and reporting	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. Purchasing CTE instructional materials	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. Involving employers in designing, implementing, and evaluating CTE programs	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e. Leasing, purchasing, upgrading, or adapting equipment for CTE programs	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
f. Supporting adoption or implementation of dual and concurrent enrollment	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
g. Supporting adoption or implementation of work-based learning	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
h. Supporting adoption or implementation of industry-recognized certification exams	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
i. Supporting adoption or implementation of distance, remote, or blended models for CTE	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
j. Supporting adoption or implementation of competency-based education	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
k. Integrating employability skills into CTE programs or POS	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
l. Increasing student access to, engagement in, and success in STEM fields	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
m. Supporting career and technical student organizations (CTSOs)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
n. Advancing knowledge of nontraditional fields	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
o. Improving career guidance and academic counseling	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
p. Other (specify) _____	<input type="radio"/>		<input type="radio"/>	

[ONLY SHOW Q59 IF Q58=YES FOR MORE THAN THREE ITEMS IN THE GRID. IN Q59, ONLY SHOW THOSE ITEMS FOR WHICH Q58=YES.]

59. In program year 2022-23, on which of the following practices did your LEA **spend the most staff time and resources**? *Select up to three.* [RQ2, 3; structure adapted from ED COVID district survey, item 2-2]

	Select up to three responses
a. Supporting professional development for secondary level teachers related to CTE	<input type="radio"/>
b. Improving accountability data collection and reporting	<input type="radio"/>
c. Purchasing CTE instructional materials	<input type="radio"/>
d. Involving employers in designing, implementing, and evaluating CTE programs	<input type="radio"/>
e. Leasing, purchasing, upgrading, or adapting equipment	<input type="radio"/>
f. Supporting adoption or implementation of dual and concurrent enrollment	<input type="radio"/>
g. Supporting adoption or implementation of work-based learning	<input type="radio"/>
h. Supporting adoption or implementation of industry-recognized certification exams	<input type="radio"/>
i. Supporting adoption or implementation of distance, remote, or blended models for CTE	<input type="radio"/>
j. Supporting adoption or implementation of competency-based education	<input type="radio"/>
k. Integrating employability skills into CTE programs or POS	<input type="radio"/>
l. Increasing student access to, engagement in, and success in STEM fields	<input type="radio"/>
m. Supporting career and technical student organizations (CTSOs)	<input type="radio"/>
n. Advancing knowledge of nontraditional fields	<input type="radio"/>
o. Improving career guidance and academic counseling	<input type="radio"/>
p. Other (specify: _____)	<input type="radio"/>

60. To what extent do the rules associated with Perkins funding limit your LEA’s ability to implement CTE activities you consider worthwhile?

- a. Not at all
- b. Only a little
- c. Some
- d. A lot

Use of the Reserve Fund

61. In program year 2022-23, did your LEA receive a Perkins **reserve fund** grant from your state?

(section 112(c) of Perkins V) [RQ3; new item]

- Yes, we received a reserve fund grant.
- No, we did not receive a reserve fund grant.

Challenges and Priorities

Challenges and Barriers

62. As of program year 2022-23, how much of a barrier to your LEA was each of the following in **offering CTE programs or POS to high school students**? [RQ1; FRSS item 11, reference period added]

	Not a barrier	Small barrier	Moderate barrier	Large barrier	Very large barrier

a. Lack of funding or high cost of programs (for example, cost of infrastructure or equipment)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. Facilities or space limitations	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. Finding or keeping teachers for in-demand industries and occupations	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. Limited availability of professional development for teachers in technical fields	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e. Difficulty keeping CTE teachers' technical skills up to date	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
f. CTE teachers who move into teaching from other occupations have difficulty obtaining a regular or standard state teaching certificate	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
g. Difficulty developing partnerships with employers for work-based learning	<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"/>

[IF 2+ = VERY LARGE BARRIER, CONTINUE; IF NONE = VERY LARGE BARRIER BUT 2+ = LARGE BARRIER CONTINUE; IF NONE = LARGE BARRIER BUT 2+ = MODERATE BARRIER, CONTINUE; OTHERWISE, SKIP TO Q64.]

63. Which of these was the **greatest** barrier to **offering CTE programs or POS to high school students?** [RQ1; new item]

[RESPONSE OPTIONS SHOULD BE ALL ITEMS IN Q60 THAT = VERY LARGE BARRIER; IF NONE = VERY LARGE BARRIER, RESPONSE OPTIONS SHOULD INSTEAD BE ALL ITEMS THAT = LARGE BARRIER; IF NONE = LARGE BARRIER, RESPONSE OPTIONS SHOULD INSTEAD BE ALL ITEMS IN THAT = MODERATE BARRIER.]

64. As of program year 2022-23, how much of a barrier was each of the following to **student participation in the CTE programs or POS** offered by your LEA to high school students? [RQ1; FRSS, item 12, reference period added]

	Not a barrier	Small barrier	Moderate barrier	Large barrier	Very large barrier
a. Lack of time in students' schedules for CTE courses	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. Students' or parents' negative perceptions of CTE	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. Students' or parents' lack of awareness of CTE programs	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. Teachers' or guidance counselors' negative perceptions of CTE	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e. Transportation to CTE programs outside of the high school campus	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
f. Transportation for work-based learning	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
g. Students' costs for supplies, uniforms, materials, or industry exams	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
h. Students' difficulty finding work-based learning opportunities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
i. GPA requirements	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
j. Lack of student support services for special populations	<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+ = VERY LARGE BARRIER, CONTINUE; IF NONE = VERY LARGE BARRIER BUT 2+ = LARGE BARRIER, CONTINUE; IF NONE = LARGE BARRIER BUT 2+ = MODERATE BARRIER, CONTINUE; OTHERWISE, SKIP TO Q64.]

