Section 1: Statewide CTE Policies and Practices

1.1: General: CTE Outreach and Access

General: CTE Outreach

1.1.1a In program year 2022-23, did your state sponsor the following type of activity **statewide** to encourage access to and participation in career and technical education (CTE)? If so, how was this funded?

Marketing or informational campaigns promoting CTE programs in particular industries/occupations

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 whether from Perkins funds or other sources.
Please do not include local education agency- or school-sponsored activities.

o   Yes
o   No *(If "no," skip to 1.1.1b)*

1.1.2a. How was this funded? *Select all that apply.*

☐   With Perkins funding *(If "with Perkins funding" not selected skip to 1.1.4a)*
☐   With other funding

1.1.3a. In program year 2022-23, did your state use Perkins V state **leadership funds** *[Perkins V, section 124]* to sponsor statewide **marketing or informational campaigns promoting CTE programs in particular industries/occupations?**

o   Yes
o   No

1.1.4a. In program year 2022-23, which of the following best represents how statewide **marketing or informational campaigns promoting CTE programs in particular industries/occupations** were conducted?

By "targeted," we mean that materials or communications about the activities (e.g., invitations) or incentives to participate were sent only to specific groups of students or families.

o   Activities always targeted to specific groups or special populations of students or families
o   Activities often targeted
o   Activities sometimes targeted
o   Activities rarely targeted
o   Activities always made universally available; (i.e., never targeted) *(if selected, skip to 1.1.1b)*

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1.1.5a. In program year 2022-23, were statewide **marketing or informational campaigns promoting CTE programs in particular industries/occupations** targeted to any of the following groups and special populations of students or families?

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

1.1.1b In program year 2022-23, did your state sponsor the following type of activity **statewide** to encourage access to and participation in career and technical education (CTE)? If so, how was this funded?

Summer CTE courses, "boot camps," or introductory short-term programs <u>for adults</u>

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 whether from Perkins funds or other sources.
Please do not include local education agency- or school-sponsored activities.

- o Yes
- o No *(If "no," skip to 1.1.1c)*

1.1.2b. How was this funded? *Select all that apply.*

- ☐ With Perkins funding *(If "with Perkins funding" <u>not</u> selected skip to 1.1.4b)*
- ☐ With other funding

1.1.3b. In program year 2022-23, did your state use Perkins V state **leadership funds** *[Perkins V, section 124]* to sponsor statewide **summer CTE courses, "boot camps," or introductory short-term programs <u>for adults</u>?**

- o Yes
- o No

1.1.4b. In program year 2022-23, which of the following best represents how statewide **summer CTE courses, "boot camps," or introductory short-term programs for adults** were conducted?

> *By "targeted," we mean that materials or communications about the activities (e.g., invitations) or incentives to participate were sent only to specific groups of students or families.*

o   Activities always targeted to specific groups or special populations of students or families
o   Activities often targeted
o   Activities sometimes targeted
o   Activities rarely targeted
o   Activities always made universally available; (i.e., never targeted) *(if selected, skip to 1.1.1c)*

1.1.5b. In program year 2022-23, were statewide **summer CTE courses, "boot camps," or introductory short-term programs for adults** targeted to any of the following groups and special populations of students or families?

	Yes	No
a. Individuals with disabilities	○	○
b. Individuals from economically disadvantaged families, including low-income youth and adults	○	○
c. Individuals who are or might be interested in preparing for nontraditional occupational fields	○	○
d. Single parents, including single pregnant women	○	○
e. Out-of-workforce individuals	○	○
f. English learners	○	○
g. Homeless individuals	○	○
h. Migrant students	○	○
i. Individuals from specific racial/ethnic groups (e.g., Black, Asian, Hispanic)	○	○

1.1.1c In program year 2022-23, did your state sponsor the following type of activity **statewide** to encourage access to and participation in career and technical education (CTE)? If so, how was this funded?

