

**APPENDIX B
(STATE-LEVEL)**

SURVEY INSTRUMENT

**STATE DIRECTORS
OF CAREER AND TECHNICAL EDUCATION AT THE
SECONDARY LEVEL**

OMB # xxxx-xxxx

EXPIRES: INSERT DATE

*Survey of
State Directors of
Secondary Career-Technical Education*

Your name: _____

Title: _____ State: _____

Phone: _____ FAX: _____ E-mail: _____

Uses of the Data

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

Data Collection

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

- Your responses will be merged with those of other respondents and will not be identified as the agency you represent, except as required by law.
- You may skip questions you do not wish to answer; however, we encourage you to answer as many questions as possible, because incomplete data will reduce the value of the information provided to Congress.

The public reporting burden for this collection of information is estimated to average 90 minutes per response, including the time for reviewing instructions, searching existing data sources, gathering the data needed, and completing and reviewing the collection of information. Send comments regarding this burden estimate, or any other aspect of this collection of information, to: U.S. Department of Education Information Management and Compliance Division, Washington, D.C. 20202 and to the Office of Management and Budget Paperwork Reduction Project 1850-0664, Washington, D.C. 20505

If you have questions about this survey, please call:

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<i>For Questions about the Study:</i>	Steven Klein, MPR	503-963-3757

Topic Area 1: Programs of Study

1. Has your state passed legislation supporting the development and/or implementation of [Programs of Study](#) (POS) since its reauthorization of the Carl D. Perkins Career and Technical Education Improvement Act of 2006 Act (Perkins)?

- Yes, in response to the 2006 Perkins reauthorization..... 1*
- Yes, for reasons other than the 2006 Perkins reauthorization..... 2*
- No, already have supporting legislation in place..... 3
- No..... 4
- Don't know..... 5

*** Please attach a copy of the legislation or provide web link.**

2. Has your state modified or expanded its policies supporting POS development and/or implementation since the reauthorization of the 2006 Perkins Act?

- Yes, in response to the 2006 Perkins reauthorization..... 1*
- Yes, for reasons other than the 2006 Perkins reauthorization..... 2*
- No, already have supporting policies in place..... 3
- No..... 4
- Don't know..... 5

*** Please attach a copy of the policies or provide web link.**

3. Is [state approval](#) required for all POS offered in [Local Educational Agencies](#) (LEAs)?

- Yes, state approval is required for all POS..... 1
- No, state approval is only required for a subset of POS..... 2
- No, state approval is not required..... 3
- Don't know..... 4

4. Does state policy require that all [career and technical education](#) (CTE) programs in your state eventually become POS?

- Yes, during the lifetime of the Perkins Act of 2006..... 1
- Yes, no timeline specified..... 2
- No..... 3
- Don't know..... 4

5. How many state-approved POS offered in your state in the 2008-09 program year were developed either at the state agency or local school district level? (Mark “Don’t Know” if you do not have this information)

	<u>Enter Number</u>	<u>Mark if Estimate</u>	<u>Don’t Know</u>
State developed POS.....	_____	<input type="checkbox"/>	<input type="checkbox"/>
State-approved, locally developed POS, <u>using state template or guidance</u>	_____	<input type="checkbox"/>	<input type="checkbox"/>
State-approved, locally developed POS	_____	<input type="checkbox"/>	<input type="checkbox"/>
TOTAL	_____		

6. What proportion of secondary students participating in CTE in your state was enrolled in coursework in a state-approved POS in the 2008-09 program year?

None.....	1
Less than 25%.....	2
Between 26 to 50%.....	3
Between 51 to 75%.....	4
Between 76 to 99%.....	5
All.....	6
Don’t know.....	7

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

Name of state-approved POS NOTE: Please crosswalk your POS to the appropriate cluster using the pull-down menu provided	Number of students enrolled in coursework in the POS in the 2008-2009 program year
1	<input type="checkbox"/> Don’t Know
2	<input type="checkbox"/> Don’t Know
3	<input type="checkbox"/> Don’t Know
4	<input type="checkbox"/> Don’t Know
5	<input type="checkbox"/> Don’t Know

[Use 16 career clusters specified by the States’ Career Clusters Initiative]

8. Which of the following elements of a POS does your state require LEAs to adopt as part of a state-approved POS? (Note: These elements are not specifically defined within the Perkins legislation, but may be required by states as part of a locally developed POS) (Mark all that apply and “Don’t Know” if you do not have this information)