65. Which of these was the **most significant** barrier to **student participation in the CTE programs** (including POS) offered by your LEA to high school students? [RQ1; new item]

[RESPONSE OPTIONS SHOULD BE ALL ITEMS IN Q62 THAT = VERY LARGE BARRIER; IF NONE = VERY LARGE BARRIER, RESPONSE OPTIONS SHOULD INSTEAD BE ALL ITEMS THAT = LARGE BARRIER; IF NONE = LARGE BARRIER, RESPONSE OPTIONS SHOULD INSTEAD BE ALL ITEMS THAT = MODERATE BARRIER.]

65. As of program year 2022-23, how challenging was each of the following activities related to offering CTE programs and POS for your LEA? [RQ2; new item]

By “challenging” we mean the complexity involved in tackling an issue, the level of effort required, or the number of obstacles you faced.

	Not at all challenging	Slightly challenging	Moderately challenging	Very challenging	Extremely challenging	Not Applicable
a. Increasing the availability of CTE programs aligned with labor market needs	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. Incorporating CTE into middle school grades	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. Integrating career development or counseling into CTE courses and programs for students in grades 9-12	<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. Offering CTE programs that provide opportunities to earn postsecondary credit in high school	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
f. Integrating credential opportunities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
g. Providing quality assessments for CTE courses	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
h. Implementing Career Technical	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

i. Student Organizations (CTSOs)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
j. Other challenges (specify: _____)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

66. As of program year 2022-23, how challenging was each of the following activities **intended to support which CTE programs and POS were offered** [RQ2; new item]

By “challenging” we mean the complexity involved in tackling an issue, the level of effort required, or the number of obstacles you faced.

	Not at all challenging	Slightly challenging	Moderately challenging	Very challenging	Extremely challenging	Not Applicable
a. Conducting a comprehensive local needs assessment (CLNA)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. Consulting with postsecondary institutions on the CLNA	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. Consulting with employer/industry groups on the CLNA	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. Consulting with groups representing student groups and special populations on the CLNA	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e. Adding new CTE programs that better reflect market need	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
f. Eliminating CTE programs that do not reflect labor market	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

needs						
g. Refining existing CTE programs to better reflect labor market needs	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
h. Ensuring that CTE programs and POS meet our state's Perkins related size, scope, and quality definitions	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

67. As of program year 2022-23, how challenging was each of the following activities related to **data collection and performance reporting** for your LEA? [RQ1, RQ3; new item]
By "challenging" we mean the complexity involved in tackling an issue, the level of effort required, or the number of obstacles you faced.

	Not at all challenging	Slightly challenging	Moderately challenging	Very challenging	Extremely challenging	Not Applicable
a. Disaggregating participation data for CTE concentrators	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Disaggregating outcomes data_for CTE concentrators						
c. Disaggregating CTE concentrator participation and outcomes by program and POS or by career cluster	o	o	o	o	o	o
d. Disaggregating participation and outcomes data for student groups or special populations	o	o	o	o	o	o
e. Using data to guide CTE program improvement efforts	o	o	o	o	o	o
f. Gathering and reporting data for the new state-selected quality measure	o	o	o	o	o	o
g. Other challenges (specify:	o	o	o	o	o	o

_____)						
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68. Earlier, you indicated that the following activities were [very/moderately/slightly/not at all] challenging for your LEA in program year 2022-23. [RQ1, 2, 3; new item]

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

[IF ANY CHALLENGE ITEMS MARKED AS 'EXTREMELY CHALLENGING' IN PREVIOUS THREE GRIDS, 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]

Priorities

69. In program year 2022-23, to what extent has your state agency prioritized or focused on these efforts to improve CTE in these ways? *Please select no more than three of these efforts for the highest category, "One of our top three priorities for the secondary level."* [RQ1,2,3; new item]

	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 three priorities
a. Recruiting student groups and special populations into CTE	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. Incorporating CTE topics into the middle school grades	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. Aligning programs with labor market demands	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. Incorporating dual/concurrent enrollment into high school CTE	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e. Expanding opportunities for students to learn through work experience	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
f. Promoting student access to career exploration	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
g. Increasing number of students earning	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

technical skills credentials				
h. Increasing access to CTE programming	o	o	o	o
i. Using Perkins performance data to effectively track equitable access and performance	o	o	o	o
j. Strengthening the rigor and quality of our CTE programming	o	o	o	o
k. Closing CTE student performance gaps	o	o	o	o
l. Developing new programs of study	o	o	o	o
m. Implementing Career Technical Student Organizations (CTSOs)	o	o	o	o

55.

70. From the list below, please select the three (3) topics on which you believe your LEA has made **the most improvement** since the implementation of Perkins V in 2019. *Select up to three items from the list below.* [RQ2; new item]

- Recruiting student groups and special populations into CTE
- Incorporating CTE topics into the middle school grades
- Aligning programs with labor market demands
- Incorporating dual/concurrent enrollment into high school CTE
- Expanding opportunities for students to learn through work experience
- Promoting student access to career exploration
- Increasing number of students earning technical skills credentials
- Increasing access to CTE programming
- Using Perkins performance data to effectively track equitable access and performance
- Strengthening the rigor and quality of our CTE programming
- Closing CTE student performance gaps
- Developing new programs of study
- Implementing Career Technical Student Organizations (CTSOs)

[RANDOMIZE ORDER OF Q70 RESPONSE OPTIONS.]