ATE SURVEY 2025

Updated January 2025

About the ATE Survey
This annual survey of the National Science Foundation's Advanced Technological Education (ATE) program grantees gathers information about the program's characteristics, activities, and achievements. The findings may be used by ATE grantees, grantseekers, and program officers to inform program and project planning and evaluation, and by STEM education researchers to investigate issues related to technician education. Some of the data collected from this survey will be shared in select ways to further ATE collaboration and research efforts.

Structure of the Survey
There are twelve main sections to this survey: Five are required for everyone, while the remaining seven sections are dependent on your project activities. You will be asked if your ATE project was involved in a particular activity, and if you answer *yes*, you will be presented with a series of questions about that aspect of your work. Please read the descriptions in these questions carefully. If you are unsure, please reach out to Erika Sturgis for clarifications (contact information below). It may be that not all activities pertain to your project.

Survey Open and Close Deadlines
The survey will be open from **February 18 through March 21, 2025**. The survey is web-based; access information will be emailed to ATE principal investigators at the start of the survey period. We recommend that you review this printer-friendly version of the survey before responding to the online version so that you will have all the necessary information at hand to answer the questions.

About this PDF Preview
In order to incorporate the branching and other automated parts of the online survey, this PDF version indicates branching logic in parentheses and other directions in brackets. In the online survey, some questions will auto-fill the information you provided to answer a previous question. In this PDF version, this is referred to as "piped text." The survey questions are relatively consistent each year. Any updates or changes made to survey items are indicated with blue text color.

More Resources
The following resources to assist in your completion of the ATE Survey can be found at atesurvey.evalu-ate.org/info:
- FAQ document for more details about data protection and uses
- Tips and tricks from ATE PIs on completing the ATE Survey
- Guide to requesting data from your institutional research office

Thank you for participating in this survey. Additional information about the survey is available at atesurvey.evalu-ate.org. Questions should be directed to:

Lee McClure
atesurvey@evalu-ate.org
(269) 387-5771

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*Sections with asterisks involve collecting student count data.

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Section 1: Grantee Characteristics and Practices

1.1.   **What type of award is your ATE grant?**
- ○ Project
- ○ Small grant for institutions new to ATE
- ○ Small scale projects
- ○ National center
- ○ Regional center
- ○ Support/resource center
- ○ Applied/targeted research on technician education
- ○ Conference or meeting
- ○ Coordination network
- ○ Consortia for innovations in technical education
- ○ Other type of award (describe) _____

Note: In the remainder of this survey, your ATE work will be referred to as a "project" regardless of the type of award you received.

1.2.   **Was 2024 the first year of your current grant?**
- ○ Yes
- ○ No

   1.2.1.   (If *Yes* to Q1.2) **Is your current grant a continuation of a previous ATE project?**
   - ○ Yes
   - ○ No

1.3.   **Does your grant have any co-principal investigators (co-PIs)?**
- ○ Yes
- ○ No

   1.3.1.   (If *Yes* to Q1.3) **Co-PI name(s) and email address(es):**

   Co-PI   _____

   Email address _____

   Co-PI   _____

   Email address _____

   Co-PI   _____

   Email address _____

   Co-PI   _____

   Email address _____

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1.4. **At what type of institution is the PI for this project located?**
○ 4-year college/university
○ 2-year college or 2-year college system
○ K–12 school or school system
○ Nonprofit organization
○ Other (describe) _____

    1.4.1. (If 4-year college/university or 2-year college) **Is this institution designated as a minority-serving institution as defined in US law under Title III of the Higher Education Act of 1965?**
    ○ Yes
    ○ No
    ○ Not sure

    1.4.2. (If *Yes* to Q1.4.1) **Which designations does your institution hold?**

		Yes	No
a.	Hispanic-serving institution	○	○
b.	Historically Black college or university	○	○
c.	Predominately Black institution	○	○
d.	Tribal college or university	○	○
e.	Asian American and Native American Pacific Islander-serving institution	○	○
f.	Alaska Native-serving institution and Native Hawaiian-serving institution	○	○
g.	Native American-serving nontribal institution	○	○
h.	Other (describe)_____	○	○