Other statewide outreach activities

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 whether from Perkins funds or other sources.
Please do not include local education agency- or school-sponsored activities.

o   Yes
o   No *(If "no," skip to 1.1.6)*

If yes, please specify: _____

1.1.2c. How was this funded? *Select all that apply.*

☐ With Perkins funding *(If "with Perkins funding" <u>not</u> selected skip to 1.1.4c)*
☐ With other funding

1.1.3c. In program year 2022-23, did your state use Perkins V state **leadership funds** *[Perkins V, section 124]* to sponsor the **other statewide activities specified above?**

o Yes
o No

1.1.4c. In program year 2022-23, which of the following best represents how the **other statewide activities specified above** were conducted?

By "targeted," we mean that materials or communications about the activities (e.g., invitations) or incentives to participate were sent only to specific groups of students or families.

o Activities always targeted to specific groups or special populations of students or families
o Activities often targeted
o Activities sometimes targeted
o Activities rarely targeted
o Activities always made universally available; (i.e., never targeted) *(if selected, skip to 1.1.6)*

1.1.5c. In program year 2022-23, were the **other statewide activities specified above** targeted to any of the following groups and special populations of students or families?

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

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General: Strategies and Supports for CTE Access and Participation

1.1.6. 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 round of required comprehensive local needs assessment (CLNA) updates?

- o   Yes
- o   No, *(if no, skip to 1.2.1)*
- o   Don't know *(if you don't know, skip to 1.2.1)*

1.1.7. For the next required CLNA update, does your state plan to revise your process for local education agencies to assess student group gaps in **access or participation** in any of the following ways?

	Yes	No
a. Develop new state definition(s) or related criteria to assess gaps	O	O
b. Revise existing definition(s) or criteria to assess gaps in access or participation for student groups or special populations	O	O
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	O	O
d. Simplify or decrease the specificity of self-assessment, ratings, or other resources to help assess student group or special population gaps	O	O
e. Increase trainings and other technical assistance on ability to use data to assess student group or special population gaps	O	O
f. Increase trainings and other technical assistance on strategies to help address student group or special population gaps	O	O
g. Revise time period to close student group or special population gaps	O	O
h. Other way (specify):	O	O

1.2: *General: CTE and Labor Market Needs*

1.2.1. 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.

	Definition (or link to definition)	Not applicable (my state does not have a definition for this)
a. **High-skill** occupations and industry sectors		☐
b. **High-wage** occupations and industry sectors		☐
c. **In-demand** occupations and industry sectors		☐

(If all three of these are "Not applicable," skip to 1.2.3a)

1.2.2. In program year 2022-23, 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 career and technical education (CTE) programs to receive Perkins or other state-level CTE funding?

	Yes	No
a. To receive Perkins funding	○	○
b. To receive non-Perkins funding	○	○

1.2.3a. 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 career and technical education (CTE) programs and programs of study (POS) were aligned with labor market needs (and qualify for Perkins and/or non-Perkins CTE funding)?

	Required	Allowed	Not Allowed
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	○	○	○
b. Past student job placement data	○	○	○
c. Documentation of local job openings (e.g., from employers or programs)	○	○	○
d. Letters from local employers committing to hiring program graduates	○	○	○
e. Other evidence (specify):	○	○	○

1.2.3b. Did they have to submit it for review and approval?

Skip any of these that were "not allowed" as indicated above in 1.2.3.a

	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	○	○
b. Past student job placement data	○	○
c. Documentation of local job openings (e.g., from employers or programs)	○	○
d. Letters from local employers committing to hiring program graduates	○	○
e. Other evidence specified above in 1.2.3a	○	○

1.2.4. When did your state require local education agencies (LEAs) to conduct the **most recent** comprehensive local needs assessment (CLNA) update for Perkins funding?