Program(s) of Study Characteristics	Required	Not Required	Don’t Know
STANDARDS			
Align with state postsecondary standards or requirements for program completion			
Align with technical standards that were...			
a. state-developed			
b. industry-developed			
c. national based on 16 career clusters			
d. locally developed			
e. other (specify)_____			
Align with state college-ready standard			
Align with state work-ready standard			
CURRICULUM			
Uses a curriculum that is...			
a. state-developed			
b. industry-developed			
c. third-party (e.g., vendor) developed			
d. locally developed			
e. other (specify)_____			
Uses a curriculum that spans the secondary and postsecondary levels			
Uses a curriculum that is non-duplicative across secondary and postsecondary levels			
Is part of an articulation agreement with a postsecondary institution			
Is covered by a state-wide articulation agreement			
Offers secondary CTE courses that earn academic credit toward HS diploma			
Offers secondary CTE courses that provide postsecondary credit through dual or concurrent enrollment			

Question 8: Continued

Program(s) of Study Characteristics	Required	Not Required	Don't Know
ASSESSMENTS			
Assesses technical skill attainment through...			
a. state-developed exams that are...			
(i) aligned with state technical standards			
(ii) aligned with national 16 career cluster standards			
(iii) aligned with industry standards			
(iv) other (specify) _____			
b. industry-developed exams			
c. national licensing or credentialing exams			
d. state licensing or credentialing exams			
e. locally developed exams that are...			
(i) aligned with state standards			
(ii) aligned with national 16 career cluster standards			
(iii) aligned with industry standards			
(iv) other (specify) _____			
f. G.P.A. instead of exam			
g. course or program completion			
h. other (specify)			
CREDENTIALS			
Leads to a credential...			
a. with special recognition on high school diploma or transcript			
OTHER FEATURES			
Respond to local high skill, high demand, high pay occupational area			
Career guidance must be, or is available			
All secondary CTE students select a POS			

9. What action has your state taken to ensure that POS development within LEAs aligns with the core elements identified in the Perkins legislation? (*Mark all that apply*)

- Requiring state approval to offer 1
- Adopting/adopted state legislation defining POS components..... 2
- Developing/developed or issuing/issued education rules
or regulations (e.g., State Board policies)..... 3
- Creating POS models or templates..... 4
- Developing curriculum guides and other materials..... 5
- Designing guides for aligning CTE content with academic standards..... 6
- Designing guides for aligning CTE content with technical standards..... 7
- Requiring school districts to provide evidence of alignment in their local plans.. 8
- Securing secondary/postsecondary agreement on specific POS elements..... 9
- Consulting the career clusters developed by
the States’ Career Clusters Initiative..... 10
- Providing training and professional development to school district staff..... 11
- Creating/created state “college ready” or “work ready” standards for graduation 12
- Other (*specify*)..... 13

10. To what extent did the following stakeholders participate in state agency efforts to develop state-approved POS or were required to participate in LEA efforts to develop those POS? (*Mark each row for state agency involvement and LEA effort*)

Involvement in POS	Level of State Agency Participation				Required Participation in LEA Efforts to Develop POS	
	Not at all	Some	A lot	Don't Know	Required	Optional
Secondary academic teachers	1	2	3	4	1	2
Secondary CTE teachers	1	2	3	4	1	2
Secondary guidance counselors	1	2	3	4	1	2
Secondary district administrators	1	2	3	4	1	2
National industry/union groups or professional associations	1	2	3	4	1	2
Postsecondary academic faculty	1	2	3	4	1	2
Postsecondary CTE faculty	1	2	3	4	1	2
Postsecondary administrators	1	2	3	4	1	2
Local business and/or unions	1	2	3	4	1	2
Local chamber of commerce	1	2	3	4	1	2

11. On which of the following topics did your state introduce new **technical assistance** activities to help LEA develop state-approved POS during the 2007-08 and/or 2008-09 program years? (*Mark all that apply*)

- POS templates or guidelines..... 1
- Career clusters..... 2
- CTE content standards..... 3
- CTE curriculum development guidelines..... 4
- Academic and CTE curriculum integration..... 5
- Secondary and postsecondary curriculum alignment..... 6
- Technical skill assessments..... 7
- Career guidance and counseling..... 8
- Tech Prep..... 9
- Implementation of Perkins accountability measures..... 10
- Data systems for monitoring student progress..... 11
- Aligning standards and assessments..... 12
- Other (*specify*) _____ 13

12. What types of **professional development** does your state offer to the following groups involved in the development and implementation of state-approved POS during the 2007-08 and /or 2008/09 program years? (*Mark all that apply for each group*)

	Statewide or Regional Conferences	Local Workshops	Online Electronic Workshop/ Webinars	Individualized Assistance	Other <i>Specify</i> _____ _____	None	Don't Know
Secondary administrators							
Secondary counselors							
Secondary teachers							
Postsecondary administrators							
Postsecondary Counselors							
Postsecondary faculty							

13. Indicate whether you agree or disagree with the following statements that describe your state agency's efforts to develop state-approved POS.