1.5. **Project website:** http:// _____

1.6. **How many years does your grant cover?** _____

1.7. **What is the total value of the grant?** $ _____

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1.8. **Which of the following best represents the <u>primary</u> disciplinary focus of your ATE project?**

Advanced Manufacturing Technologies
- ○ Automotive manufacturing
- ○ General manufacturing
- ○ Additive manufacturing
- ○ Welding
- ○ Supply chain automation
- ○ Process manufacturing
- ○ Robotics
- ○ Aviation manufacturing
- ○ Other Advanced Manufacturing Technologies (please specify)

Agricultural and Environmental Technologies
- ○ Agriculture and aquaculture
- ○ Energy technologies
- ○ Environmental technologies
- ○ Natural resources
- ○ Other Agricultural and Environmental Technologies (please specify)

Bio and Chemical Technologies
- ○ Biotechnology
- ○ Chemical and process technologies
- ○ Other Bio and Chemical Technologies (please specify)

Engineering Technologies
- ○ Optics
- ○ Electronics and controls
- ○ Mechatronics
- ○ Marine technologies
- ○ General engineering
- ○ Materials technologies
- ○ Space technologies
- ○ Logistics engineering technology
- ○ Other Engineering Technologies (please specify)

Information and Securities Technologies
- ○ Information and communication technologies
- ○ Geospatial technologies
- ○ Security, information assurance, and forensics
- ○ Logistics
- ○ Data science and data analytics
- ○ Other Information and Securities Technologies (please specify)

Micro and Nanotechnologies
- ○ Micro and nanotechnologies

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General or Interdisciplinary/Cross-Cutting Advanced Technological Education
- ○ Evaluation
- ○ Learning research
- ○ Teacher preparation
- ○ Recruitment and/or retention
- ○ Other General or Interdisciplinary/Cross-Cutting Advanced Technological Education (please specify)

Other (please specify) _____

1.9. **Does your ATE project have a <u>secondary</u> disciplinary focus you would like to report?**
- ○ Yes
- ○ No

1.9.1. (If *Yes* to Q1.9) **Which of the following best represents the <u>secondary</u> disciplinary focus of your ATE project?**

Advanced Manufacturing Technologies
- ○ Automotive manufacturing
- ○ General manufacturing
- ○ Additive manufacturing
- ○ Welding
- ○ Supply chain automation
- ○ Process manufacturing
- ○ Robotics
- ○ Aviation manufacturing
- ○ Other Advanced Manufacturing Technologies (please specify)

Agricultural and Environmental Technologies
- ○ Agriculture and aquaculture
- ○ Energy technologies
- ○ Environmental technologies
- ○ Natural resources
- ○ Other Agricultural and Environmental Technologies (please specify)

Bio and Chemical Technologies
- ○ Biotechnology
- ○ Chemical and process technologies
- ○ Other Bio and Chemical Technologies (please specify)

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Engineering Technologies
- ○ Optics
- ○ Electronics and controls
- ○ Mechatronics
- ○ Marine technologies
- ○ General engineering
- ○ Materials technologies
- ○ Space technologies
- ○ Logistics engineering technology
- ○ Other Engineering Technologies (please specify)

Information and Securities Technologies
- ○ Information and communication technologies
- ○ Geospatial technologies
- ○ Security, information assurance, and forensics
- ○ Logistics
- ○ Data science and data analytics
- ○ Other Information and Securities Technologies (please specify)

Micro and Nanotechnologies
- ○ Micro and nanotechnologies

General or Interdisciplinary/Cross-Cutting Advanced Technological Education
- ○ Evaluation
- ○ Learning research
- ○ Teacher preparation
- ○ Recruitment and/or retention
- ○ Other General or Interdisciplinary/Cross-Cutting Advanced Technological Education (please specify)

Other (please specify) _____

1.10. **Does your ATE project explicitly aim to engage or recruit students from the following groups?** (Only report on recruitment and retention strategies carried out by your ATE project, not your department, college, or institution.)

	Yes	No	Unsure
a. Women	○	○	○
b. Underrepresented racial or ethnic minorities	○	○	○
c. Veterans	○	○	○
d. First-generation college students	○	○	○
e. Low-income students	○	○	○
f. Individuals from rural areas	○	○	○
g. Persons with disabilities	○	○	○
h. Dislocated workers (i.e., people terminated as a result of workplace closure)	○	○	○

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To better understand the composition of the ATE community, the next few questions ask about the demographic characteristics of ATE PIs.