- ○ 2020-21
- ○ 2021-22
- ○ 2022-23
- ○ Don't know

1.2.5. When will your state require LEAs to conduct the **next** CLNA update for Perkins funding?

- o 2023-24
- o 2024-25
- o Don't know

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

	Yes	No
a. Develop new state definition(s) or criteria for high-skill, high-wage, or in-demand industry sectors or occupations	○	○
b. Revise existing state definition(s) or criteria for high-skill, high-wage, or in-demand industry sectors or occupations	○	○
c. Suggest or require different sources of labor market data	○	○
d. Provide additional training or technical assistance to support subgrantees' ability to use data to assess program alignment	○	○
e. Develop new tools for subgrantees to use to assess alignment of programs to labor market information	○	○
f. Revise time period when subgrantees are required to modify programs to bring into alignment	○	○
g. Other change (specify):	○	○

1.2.7. 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 programs of study (POS) were aligned with the labor market?

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

1.2.8. Following the most recent CLNA process, how did your state treat subgrantees that offered at least some CTE programs that did not align with local, state and/or regional labor market demand or did not meet the state definitions for high-skill, high-wage and/or in-demand occupations? *Select all that apply.*

☐ Not applicable, all subgrantees offered programs that were aligned with demand and state definitions. *(If you select this option do not select any other options.)*
☐ Not applicable, we did not play a role or offer a specific treatment. Next steps were a local decision by subgrantees. *(If you select this option do not select any other options.)*
☐ 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).
☐ We required subgrantees to submit a plan describing how they would phase the program(s)out over time.
☐ We took another approach. (specify): _____

1.3: General: State-developed Programs of Study

General: Current Programs of Study (POS)

1.3.1. 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.

Number of **state-developed** POS offered in program year 2022-23: _____ *(If 0, skip to 1.4.1)*

1.3.2. In program year 2022-23, in which career clusters did your state make available **state-developed** POS?

Career cluster	Yes	No
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. Finance	○	○
g. Government and Public Administration	○	○
h. Health Science	○	○
i. Hospitality and Tourism	○	○
j. Human Services	○	○
k. Information Technology	○	○
l. Law, Public Safety, Corrections, and Security	○	○
m. Manufacturing	○	○
n. Marketing	○	○
o. Science, Technology, Engineering and Mathematics	○	○
p. Transportation, Distribution, and Logistics	○	○
q. Other career cluster (specify):	○	○

1.3.3. How many of the state-developed POS in program year 2022-23 specify secondary **and postsecondary** courses?

- o   All
- o   Most
- o   Some
- o   Very few
- o   None

1.3.4. In program year 2022-23, did your state specify particular **middle school** courses or activities for any of your state-developed POS?

- o   Yes, for all state-developed POS.
- o   Yes, for some state-developed POS.
- o   No *(If no, skip to 1.3.6)*

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1.3.5. In program year 2022-23, 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?

Middle School Courses or Activities	Yes	No
Courses or instructional modules that promote:		
a. Exploration of careers across industry clusters	○	○
b. Exploration of interests, abilities, and skills	○	○
c. Development of digital literacy skills	○	○
d. Development of employability skills	○	○
e. Introductory level occupation-specific skills	○	○
Activities:		
f. Workplace visits or job shadowing	○	○
g. Participation in a career and technical student organization (CTSO)	○	○
h. Other activity (specify):	○	○

General: New POS

The next few questions ask about program **years 2021-22 or 2022-23.**

1.3.6. Of the **state-developed POS** available in your state in program year 2022-23, how many were newly created or implemented in program years 2021-22 or 2022-23?

Number of **state-developed** POS newly created or implemented in program years 2021-22 or 2022-23:

_____

(This number should not exceed the number in 1.3.1 above.)
(If "0" skip to 1.3.8)

1.3.7. In what career cluster(s) were the state-developed POS that were newly created or implemented in program years 2021-22 or 2022-23?