	Strongly Disagree		No Opinion		Strongly Agree	Does not Apply
A shortage of state staff has limited POS development	1	2	3	4	5	6
State staff have technical expertise in designing POS	1	2	3	4	5	6
There is adequate federal funding to support POS development	1	2	3	4	5	6
State staff have adequate time to support POS development	1	2	3	4	5	6
Lack of the following has hindered POS development:						
- Statewide technical content standards	1	2	3	4	5	6
- Statewide curricular materials	1	2	3	4	5	6
- Technical skill assessments	1	2	3	4	5	6
State staff have little influence at the local level	1	2	3	4	5	6
Secondary teachers have a good understanding of POS	1	2	3	4	5	6
Secondary CTE and academic instructors within LEA are cooperating to create POS	1	2	3	4	5	6
Secondary teachers and postsecondary instructors are cooperating to create POS	1	2	3	4	5	6
Secondary and postsecondary administrators are cooperating to create POS	1	2	3	4	5	6
Secondary and postsecondary state staff are cooperating to implement POS	1	2	3	4	5	6

14. How are CTE content standards developed for the state-approved POS offered in your state? (*Mark all that apply*)

State develops secondary CTE standards.....	1
State adopts industry-based standards.....	2
State adopts 16 career clusters standards.....	3
Local instructors develop content standards based on state criteria.....	4
Local instructors develop their own standards.....	5
Local instructors standards created by industry groups.....	6
Local instructors consult with business or advisory council to develop or select standards.....	7
No standards exist.....	8
Don't know.....	9

15. What proportion of the POS offered in your state used each of the following sources for CTE content standards in the 2008-09 program year?

	None	Some	Many	All	Don't Know
State-developed CTE standards	1	2	3	4	5
Locally developed CTE standards	1	2	3	4	5
Industry-developed standards	1	2	3	4	5
National standards for the 16 career clusters	1	2	3	4	5
Postsecondary developed CTE standards	1	2	3	4	5
No CTE standards are required or exist	1	2	3	4	5

16. What proportion of POS approved by your state incorporated each of the following levels of CTE content standards in the 2008-09 program year?

	None	Some	Many	All	Don't Know
Foundation-level skills (e.g., work readiness)	1	2	3	4	5
Cluster level skills (i.e., 16 national career clusters)	1	2	3	4	5
Pathway level skills (i.e., 79 national pathways)	1	2	3	4	5
Occupational level skills (e.g., job-specific)	1	2	3	4	5
No standards exist	1	2	3	4	5

17. How many of the state-approved POS offered by school districts in your state used the following tools to assess students' technical skill attainment in the 2008-09 program year (*Mark all that apply*)

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

18. For what proportion of state-approved POS are the following available at the secondary level?

	None	Some	Many	All	Don't Know
Academic credit for CTE coursework	1	2	3	4	5
A secondary CTE certificate or credential that is noted on a high school transcript or diploma	1	2	3	4	5
Postsecondary CTE course credit	1	2	3	4	5
Postsecondary academic course credit	1	2	3	4	5

5

19. How are LEAs monitored by the state to ensure they are offering state-approved POS and how are POS outcomes evaluated to assess whether they are accomplishing the goals for which they are intended (*Mark all that apply*)

	Monitoring for Compliance	Evaluating for Performance
Not applicable/Not done		
State agency makes site visits		
District office makes site visits		
State reporting requirements for POS		
Other approach (<i>specify</i>) _____		

20. Who is responsible for monitoring and evaluating the implementation of state-approved POS? (*Mark all that apply*)

	Monitoring for Compliance	Evaluating for Performance
Not applicable/Not done		
State agency staff		
District CTE office		
Secondary teachers or administrators		
Postsecondary faculty or administrators		
Advisory committees		
Other agency or individual (<i>specify</i>) _____		

Topic Area 2: Accountability

THE QUESTIONS IN THE REMAINDER OF THIS SURVEY ADDRESS ALL OF THE CTE PROGRAMS OFFERED IN YOUR STATE IRRESPECTIVE OF WHETHER OR NOT THEY QUALIFY AS A PROGRAM OF STUDY.

21. Overall, how important were the following issues in negotiating your state performance benchmarks and targets with the U.S. Department of Education?

	Not Important		Somewhat Important		Very Important		Don't Know
Program performance goals on Perkins measures	1	2	3	4	5	6	
Past state performance on Perkins measures	1	2	3	4	5	6	
Anticipated changes in state conditions, excluding funding	1	2	3	4	5	6	
Anticipated changes in CTE program offerings	1	2	3	4	5	6	
Anticipated changes in student populations participating in CTE programs	1	2	3	4	5	6	
Anticipated change in state and/or local funding	1	2	3	4	5	6	
Other (<i>specify</i>) _____	1	2	3	4	5	6	

22. How difficult was it to reach agreement when negotiating with the U.S. Department of Education to establish annual performance benchmarks and targets for your state?