1.11. **How does the PI identify their race and/or ethnicity? Select all that apply.**
☐ American Indian or Alaska Native
☐ Asian
☐ Black or African American
☐ Hispanic or Latino/a/é/x
☐ Middle Eastern or North African
☐ Native Hawaiian or Pacific Islander
☐ White
☐ Identity not listed _____

1.12. **How does the PI identify their gender?**
○ Male
○ Female
○ Identity not listed

1.13. **What is the PI's age?**
○ Under 25 years
○ 25–34 years
○ 35–44 years
○ 45–54 years
○ 55–64 years
○ 65 years or older

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Section 2: Collaboration with Business and Industry

(Completed by all)

Collaboration is a relationship with another institution, business, or group that provides monetary or other support (e.g., volunteer instruction, donated materials) to your ATE project. Collaborators are not funded by the grant.

2.1. **For each type of collaborating organization listed below, report the number of different organizations you collaborated with between January 1 and December 31, 2024.**

   a. Business/industry _____

   b. Within your host institution (*not for grant management purposes*) _____

   c. 2- or 4-year colleges _____

   d. K–12 schools or school systems _____

   e. Public agencies (e.g., government agencies) _____

   f. Other ATE projects _____

   g. Other (describe) _____ _____

2.2. (Only if indicated collaborated with business/industry in Q2.1) **Did your ATE project engage with individuals or groups from business and industry in any of the following ways between January 1 and December 31, 2024?**

	Yes	No	Planning to in the Future	Role of Business or Industry Person/Group
a.	○	○	○	Serve on an advisory board
b.	○	○	○	Review or advise on curriculum
c.	○	○	○	Provide educators with occupational experience and training (e.g., externships, mentoring, equipment access, demonstrations)
d.	○	○	○	Support business incubation or entrepreneurship
e.	○	○	○	Assist with instruction (e.g., guest lectures, classroom teaching, serve as panelists or judges, conduct site tours)
f.	○	○	○	Provide monetary or in-kind support for program sustainability or enhancement (e.g., financial support, equipment donation, marketing assistance)
g.	○	○	○	Sponsor research
h.	○	○	○	Provide opportunities for workplace-based learning (e.g., internships, apprenticeships, co-op learning)
i.	○	○	○	Identify workforce needs

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2.3. **What is the total dollar value of monetary and in-kind support received by your project from all sources <u>other</u> than your ATE award between January 1 and December 31, 2024?** (round to the nearest thousand dollars)

		Total Dollar Value
a. Monetary support	$	
b. In-kind support	$	

2.3.1. (If entered non-zero-dollar amount in Q2.3.b) **What types of in-kind support did your project receive between January 1 and December 31, 2024?**

	Yes	No
a. Staff time	○	○
b. Equipment	○	○
c. Other (describe)_____	○	○

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Project Activities

To ensure that you are presented only with questions that are pertinent to your ATE project, you will be asked if your project was involved in a particular activity in 2024. **Please read the descriptions carefully.** If you answer *yes*, the online survey will display questions that ask about that aspect of your work. If you answer *no* or that you are *planning to in the future*, you will not see these questions in the online survey.

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Section 3: Program and Course Development

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Program Development

Program development is the creation or substantial modification of a specific degree or certificate program for implementation at specific colleges or high schools.

Do not use this section of the survey to report on:
- Curricula developed only for use by other institutions
- Workshops to build capacity around program development or implementation

Between January 1 and December 31, 2024, did your ATE project create or substantially modify an academic degree or certificate program?
- ○ Yes (answer this section)
- ○ No (skip to next question)
- ○ Planning to in the future (skip to next question)

Between January 1 and December 31, 2024, did your ATE project operate an academic degree or certificate program that was previously created or substantially modified by your ATE project?
- ○ Yes
- ○ No (skip this section)
- ○ Planning to in the future (skip this section)

3.1. (If *Yes* to Screener 1) **How many academic programs for each type of credential did your project develop or substantially modify in 2024?**