Career Cluster	Yes	No
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. Finance	○	○
g. Government and Public Administration	○	○
h. Health Science	○	○
i. Hospitality and Tourism	○	○
j. Human Services	○	○
k. Information Technology	○	○
l. Law, Public Safety, Corrections, and Security	○	○
m.Manufacturing	○	○
n. Marketing	○	○
o. Science, Technology, Engineering and Mathematics	○	○
p. Transportation, Distribution, and Logistics	○	○
q. Other career cluster (specify):	○	○

General: Discontinued POS

1.3.8. How many **state-developed POS** did your state phase out or remove in program years 2021-22 or 2022-23?

Number of phased out or removed **state-developed** POS in program years 2022-23 or 2021-22:

_____

(If "0" skip to 1.3.10)

1.3.9. In what career cluster(s) were the **state-developed POS** that were phased out or removed in program years 2021-22 or 2022-23?

Career Cluster	Yes	No
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. Finance	○	○
g. Government and Public Administration	○	○
h. Health Science	○	○
i. Hospitality and Tourism	○	○
j. Human Services	○	○
k. Information Technology	○	○
l. Law, Public Safety, Corrections, and Security	○	○
m. Manufacturing	○	○
n. Marketing	○	○
o. Science, Technology, Engineering and Mathematics	○	○
p. Transportation, Distribution, and Logistics	○	○
q. Other career cluster (specify):	○	○

General: Reviewing POS

1.3.10. Does your state have a policy to periodically review your existing **state-developed** POS?

- ○ 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 "No" skip to 1.4.1)*

1.3.11. 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 "Very large extent" for any required factors.

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

1.4: General: State Supports and Policies for Local CTE Programs

General: Middle School Grades Courses and Activities

1.4.1. In program year 2022-23, did your state fund any of the following **for the middle grades (grades 5-8)**?

	With Perkins funding		With other funding	
	Yes	No	Yes	No
Middle school courses or activities that promote:				
a. Exploration of careers across industry clusters	○	○	○	○
b. Exploration of interests, abilities, and skills	○	○	○	○
c. Development of digital literacy skills	○	○	○	○
d. Development of employability skills	○	○	○	○
e. Introductory level occupation-specific skills	○	○	○	○
Activities:				
f. Workplace visits or job shadowing	○	○	○	○
g. Participation in a career and technical student organization (CTSO)	○	○	○	○
h. Other activity (specify):	○	○	○	○
State efforts:				
i. Develop state standards for middle school career and technical education (CTE)	○	○	○	○
j. Other effort (specify):	○	○	○	○

General: Dual/Concurrent Enrollment

1.4.2. In program year 2022-23, did your state have policies in place that support **CTE dual/concurrent enrollment participation and credit-earning** in any of the following ways?

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

1.4.3. In program year 2022-23, did your state undertake any of the following activities pertaining to **CTE dual/concurrent enrollment**?

	Yes	No
a. Tracked aggregate CTE dual/concurrent enrollment participation (either by semester or annually)	○	○
b. Tracked dual/concurrent enrollment participation for CTE concentrators	○	○
c. Identified gaps in CTE dual/concurrent enrollment participation by groups or special populations	○	○
d. Identified gaps in CTE dual/concurrent enrollment participation by district or by program/POS	○	○
e. Provided resources to help address gaps in CTE dual/concurrent enrollment participation	○	○

1.4.4. In program year 2022-23, how much of a barrier was each of the following factors to **CTE dual/concurrent enrollment access and participation**?

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

1.5: General: CTE Teacher Pipeline

1.5.1. In program year 2022-23, did your state have in place any of the following **statewide** policies or supports to help improve the career and technical education (CTE) teacher pipeline?