	Not Difficult		Somewhat Difficult		Very Difficult		Don't Know
Initial year performance benchmark	1	2	3	4	5	6	
Annual performance targets	1	2	3	4	5	6	

[If answered '3' or above for any response category go to Q23, else Q24]

23. When negotiating with the U.S. Department of Education to establish annual performance benchmarks and targets for your state, what were the reasons for encountering difficulty? (*Mark all that apply*)

Insufficient baseline data upon which to negotiate targets.....	1
Lack of clear guidance from the Department on what constitutes continuous improvement.....	2
Anticipated difficulty in gathering and submitting required data.....	3
Anticipated difficulty in negotiating similar performance targets with local grantees...	4
Concern over the repercussions of the state failing to meet performance targets.....	5
Other (<i>specify</i>) _____.....	6

24. What percentage of LEAs in your state have negotiated performance improvement targets differing from your state-established targets on one or more performance measures in 2008-09?

	<u>Enter</u>	<u>Mark if</u>	<u>Don't</u>
	<u>Percentage</u>	<u>Estimate</u>	<u>Know</u>
Performance levels and improvement targets are individually negotiated for what percentage of LEA	_____ %	<input type="checkbox"/>	<input type="checkbox"/>

[If answered 0% go to Q26]

25. How important were the following factors when negotiating performance targets with LEAs?

	Not <u>Important</u>	2	Somewhat <u>Important</u>	3	Very <u>Important</u>	4	5	Don't <u>Know</u>	6
Program performance goals on Perkins measures	1	2	3	4	5	6			
Past performance on Perkins measures	1	2	3	4	5	6			
Anticipated changes in local conditions	1	2	3	4	5	6			
Anticipated changes in CTE program offerings	1	2	3	4	5	6			
Anticipated changes in student populations participating in CTE programs	1	2	3	4	5	6			
Anticipated changes in state and/or local funding	1	2	3	4	5	6			
Other (<i>specify</i>) _____	1	2	3	4	5	6			

26. OVAE issued non-regulatory guidance to assist states in developing their accountability systems for the 2006 Perkins Act. How did your state make use of the OVAE guidance in crafting each of the following?

	Did Not <u>Use</u>	2	Consulted	3	Used <u>Verbatim</u>	4	5	Do Not <u>Know</u>	6
Identifying Populations									
CTE participants	1	2	3	4	5	6			
CTE concentrators	1	2	3	4	5	6			
Constructing Accountability Measures									
Academic attainment (1S1, 1S2)	1	2	3	4	5	6			
Technical skill attainment (2S1)	1	2	3	4	5	6			
Secondary school completion (3S1)	1	2	3	4	5	6			
Graduation rates (4S1)	1	2	3	4	5	6			
Placement into employment, advanced education, and the military (5S1)	1	2	3	4	5	6			
Nontraditional participation (6S1)	1	2	3	4	5	6			
Nontraditional completion (6S2)	1	2	3	4	5	6			

27. Which of the following types of technical assistance did your state provide to assist LEAs in implementing accountability measures and reporting during the 2008-2009 program year? (*Mark all that apply*)

Issued guidance on data collection.....	1
Statewide training on data collection and reporting	2
Local site visits.....	3
Help line (telephone or email).....	4
Provided individualized technical assistance.....	5
Other (<i>specify</i>).....	6

Did not provide any technical assistance..... 7
 28. Does the database you use for Perkins reporting purposes enable you to:

	Yes	No	Don't Know
Monitor individual students through grade 12?.....	1	2	3
Access information contained in students' academic records	1	2	3
Link students to teachers or instructors.....	1	2	3
Link high school records to administrative records for students enrolling in in-state community colleges?.....	1	2	3
Link high school records to administrative records for students enrolling in in-state four-year colleges or universities.....	1	2	3
Link high schools records to administrative records for students enrolling in out-of-state community colleges, four-year colleges, or universities.....	1	2	3
Examine student results on NCLB assessments.....	1	2	3

29. What types of quality control measures has your state adopted to ensure the validity and reliability of locally reported data? (*Mark all that apply*)

No quality control measures have been adopted.....	1
Conduct desk audit of LEA data to identify inaccurate information	2
Use electronic error checking strategies to identify inaccurate data.....	3
Provide technical assistance and/or guidelines to LEAs on data collection and editing procedures.....	4
State compares totals to prior year reports.....	5
Other (<i>specify</i>).....	6

30. How confident are you that the data you are collecting from LEAs for each of the following Perkins core indicators of performance accurately reflect local performance?

	Not Confident		Somewhat Confident		Very Confident	Don't Know	Not Applicable
Core Indicator 1							
Academic attainment	1	2	3	4	5	6	
7							
Core Indicator 2							
Technical skill attainment	1	2	3	4	5	6	
7							
Core Indicator 3							
Secondary school diploma	1	2	3	4	5	6	
7							
GED	1	2	3	4	5	6	
7							
Other state-recognized equivalent	1	2	3	4	5	6	
7							
Proficiency credential, certificate, or degree	1	2	3	4	5	6	
7							
Core Indicator 4							
Student NCLB graduation rate	1	2	3	4	5	6	
7							

Core Indicator 5

Placement in postsecondary education or advanced training	1	2	3	4	5	6
7						
Placement in the military	1	2	3	4	5	6
7						
Placement in employment	1	2	3	4	5	6
7						

Core Indicator 6

Non-traditional participation	1	2	3	4	5	6
7						
Non-traditional completion	1	2	3	4	5	6
7						

31. How confident are you that LEAs are able to collect complete and accurate data for the following special populations, as defined by NCLB?