	Total Programs
a. Certificate	_____
b. Associate degree	_____
c. Bachelor's degree	_____
d. Other (describe)	_____

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3.2. (If *Yes* to Screener 2) **How many academic programs for each type of credential did your project operate in 2024 that were previously created or substantially modified by your ATE project?**

	Total Programs
a. Certificate	_____
b. Associate degree	_____
c. Bachelor's degree	_____
d. Other (describe)	_____

3.3. (If *Yes* to Screener 1 or Screener 2) **In 2024, how many students took at least one course in the academic programs created or modified by your ATE project?**

	Total Students
a. Certificate	_____
b. Associate degree	_____
c. Bachelor's degree	_____
d. Other (describe)	_____

3.3.1. (Answer if value reported in Q3.3) **In 2024, how many students from each of the following demographic categories participated in programs created or modified by your ATE project?**

	Certificate	Associate degree	Bachelor's degree	Other
a. American Indian or Alaska Native	_____	_____	_____	_____
b. Asian	_____	_____	_____	_____
c. Black or African American	_____	_____	_____	_____
d. Hispanic or Latino/a/é/x	_____	_____	_____	_____
e. Middle Eastern or North African	_____	_____	_____	_____
f. Native Hawaiian or other Pacific Islander	_____	_____	_____	_____
g. White	_____	_____	_____	_____
h. Racial or Ethnic Identity Unknown (e.g., student refused; data not captured by project)	_____	_____	_____	_____

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3.3.2. (Answer if value reported in Q3.3) **In 2024, how many students from each of the following gender categories participated in programs created or modified by your ATE project?**

	Certificate	Associate degree	Bachelor's degree	Other
a. Men	_____	_____	_____	_____
b. Women	_____	_____	_____	_____
c. Another Gender Identity	_____	_____	_____	_____
d. Gender Identity Unknown (e.g., student refused; data not captured by project)	_____	_____	_____	_____

3.4. (If *Yes* to Screener 1 or 2) **In 2024, how many students from each of the following groups participated in programs created or modified by your ATE project?**

	Total Students
a. Veterans	_____
b. First generation to attend college	_____
c. Requested accommodations under the Americans with Disabilities Act	_____

3.5. (If *Yes* to Screener 1 or 2) **In 2024, how many students completed a program created or modified by your ATE project?**

	Total Students
a. Certificate	_____
b. Associate degree	_____
c. Bachelor's degree	_____
d. Other (describe)	_____

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Course Development

Course development is the creation or substantial modification of sequenced, intentional learning experiences for students at specific colleges or high schools.

Do not use this section of the survey to report on:
- Course curricula developed only for use by other institutions
- Workshops to build capacity around program development or implementation

Between January 1 and December 31, 2024, did your ATE project create or substantially modify an academic course? (This course does not need to be associated with the development of an academic program.)
- ○ Yes (answer this section)
- ○ No (skip to next question)
- ○ Planning to in the future (skip to next question)

Between January 1 and December 31, 2024, did your ATE project offer a course that was previously created or substantially modified by your ATE project?
- ○ Yes
- ○ No (skip this section)
- ○ Planning to in the future (skip this section)

3.6.   (If *Yes* to Screener 1) **How many courses were created or modified by your ATE project in 2024?**
_____ [text box]

3.7.   (If *Yes* to Screener 1 or 2) **How many courses created or modified by your ATE project were offered in 2024?**
_____ [text box]

3.8.   (If *Yes* to Screener 1) **How many students completed courses that were created or modified by your ATE project in 2024?**

	Total Students
a. High school students	_____
b. 2-year college students	_____
c. 4-year college students	_____
d. Incumbent workers	_____
f. Other (describe)	_____

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Articulation Agreements

Articulation agreements are formal agreements between education institutions that provide students with pathways and education access from secondary schools to two-year colleges and four-year colleges and universities.

Between January 1 and December 31, 2024, did your ATE project create new articulation agreements or maintain articulation agreements that were previously created through your project?