	Yes	No
a. Required reporting by subgrantees on challenges in hiring and retaining qualified CTE teachers	○	○
b. State funded program to support general education teachers to transition to CTE teaching (e.g., gaining appropriate certifications or licenses)	○	○
c. State funded mentorship programs for relatively new CTE teachers to gain support from established CTE teachers	○	○
d. State funded and organized professional learning communities for CTE teachers	○	○
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	○	○
f. Revisions to CTE teacher licensing requirements that are underway or were adopted in last two years	○	○
g. State funding support for re-training, re-certifying, or industry credentialing to retain current CTE teachers	○	○
h. Support for transitioning industry professionals in CTE teaching profession	○	○
i. Revision to teacher pay scale to count years in industry towards eligible service	○	○
j. Partnership with industry associations and/or major state employers to "lend" certified professionals to serve as, or help train, CTE teachers	○	○
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	○	○
l. Other policies or supports (specify):	○	○

(If all of 1.5.1 is "no", skip to 1.5.3.)

1.5.2. In program year 2022-2023, did your state use Perkins funding or other funding to implement any of the following?

Include Perkins-funded staff time working on these initiatives as part of Perkins funding.

(Only answer for any initiatives answered as "yes" in 1.5.1 above.)

	Perkins funding		Other funding	
	Yes	No	Yes	No
a. Required reporting by subgrantees on challenges in hiring and retaining qualified CTE teachers	○	○	○	○
b. State funded program to support general education teachers to transition to CTE teaching (e.g., gaining appropriate certifications or licenses)	○	○	○	○
c. State funded mentorship programs for relatively new CTE teachers to gain support from established CTE teachers	○	○	○	○
d. State funded and organized professional learning communities for CTE teachers	○	○	○	○
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	○	○	○	○
f. State funding supports for re-training, re-certifying, or industry credentialing to retain current CTE teachers	○	○	○	○
g. Support for transitioning industry professionals in CTE teaching profession	○	○	○	○
h. Revision to teacher pay scale to count years in industry towards eligible service	○	○	○	○
i. Partnership with industry associations and/or major state employers to "lend" certified professionals to serve as, or help train, CTE teachers	○	○	○	○
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	○	○	○	○
k. Other policies or supports (specify):	○	○	○	○

General: State Partnerships

1.5.3. In program year 2022-23, did the following state agencies or entities work on **determining state definitions for high-skill, high-wage, and in-demand occupations and industry sectors***?*

Please answer 'yes' only if the agency or entity made substantive contributions, such as designating someone as a liaison to your office, regularly participating in meetings, or providing input on key decisions.

	Yes	No
a. State workforce agency and/or Department of Labor	○	○
b. State economic development agency and/or Department of Commerce	○	○
c. State workforce development board	○	○
d. State postsecondary education agency	○	○
e. State K-12 education agency	○	○
f. Governor's office	○	○
g. State agency/agencies serving out-of-school, homeless, and at-risk children and youth	○	○
h. Representatives of Indian Tribes and Tribal organizations	○	○
i. Other state entity (specify):	○	○

1.5.4. In program year 2022-23, did the following state agencies or entities work on **developing state-level programs of study**?

Please answer 'yes' only if the agency or entity made substantive contributions, such as designating someone as a liaison to your office, regularly participating in meetings, or providing input on key decisions.

	Yes	No
a. State workforce agency and/or Department of Labor	○	○
b. State economic development agency and/or Department of Commerce	○	○
c. State workforce development board	○	○
d. State postsecondary education agency	○	○
e. State K-12 education agency	○	○
f. Governor's office	○	○
g. State agency/agencies serving out-of-school, homeless, and at-risk children and youth	○	○
h. Representatives of Indian Tribes and Tribal organizations	○	○
i. Other state entity (specify):	○	○

1.5.5. In program year 2022-23, did the following state agencies or entities work on **facilitating employer involvement in CTE**?

Please answer 'yes' only if the agency or entity made substantive contributions, such as designating someone as a liaison to your office, regularly participating in meetings, or providing input on key decisions.