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

32. What proportion of LEAs in your state was unable to achieve their negotiated performance target for each of the following Perkins accountability measures during the 2008-09 program year?

	None	1-10%	11-20%	21-30%	>30%	Don't Know
Academic attainment (1S1, 1S2)	1	2	3	4	5	6
Technical skill attainment (2S1)	1	2	3	4	5	6
Secondary school completion (3S1)	1	2	3	4	5	6
Student graduation rates (4S1)	1	2	3	4	5	6
Placement in employment, higher education, or the military (5S1)	1	2	3	4	5	6
Non-traditional participation (6S1)	1	2	3	4	5	6
Non-traditional completion (6S2)	1	2	3	4	5	6

33. How much difficulty will your state have in achieving 100 percent of your performance level in the 10-to-15 year timeline your state negotiated with OVAE?

	No Difficulty		Some Difficulty		Great Difficulty		Don't Know
Academic attainment (1S1, 1S2)	1	2	3	4	5	6	
Technical skill attainment (2S1)	1	2	3	4	5	6	
Secondary school completion (3S1)	1	2	3	4	5	6	
Student graduation rates (4S1)	1	2	3	4	5	6	
Placement in employment, higher education,							

or the military (5S1)	1	2	3	4	5	6
Non-traditional participation (6S1)	1	2	3	4	5	6
Non-traditional completion (6S2)	1	2	3	4	5	6

34. How many LEAs in your state are required to develop a Perkins program improvement plan for 2009-10 on the basis of performance data that were generated in the 2008-09 program years? (*Enter Number, mark “Don’t Know” if you do not have this information.*)

Enter Number Don’t Know

LEAs in need of improvement _____

35. In what ways and to what extent does your state currently use Perkins secondary core indicator data? (*In the first column, please mark a number for 1 to 5 for each use.*) For any items to which you respond “Not at all,” are there plans to use the data for any of these purposes in the next 2 years? (*In the second column, please mark the code for “Yes” or “No” for each use.*)

State use of performance data	Used to a great extent	Used quite a bit	Used somewhat	Used not very much	Used not at all	If “Not at all,” do you expect to use data for these purposes in the next two years?		
						Yes	No	Don’t know
a. To reward LEAs that are performing well.....	1	2	3	4	5	1	2	3
b. To sanction low-performing LEAs.....	1	2	3	4	5	1	2	3
c. To identify programs in need of improvement.....	1	2	3	4	5	1	2	
d. To provide targeted technical assistance.....	1	2	3	4	5	1	2	3
e. To provide additional resources for program improvement.....	1	2	3	4	5	1	2	3
f. To identify unusually effective programs.....	1	2	3	4	5	1	2	3
g. To identify special populations not being adequately served.....	1	2	3	4	5	1	2	3
h. Other (<i>specify</i>) _____	1	2	3	4	5	1	2	3

36. What types of consequences do existing state policies impose on LEAs that do not meet one or more of their Perkins IV accountability performance targets (*Mark all that apply*)?

- No consequences exist..... 1
- Consequences exist but are unlikely to be imposed..... 2
- Develop a local program improvement plan..... 3
- Additional accountability reporting requirements..... 4
- Loss of, or decrease in, state or Perkins funding..... 5
- Restrictions or loss of flexibility in the use of Perkins funds..... 6

Other (*specify*)..... 7
 Don't know..... 8

37. How far along is your state in the adoption of technical skills assessments? (*Mark all that apply*)

Created state-developed technical skills assessment(s) covering all CTE programs..... 1
 Created state-developed technical skills assessment(s) covering a subset of CTE programs... 2
 Adopted commercial technical skills assessment(s) covering all CTE programs..... 3
 Adopted commercial technical skills assessment(s) covering a subset of CTE programs..... 4
 Approved a list of technical skills assessments for local use..... 5
 In process of designing or transitioning to CTE technical skills assessment system..... 6
 Considering development options..... 7
 No plans to develop an assessment system at this time..... 8

38. How many of the LEAs in your state used the following tools to assess students' technical skill attainment in the 2008-09 program year?

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

39. What percentage of CTE concentrators reported in your state's technical skill assessment measure were assessed using a state or industry developed technical skill assessment, national or state licensing or credentialing, or commercially developed exam in the 2008-09 program year?