- ○ Yes
- ○ No (skip this section)
- ○ Planning to in the future (skip this section)

3.9. **Report the number of articulation agreements, institutions, and students associated with each education level.**

	Education Level	
	High school to 2-year college	2-year college to 4-year college
a. Total number of articulation agreements <u>developed</u> in 2024	_____	_____
b. Total number of articulation agreements <u>in place</u> in 2024 (sequential and concurrent)	_____	_____
c. Number of <u>institutions</u> involved in all the agreements	_____	_____
d. Number of <u>students</u> who transferred in 2024 (enrolled at the higher education level under the terms of an articulation agreement)	_____	_____

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Acquisition of Instrumentation and Equipment

Instrumentation and equipment are physical items used in instruction in technical courses to help students learn processes, understand concepts, or perform tasks. Some examples may include:

- Laboratory or field instrumentation
- Scientific or industrial machinery
- Computer-related hardware or software

Do not use this section of the survey to report on:

- Instrumentation and equipment that were donated to your project
- Instrumentation and equipment that were purchased with non-ATE funding

Between January 1 and December 31, 2024, did your ATE project use ATE funding to purchase instrumentation and equipment for use in instruction?

- ○ Yes
- ○ No (skip this section)
- ○ Planning to in the future (skip this section)

3.10. **How many courses, students, and educators used this instrumentation or equipment in 2024?**

a. Courses   _____

b. Students   _____

c. Educators   _____

3.11. **How much did your project spend on instrumentation and equipment in 2024?**

$ _____

3.12. **Which of the following best describes how your project uses this instrumentation and equipment?**
- ○ Gives students hands-on experience with the actual instruments or equipment that are used in industry
- ○ Allows students to perform technical tasks in a simulated context (such as through use of virtual reality or modified equipment)
- ○ Enables students with disabilities to perform certain technical tasks or have experiences that otherwise would be difficult for them

- ○ Other (describe) _____

3.13. **How did acquiring this instrumentation or equipment enhance student learning?**

_____ [text box]

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Section 4: Direct Student Engagement

Business and Entrepreneurial Skills Development

Business and entrepreneurial skills development are systematic efforts that help students to develop their skills in areas such as—but not limited to—business development, marketing, networking, and understanding the global marketplace.

Do not use this section of the survey to report on:
- Activities with a primary focus other than business or entrepreneurial skills development (such as courses or workshops on other topics that might also have an indirect effect on these skills)
- Activities that did not involve working with students directly.

Between January 1 and December 31, 2024, did your ATE project work with students specifically to develop their business and entrepreneurial skills?
- ○ Yes
- ○ No (skip this section)
- ○ Planning to in the future (skip this section)

4.1. **How many students participated in business and entrepreneurial skills development provided by your project in 2024?**

Total students _____

4.2. **Did your project work with students in the following ways to develop their business and entrepreneurial skills?**

		Yes	No
a.	Activity/course unit	○	○
b.	Club	○	○
c.	Entire course	○	○
d.	Incubator program	○	○
e.	Mentoring or coaching	○	○
f.	Online lesson or material	○	○
g.	Workshop	○	○
h.	Other (describe)_____	○	○

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Workplace-Based Learning

Workplace-based learning includes any situation in which a student gains experience <u>at a work site</u>, such as through internships, apprenticeships, job shadowing, and field trips to industry sites.

Do not use this section of the survey to report on:
- Activities that took place in a school setting

Between January 1 and December 31, 2024, did your ATE project offer workplace-based learning to students?
- ○ Yes
- ○ No (skip this section)
- ○ Planning to in the future (skip this section)

4.3. **Did your ATE project offer the following workplace-based learning opportunities in 2024?**

	Yes	No
a. Field trips to business/industry sites	○	○
b. Job shadowing	○	○
c. Apprenticeships	○	○
d. Externships	○	○
e. Internships	○	○
f. Co-op learning	○	○
g. Other (describe)_____	○	○

    4.3.1. (Only if *Apprenticeships* was selected in Q4.3) **Were any of your apprenticeships offered in 2024 registered with the U.S. Department of Labor or a state apprenticeship agency (i.e., a "registered apprenticeship")?**
- ○ Yes
- ○ No
- ○ Unsure

4.4. **How many students participated in each type of workplace-based learning provided by your project in 2024?**