	Yes	No
a. State workforce agency and/or Department of Labor	○	○
b. State economic development agency and/or Department of Commerce	○	○
c. State workforce development board	○	○
d. State postsecondary education agency	○	○
e. State K-12 education agency	○	○
f. Governor's office	○	○
g. State agency/agencies serving out-of-school, homeless, and at-risk children and youth	○	○
h. Representatives of Indian Tribes and Tribal organizations	○	○
i. Other state entity (specify):	○	○

1.5.6. In program year 2022-23, did the following state agencies or entities work on **improving equitable student access to and participation in CTE**?

Please answer 'yes' only if the agency or entity made substantive contributions, such as designating someone as a liaison to your office, regularly participating in meetings, or providing input on key decisions.

	Yes	No
a. State workforce agency and/or Department of Labor	○	○
b. State economic development agency and/or Department of Commerce	○	○
c. State workforce development board	○	○
d. State postsecondary education agency	○	○
e. State K-12 education agency	○	○
f. Governor's office	○	○
g. State agency/agencies serving out-of-school, homeless, and at-risk children and youth	○	○
h. Representatives of Indian Tribes and Tribal organizations	○	○
i. Other state entity (specify):	○	○

1.5.7. In program year 2022-23, did the following state agencies or entities work on **creating interagency data-sharing agreements**?

Please answer 'yes' only if the agency or entity made substantive contributions, such as designating someone as a liaison to your office, regularly participating in meetings, or providing input on key decisions.

	Yes	No
a. State workforce agency and/or Department of Labor	○	○
b. State economic development agency and/or Department of Commerce	○	○
c. State workforce development board	○	○
d. State postsecondary education agency	○	○
e. State K-12 education agency	○	○
f. Governor's office	○	○
g. State agency/agencies serving out-of-school, homeless, and at-risk children and youth	○	○
h. Representatives of Indian Tribes and Tribal organizations	○	○
i. Other state entity (specify):	○	○

1.5.8. In program year 2022-23, to what extent did your state collaborate **with employers or industry representatives** on any of the following activities?

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

1.6: General: CTE Data Collection and Reporting for Performance and Accountability

1.6.1. In program year 2022-23, did your state use Perkins core indicator data for any of the following purposes?

	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 or POS (e.g., those exceeding targets)	○	○	○
b. To recognize or reward local education agencies (LEAs) that are performing well	○	○	○
c. To recognize or reward postsecondary institutions that are performing well	○	○	○
d. To provide targeted technical assistance to subgrantees and/or programs in need of improvement	○	○	○
e. To inform the development of resources and/or technical assistance to address common subgrantee challenges	○	○	○
f. To inform the decision to sunset or phase out a program or POS	○	○	○
g. To substantially modify a program or POS	○	○	○
h. Other (specify):	○	○	○

1.6.2. Did any subgrantees fail to meet their performance targets **in program year 2021-22**?

- o   Yes, some subgrantees did not meet their 2021-22 performance targets.
- o   No, all subgrantees met their 2021-22 performance targets. (*If "No" skip to 1.6.5)*

1.6.3. In program year 2022-23, did your state provide any of the following types of assistance to subgrantees that missed their performance targets in program year 2021-22? *Select all that apply.*

- ☐   Provided an example of a performance improvement plan for use by subgrantees in developing a plan of action.
- ☐   Analyzed data to identify the root causes of subgrantees' failure to meet the targets.
- ☐   Provided targeted one-on-one technical assistance to subgrantees to help them modify their career and technical education (CTE) program(s) to meet performance targets.
- ☐   Provided group technical assistance across subgrantees to help them modify their CTE program(s) to meet performance targets.
- ☐   Conducted monitoring visits to assess progress described in subgrantees' improvement plan.
- ☐   Asked for interim data to monitor progress described in subgrantees' improvement plan.
- ☐   Other assistance (specify): _____

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1.6.4. In program year 2022-23, what types of funds did your state use to provide technical assistance to support subgrantees that missed performance targets? *Select all that apply.*

☐ Perkins state administration funds *[Perkins V, section 121]*
☐ Perkins state leadership funds *[Perkins V, section 124]*
☐ Other Perkins funds
☐ Non-Perkins funds
☐ Did not use any funds

1.6.5. In program year 2022-23, how much of a barrier was each of the following to your state's efforts to coordinate, match, and share data for accountability reporting across state systems (e.g., state longitudinal data, workforce data, and other education data)?