None..... 1
 Less than 25%..... 2
 Between 26 to 50%..... 3
 Between 51 to 75%..... 4
 Between 76 to 99%..... 5
 All..... 6
 Don't know..... 7

40. For each of the following data sources, indicate whether your state uses this source to collect placement data and, if not in use, whether state legal restrictions prevent your state in using this approach? (*Mark all that apply*)

	In Use By State	Legal Restrictions Prohibit Use	Not in Use, No Legal Restrictions Prohibit Use
National Student Clearinghouse.....	1	2	3
State Unemployment Insurance wage records.....	1	2	3
Federal Employment Data Exchange System (FEDES)...	1	2	3

Wage Record Information System (WRIS).....	1	2	3
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41. How does each of the following impact your state’s capacity to report placement data?

	No Impact	Some Impact	Great Impact	Don’t Know		
Access to, or use of, Social Security numbers for students.....	1	2	3	4	5	6
Restrictions on use of Social Security numbers.....	1	2	3	4	5	6
Cost of conducting follow-up studies of students who left high school.....	1	2	3	4	5	6
Getting an adequate response rate.....	1	2	3	4	5	6
Collecting data on self-employed individuals.....	1	2	3	4	5	6
Collecting data on those employed out-of-state.....	1	2	3	4	5	6
Collecting data on those attending an in-state 2-year public postsecondary institution.....	1	2	3	4	5	6
Collecting data on those attending an in-state 4-year public postsecondary institution.....	1	2	3	4	5	6
Collecting data on those attending an in-state private postsecondary institution.....	1	2	3	4	5	6
Collecting data on those attending an out-of-state public or private postsecondary institution.....	1	2	3	4	5	6

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

No data on LEA performance is shared.....	1
Statewide performance outcomes averaged across all LEA are shared	2
Performance outcomes are shared controlling for LEA with characteristics similar to one another.....	3
Performance outcomes are shared for all individual LEA.....	4
Performance outcomes that are shared are posted on the internet for viewing..	5

Topic Area 3: Finance

43. How much of your Perkins funds were allocated to the secondary and postsecondary sectors in your state in each of the following fiscal years? [Note: if your state consolidated its 2008-09 Title II Tech Prep funds into its Title I Basic Grant, report all funds in the Title I category]

	Title I Basic Grant		Title II Tech Prep	
	2006-07	2008-09	2006-07	2008-09
	<u>(Perkins III)</u>	<u>(Perkins IV)</u>	<u>(Perkins III)</u>	<u>(Perkins IV)</u>
Secondary	\$ _____	\$ _____	\$ _____	\$ _____
Postsecondary	\$ _____	\$ _____	\$ _____	\$ _____

	State Leadership	
	2006-07	2008-09
	<u>(Perkins III)</u>	<u>(Perkins IV)</u>
Secondary	\$ _____	\$ _____
Postsecondary	\$ _____	\$ _____

44. If your state changed the percentage split in its allocation of Title I funds to secondary and postsecondary education since the adoption of Perkins IV, what factors brought about this action? *(Mark all that apply)*

- Not applicable, state has not changed its funding split..... 1
- Change in state legislative policies or priorities..... 2
- Adoption of state economic development initiative..... 3

- Increased focus on academics over CTE instruction at secondary level..... 4
- Increased focus in providing CTE instruction in one sector over the other..... 5
- Change in state financing of CTE using non-federal funds..... 6
- Other *(specify)* _____ 7
- Don't Know..... 8

45. Is your state planning to make any changes to the amounts of funding allocated to secondary and postsecondary sectors for the remainder of Perkins IV?

- Yes, increase secondary sector share of funding..... 1
- Yes, increase postsecondary sector share of funding..... 2
- No..... 3
- Don't Know..... 4

46. How many local applications for 2008-09 program year Perkins IV, Title I funding did your state agency receive, and how many of these were approved or disapproved? *(Enter number, mark "Don't Know" if you do not have this information)*

	<u>Enter</u>	<u>Don't</u>
	<u>Number</u>	<u>Know</u>
Total number received	_____	<input type="checkbox"/>
Number approved as originally submitted	_____	<input type="checkbox"/>
Number approved after revision and re-submission	_____	<input type="checkbox"/>
Number disapproved	_____	<input type="checkbox"/> <i>(If 0, go to Q48)</i>

47. What were the principal reasons for disapproval? (Mark all that apply.)

- No plan submitted or inadequate plan for local allocation of funds 1
- No plan submitted or inadequate plan for collection of accountability data..... 2
- Failed to provide accountability data in the past..... 3
- Poor past performance..... 4
- Failed to agree on negotiated performance target in the past..... 5
- Program determined to lack sufficient quality..... 6
- Other (specify) _____ 7

48. What amount of your state’s 2008-2009 Perkins IV, Title I secondary funds went to each of the following types of programs? (Enter dollars, mark “Don’t Know” if you do not have this information) [Note: if your state consolidated its Title II Tech Prep funds into its Title I Basic Grant, report all funds in the Title I category]

	<u>Dollars</u>	<u>Don’t Know</u>
Grades 9-12 in comprehensive high schools.....	\$.....	<input type="checkbox"/>
Grades 9-12 in specialized facilities (such as area career centers, ROP, or BOCES).....	\$.....	<input type="checkbox"/>
Grades 7 and/or 8.....	\$.....	<input type="checkbox"/>
Secondary CTE in Bureau of Indian Affairs (BIA) funded secondary schools.....	\$.....	<input type="checkbox"/>
Other (specify) _____	\$.....	<input type="checkbox"/>

49. In addition to services offered in comprehensive high schools, CTE may be offered in dedicated area centers or technical high schools serving one or more school districts. Please indicate the number of schools or agencies in your state that offered secondary CTE instruction in a setting other than the comprehensive high school in the 2008-09 academic year.