	Total
a. Field trips to business/industry sites	_____ students
b. Job shadowing	_____ students
c. Apprenticeships	_____ students
d. Externships	_____ students
f. Internships	_____ students
g. Co-op Learning	_____ students
h. Other types of workplace-based learning	_____ students

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4.5. (Skip if only *Field trips to business/industry sites* were selected in Q4.3) **About how much time did a student typically commit to each type of workplace-based learning offered by your project?**

Type of Workplace-Based Learning	How many <u>hours</u> per week did a student commit to this activity?	How many <u>weeks</u> per year did a student commit to this activity?
[piped text from choices in Q4.3]	_____ [text box]	_____ [text box]

4.6. (Skip if only *Field trips to business/industry sites* were selected in Q4.3) **Which of these characteristics apply to the workplace-based learning opportunities offered by your project?**

(If selected in Q4.3)	Students received payment	Students received academic credit	Coupled with specific course(s)	Student participation required by program
a. Job shadowing	[drop down, Yes or No]	[drop down, Yes or No]	[drop down, Yes or No]	[drop down, Yes or No]
b. Apprenticeships	[drop down, Yes or No]	[drop down, Yes or No]	[drop down, Yes or No]	[drop down, Yes or No]
c. Externships	[drop down, Yes or No]	[drop down, Yes or No]	[drop down, Yes or No]	[drop down, Yes or No]
d. Internships	[drop down, Yes or No]	[drop down, Yes or No]	[drop down, Yes or No]	[drop down, Yes or No]
f. Co-op learning	[drop down, Yes or No]	[drop down, Yes or No]	[drop down, Yes or No]	[drop down, Yes or No]
a. Other	[drop down, Yes or No]	[drop down, Yes or No]	[drop down, Yes or No]	[drop down, Yes or No]

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Student Mentoring

Student mentoring involves an experienced industry professional, educator, or advanced student providing guidance and advice to help a less-experienced student develop the skills and knowledge they need to enhance their academic and professional growth.

Do not use this section of the survey to report on:
- Mentoring or coaching intended for educators or other professionals
- Mentoring provided to students on an informal or ad hoc basis

Between January 1 and December 31, 2024, did your ATE project offer formal mentoring or coaching opportunities to students?
- ○ Yes
- ○ No (skip this section)
- ○ Planning to in the future (skip this section)

4.7. **How many students received mentoring or coaching through your ATE project in 2024?**

	Total
a. High school students	_____ students
b. 2-year college students	_____ students
c. 4-year college students	_____ students
d. Other (describe) _____	_____ students

4.8. **Did the following types of individuals provide mentoring or coaching through your ATE project (i.e., served as the mentors)?**

	Yes	No
a. Business and industry professionals	○	○
b. Educational faculty or staff	○	○
c. Students/peers	○	○
e. Other (describe)_____	○	○

4.9. **Are the mentors trained in mentoring by your project?**
- ○ Yes
- ○ No

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Student Competitions

Student competitions are events at which students compete as individuals or teams using skills related to a STEM discipline or industry.

Do not use this section to report on:
- Student involvement in competitions not hosted or organized by your project

Between January 1 and December 31, 2024, did your ATE project host or organize a student competition?
- ○ Yes
- ○ No (skip this section)
- ○ Planning to in the future (skip this section)

4.10. **How many students participated in the competitions hosted or organized by your ATE project in 2024?**

_____ [text box]

4.11. **How many competitions were hosted or organized by your ATE project in 2024?**

_____ [text box]

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Programs to Support Transition into College

Programs to support transition into college are systematic efforts to equip students with the skills they need to successfully navigate college. Examples include—but are not limited to—summer bridge programs, college readiness workshops or classes, first-year programs, support for non-traditional students, or other activities.

Do not use this section of the survey to report on:
- Support provided to transitioning students on an ad hoc or informal basis
- Indirect support (such as guidance for faculty or staff on how to support transitioning students)

Between January 1 and December 31, 2024, did your project offer formal programs to help students transition into college?
- ○ Yes
- ○ No (skip this section)
- ○ Planning to in the future (skip this section)

4.12. **How many transition programs were supported by your ATE project in 2024?**

_____ [text box]

4.13. **List the transition programs supported by your ATE project in 2024.**

What is the name of the program?	Who is the primary audience?	How many students participated?
_____ [text box] *	[drop-down box with the following options] - High school students - Recent high school graduates (e.g., summer programs) - First-year college students - Non-traditional students - Other	_____ [text box]

[*The number of rows will be automated to match the respondent's answer to Q4.12.]