	Not a barrier	Small barrier	Moderate barrier	Large barrier	Very large barrier
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)	○	○	○	○	○
h. Concerns over cost of collecting data	○	○	○	○	○
i. Concerns over cost of matching data	○	○	○	○	○
j. Availability of data	○	○	○	○	○
k. Other barrier (specify):	○	○	○	○	○

1.6.6. Which of these was the **most significant** barrier to your state's efforts to coordinate, match, and share data across state systems in program year 2022-23? *Select one.*

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)	○
h. Concerns over cost of collecting data	○
i. Concerns over cost of matching data	○
j. Availability of data	○
k. Other barrier specified above in 1.6.5	○

1.7: General: Challenges and Priorities

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 for reporting so that individual states' responses cannot be identified.

General: Challenges

1.7.1. In program year 2022-23, how challenging was it for state CTE staff to carry out the following activities?

By "challenging" we mean the complexity state career and technical education (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	○	○	○	○	○	○
b. Requiring local Perkins-funded CTE programs to meet high-skill, high-wage, and/or in-demand criteria	○	○	○	○	○	○
c. Implementing new program quality indicator(s) and setting targets	○	○	○	○	○	○
d. Operationalizing the new concentrator definition	○	○	○	○	○	○

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

a. Adopting definitions for high-skill, high-wage, and/or in-demand occupations and industry sectors	○
b. Requiring local Perkins-funded CTE programs to meet high-skill, high-wage, and/or in-demand criteria	○
c. Implementing new program quality indicator(s) and setting targets	○
d. Operationalizing the new concentrator definition	○

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General: Priorities

1.7.3. In program year 2022-23, to what extent did your state agency prioritize or focus on 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 the top three priorities for our state."*

	Not a priority in 2022-23	An emerging priority (we were making plans to work on this)	A priority (we were actively working on this)	One of the top <u>three</u> priorities for our state.
a. Implementing definitions for high-skill, high-wage, and/or in-demand occupations and industry sectors	○	○	○	○
b. Requiring local Perkins-funded CTE programs to meet high-skill, high-wage, and/or in-demand criteria	○	○	○	○
c. Implementing new program quality indicator(s) and setting targets	○	○	○	○
d. Operationalizing the new concentrator definition	○	○	○	○

1.8: General: Non-Perkins CTE programs

1.8.1. In general, has your state made any changes to your **non-Perkins** CTE program requirements or career and technical education (CTE) funding since the implementation of Perkins V in 2019?

- ○ Yes
- ○ No *(If "No," go to end of survey)*
- ○ Not applicable, my state does not provide dedicated CTE funding. *(If "Not applicable," go to end of survey)*

1.8.2. In general, to what extent has your state made any changes to your non-Perkins career and technical education (CTE) program requirements or CTE funding since the implementation of Perkins V in 2019?

	Not at all	Small extent	Moderate extent	Large extent	Very large extent
a. Strengthened requirements for career guidance and counseling for high school	○	○	○	○	○
b. Strengthened requirements for dual-enrollment or dual credit in CTE programs	○	○	○	○	○
c. Strengthened requirements for work-based learning opportunities	○	○	○	○	○
d. Strengthened requirements for employer/industry engagement	○	○	○	○	○
e. Increased funds for middle school CTE courses	○	○	○	○	○
f. Increased funds for middle school CTE activities	○	○	○	○	○
g. Increased funds for efforts for efforts to recruit CTE teachers	○	○	○	○	○