	<u>Enter Number</u>	<u>Don’t Know</u>
Technical high schools serving one or more districts (excluding charter schools)	_____	<input type="checkbox"/>
Regional or area centers serving one or more districts	_____	<input type="checkbox"/>
Public charter schools	_____	<input type="checkbox"/>
Other	_____	<input type="checkbox"/>

50. For the 2008-09 program year, did your state waive the **minimum allocation rule** (\$15,000 per substate grantee) for any grantees? [Reference: Section 131 (c) (1) and (2)]

- Yes..... 1
- No..... 2 (Go to Q52)

51. How many waivers were granted for each of the following reasons? (Enter number, mark “Don’t Know” if you do not have this information.)

	<u>Enter Number</u>	<u>Don’t Know</u>
LEA is in a rural, sparsely populated area	_____	<input type="checkbox"/>
LEA is a public charter school	_____	<input type="checkbox"/>

LEA is unable to enter into a consortium _____
 Other (specify) _____

52. For the 2008-09 program year, did your state use the option to create a **reserve fund** to allocate resources to LEAs through a means **other than the statutory formula**?

Yes..... 1
 No..... 2 (Go to Q55)

53. How much money was distributed to secondary LEAs in 2008-09 using the **reserve fund**? (Enter dollar amount, mark "Don't Know" if you do not have this information.)

	<u>Enter Amount</u>	<u>Don't Know</u>
Reserve fund	\$ _____	<input type="checkbox"/>

54. What amount of your reserve funds were awarded to LEAs located in the following areas? (Enter dollar amount, mark "Don't Know" if you do not have this information)

	<u>Enter Amount</u>	<u>Don't Know</u>
Rural areas	\$ _____	<input type="checkbox"/>
Areas with high percentages of CTE students	\$ _____	<input type="checkbox"/>
Areas with high numbers of CTE students	\$ _____	<input type="checkbox"/>

55. How many tribally-controlled or Bureau of Indian Affairs (BIA)-funded LEAs received Perkins grants in 2008-09 as noted? (Enter number, mark "Don't Know" if you do not have this information.)

	<u>Enter Number</u>	<u>Don't Know</u>
An individual agency.....	_____	<input type="checkbox"/>
A member of a consortia.....	_____	<input type="checkbox"/>

56. Of the funds used at the secondary level, on average, what percentage of your state's 2008-09 **State Leadership Funds** were allocated for the following **required uses** referenced in Section 124 of the Perkins Act? [(Enter percentage or mark "Don't Know" if you do not have this information.)

[NOTE: Percentages need not total to 100%]

	<u>Enter Percentage</u>	<u>Don't Know</u>
Assessing CTE programs.....	_____ %	<input type="checkbox"/>
Expanding the use of technology in CTE programs.....	_____ %	<input type="checkbox"/>
Providing professional development.....	_____ %	<input type="checkbox"/>
Strengthening the integration of academic and CTE instruction.....	_____ %	<input type="checkbox"/>
Preparing individuals for nontraditional employment.....	_____ %	<input type="checkbox"/>
Supporting partnerships among secondary, postsecondary, adult education, and other local institutions.....	_____ %	<input type="checkbox"/>
Serving individuals in state institutions, such as state correctional and institutions serving disabled students.....	_____ %	<input type="checkbox"/>
Supporting programs that prepare special education students for entry into high skill, high wage, high demand occupations.....	_____ %	<input type="checkbox"/>

Technical assistance for eligible recipients..... _____%

57. How much of the 10 percent State Leadership funding was made available in 2008-09 for secondary services that prepare individuals for nontraditional fields (i.e., of the not less than \$60,000 and not more than \$150,000 earmarked for the purpose? *(Enter amount, mark "Don't Know" if you do not have this information.)*)

	<u>Enter</u>	<u>Don't</u>
	<u>Amount</u>	<u>Know</u>
Nontraditional funding	\$ _____	<input type="checkbox"/>

58. What percentage of your State Leadership funding for secondary education in 2008-09 was used to support POS development or implementation? *(Enter percentage, mark "Don't Know" if you do not have this information.)*

	<u>Enter</u>	<u>Don't</u>
	<u>Percentage</u>	<u>Know</u>
POS funding	_____ %	<input type="checkbox"/>