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Activities to Help Students Obtain Industry-Recognized Certifications or Licensing

Industry-recognized certifications or licenses serve as evidence that a person has specific skills or knowledge. Certifications are typically awarded by non-governmental agencies; licenses are regulated by the government.

Do not use this section to report on
- Academic certificates or badges awarded by a college
- General academic preparation to work in industry

Between January 1 and December 31, 2024, did your ATE project work with students to support them in obtaining specific industry-recognized certifications or licenses?
- ○ Yes (answer this section)
- ○ No (skip to next question)
- ○ Planning to in the future (skip to next question)

(Answer Q4.14 – Q4.15 only if your project supported students in obtaining specific industry-recognized certifications or licenses.)

4.14. **Did your ATE project support students in obtaining these certifications or licenses in the following ways?**

	Yes	No
a. Provide financial assistance for testing fees	○	○
b. Serve as a testing center	○	○
c. Provide specific test preparation workshops or learning modules	○	○
d. Review students' certification or license applications	○	○
e. Existing courses aligned with license or certification requirements	○	○
f. Other (describe)_____	○	○

4.15. **Did the following types of organization(s) award the licenses or certifications that your project helps students obtain?**

	Yes	No
a. Government agency	○	○
b. Non-governmental organization (e.g., professional society, industry group)	○	○
c. For-profit corporation or company	○	○
d. Other (describe)_____	○	○

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Section 5: Professional Development for Educators or Future Educators

Professional development for educators or future educators involves systematic efforts to work with secondary school teachers, college faculty, or preservice teachers to enhance their disciplinary capabilities, teaching skills, or understanding of current technologies and practices in ways that will directly impact technician education.

Do not use this section of the survey to report on:
- Professional development or training for ATE program grantseekers or current grantees (that is addressed in Section 9: ATE Program Services and Support)
- Activities that are not intentionally geared toward educators or future educators
- Conference presentations or other outreach activities (e.g., webinars, information sessions, videos, keynotes)

Between January 1 and December 31, 2024, did your ATE project provide training or professional development to current or future educators?
- ○ Yes
- ○ No (skip this section)
- ○ Planning to in the future (skip this section)

5.1. **Does your project collect data about the number of <u>students</u> taught by the educators who participated in professional development provided by your project?**
- ○ Yes
- ○ No

    5.1.1. (If *Yes* to Q5.1) **How many students were taught by the educators who participated in the professional development offered by your ATE project in 2024?**
Students _____

5.2. **How many professional development activities of each length listed below were offered by your project in 2024?**

Type of Professional Development Activity	Total Number of Activities Offered
a. Instructional activities of one day or less (e.g., one-day workshop)	_____
b. Instructional activities that lasted more than one day but less than one week (e.g., workshop, online module)	_____
c. Instructional activities that lasted from one to several weeks (e.g., course, summer institute)	_____
d. Long-term periodic instructional activities (e.g., internship, peer coaching)	_____

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5.3. **How many individuals were served by these professional development activities in 2024?** (only items indicated in Q5.2 will appear)

Length of Professional Development Activity	Number of Participants				
	Preservice Teachers	High School Teachers	2-Year College Faculty	4-Year College Faculty	Other or Unknown
a. Instructional activities of one day or less (e.g., one-day workshop)	_____	_____	_____	_____	_____
b. Instructional activities that lasted more than one day, but less than one week (e.g., workshop, online module)	_____	_____	_____	_____	_____
c. Instructional activities that lasted from one to several weeks (e.g., course, summer institute)	_____	_____	_____	_____	_____
d. Long-term periodic instructional activities (e.g., internship, peer coaching)	_____	_____	_____	_____	_____

5.4. **Are the following topics covered by your professional development?**

	Yes	No
a. Pedagogy	○	○
b. Discipline- or industry-specific knowledge or skills	○	○
c. Recruitment or retention of students	○	○
d. Training on specific equipment	○	○
e. Addressing issues of equity, diversity, or inclusion	○	○
f. Employability skills (i.e., leadership, communication, teamwork, critical and creative thinking, human behavior)	○	○
g. Other (describe)_____	○	○

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Section 6: Educational Materials Development and Dissemination

Educational materials include print or digital media designed for instructional or assessment purposes, such as—but not limited to—course and program curricula, tests, lab experiments, instructional modules, and textbooks for use in technician education.