59. Indicate whether your state has a gender equity and/or special populations coordinator at the secondary level and the job status of their position. *(Mark all that apply)*

	<u>None</u>	<u>Full-time</u>	<u>Part-time</u>
Gender equity coordinator.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Special populations coordinator.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

[If none for both options skip to Q61]

60. From what funding source(s) were the position(s) funded in 2008-09? *(Mark all that apply.)*

Perkins State Leadership funds.....	1
Perkins State Administration funds.....	2
State funds.....	3
Other <i>(specify)</i>	4

THE FOLLOWING QUESTIONS PERTAIN TO YOUR STATE'S FUNDING SYSTEM FOR SECONDARY CTE. DO NOT INCLUDE PERKINS FUNDS OR RESOURCES USED FOR YOUR STATE PERKINS MATCH IN THIS SECTION.

61. Did your state provide categorical funding for CTE services offered in secondary schools in the 2008-09 program year?

Yes.....	1*
No.....	2 <i>(Go to Q64)</i>

*Please attach state CTE funding formula

62. What percentage of the categorical statewide support for secondary CTE offered in your state in 2008-09 would you estimate came from the following sources: (Must total 100 %) (Enter percentage, mark "Don't Know" if you do not have this information)

	<u>Percentage</u>	<u>Don't Know</u>
Federal sources (excluding Perkins).....	_____ %	<input type="checkbox"/>
State sources	_____ %	<input type="checkbox"/>
Local sources	_____ %	<input type="checkbox"/>
Other (specify) _____	_____ %	<input type="checkbox"/>

63. Does your state use performance-based allocations (e.g., rewards and/or sanctions) for **state** secondary CTE funds?

- Yes..... 1*
- No..... 2

***Please attach description of state performance-based funding allocation formula**

Topic Area 4: Tech Prep

64. Did your state choose to merge its Tech Prep funds into its Title I basic grant during or prior to the 2009-010 program year?

- Yes..... 1
- No..... 2 (Go to Q66)

65. What are the reasons that your state opted to merge its Tech Prep funding with its basic grant funds? (Mark all that apply.)

- Desire to incorporate Tech Prep into all CTE programs..... 1
- Avoid data burden associated with collecting new Tech Prep measures..... 2
- Difficulty identifying Tech Prep students from other CTE students..... 3
- Difficulty collecting data on Tech Prep students..... 4
- Other..... 5

(End Survey)

66. Is your state planning to merge its Tech Prep funds into its Title I basic grant prior to the end of the Perkins IV Act, and if so, when?

- State has no plans to consolidate funding 1
- 2010-11 program year..... 2
- 2011-12 program year..... 3
- Don't know..... 4

67. How did your state allocate grants to local Tech Prep Consortia in 2008-09 from funds not merged?*

- Through a competitive application and award process..... 1
- By formula..... 2
- Both competition and formula..... 3
- Other (specify)..... 4

*** Please attach the guidelines or criteria used.**

68. How many local applications for 2008-09 program year Perkins IV, Title II Tech Prep funding did your state agency receive, and how many of these were approved or disapproved? (Enter number)

- Total number received:..... _____
- Number approved as originally submitted:..... _____
- Number approved after revision and re-submission:..... _____
- Number disapproved:..... _____ (If 0, go to Q70)

69. What were the principal reasons for disapproval? (Mark all that apply.) \$143,850

- No plan submitted or inadequate plan for local allocation of funds 1
- No plan submitted or inadequate plan for collection of accountability data..... 2
- Poor past performance..... 3
- Program determined to lack sufficient quality..... 4
- Other (specify) _____ 5

70. Which, if any, of the following obstacles does your state face in tracking Tech Prep students as they transition between the secondary and postsecondary education sectors? (Mark all that apply)

- Secondary and postsecondary sectors do not share a common student identifier 1
- Secondary and postsecondary sectors do not have a means of sharing data..... 2
- Secondary Tech Prep students do not self-identify (or know they are Tech Prep students) when matriculating at a postsecondary institution..... 3
- Postsecondary institutions do not attempt to identify incoming secondary Tech Prep students..... 4
- Other (specify)_____ 5
- Other (specify)_____ 6

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

	Strongly Disagree	No Opinion	Strongly Agree	Don't Know		
New measures impose a substantial data burden on the state	1	2	3	4	5	6
The new measures will support program improvement efforts undertaken at the <u>state</u> level	1	2	3	4	5	6
The new measures will support program improvement efforts undertaken at the <u>local</u> level	1	2	3	4	5	6
The existence of the new measures will likely cause my state to merge its Title I and Title II funds	1	2	3	4	5	6
My state is able to collect accurate data on all measures	1	2	3	4	5	6
My state would like OVAE to issue nonregulatory guidance to support my state in developing Tech Prep measures	1	2	3	4	5	6
Other (specify) _____	1	2	3	4	5	6