Do not use this section of the survey to report on:
- Materials created for promotion or marketing purposes
- Instructional materials primarily used for faculty professional development

Between January 1 and December 31, 2024, did your ATE project create or substantially modify educational materials?
- ○ Yes (answer this section)
- ○ No (skip to next question)
- ○ Planning to in the future (skip to next question)

Between January 1 and December 31, 2024, did your ATE project disseminate educational materials previously created (in 2023 or earlier) by your project?
- ○ Yes
- ○ No (skip this section)

(Answer Q6.1 – Q6.2 only if *Yes* to Screener 1.)

6.1.   **How many of each of the following types of materials did you develop or modify in 2024?**

a. Assessment activity or test   _____

b. Case study or problem set for problem-based learning   _____

c. Curriculum for a program   _____

d. Curriculum for a course   _____

e. Instructor guide/manual   _____

f. Interactive simulation   _____

g. Lab experiment   _____

h. Lesson plan   _____

i. Module or instructional unit   _____

j. Textbook   _____

k. Video   _____

l. Other _____   _____

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6.2. **Are you disseminating, or planning to disseminate, these materials in the following ways?**

		Yes	No
a.	Commercial publication	○	○
b.	Project web page or website	○	○
c.	Conference presentation or booth	○	○
d.	Workshop	○	○
e.	ATE Central	○	○
f.	Clearinghouse or repository maintained by an external organization other than ATE Central (describe)_____	○	○
g.	Other (describe)_____	○	○

(Answer Q6.3 – Q6.4 only if *Yes* to Screener 2.)

6.3. **Which of the following types of materials previously created (in 2023 or earlier) by your project did you disseminate in 2024?**

		Yes	No
a.	Assessment activity or test	○	○
b.	Case study or problem set for problem-based learning	○	○
c.	Curriculum for a program	○	○
d.	Curriculum for a course	○	○
e.	Instructor guide/manual	○	○
f.	Interactive simulation	○	○
g.	Lab experiment	○	○
h.	Lesson plan	○	○
i.	Module or instructional unit	○	○
j.	Textbook	○	○
k.	Video	○	○
l.	Other (describe)_____	○	○

6.4. **Did you disseminate these materials in the following ways?**

		Yes	No
a.	Commercial publication	○	○
b.	Project web page or website	○	○
c.	Conference presentation or booth	○	○
d.	Workshop	○	○
e.	ATE Central	○	○
f.	Clearinghouse or repository maintained by an external organization other than ATE Central (describe)_____	○	○
g.	Other (describe)_____	○	○

6.5.   (If reported *Curriculum for a program* or *Curriculum for a course* in Q6.1 and/or 6.3) **Does your ATE project track the number of other institutions that are using the program and/or course curriculum created by your project?**
○ Yes
○ No

6.5.1.   (If *Yes* to Q6.5) **How many other institutions are using the program and/or course curriculum created by your project?**

_____ [text box]

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Section 7: Conferences or Meetings

ATE-related *conferences or meetings* are events held for the purpose of professional exchange about issues related to advanced technological education.

Do not use this section of the survey to report on:
- Attendance or presentations at conferences (e.g., presenting at HI-TEC or ATE PI Conference)
- Events held primarily for training purposes
- Typical management or advisory meetings that most projects hold as part of their normal operations (e.g., advisory committee meetings, partner meetings, BILT meetings)

Between January 1 and December 31, 2024, did your ATE project <u>organize</u> a conference or meeting?
- ○ Yes
- ○ No (skip this section)
- ○ Planning to in the future (skip this section)

7.1. **Was hosting a conference the main purpose of your project (i.e., project was funded with a "conference" grant)?**
○ Yes
○ No

7.2. **How many conferences, meetings, or other events did your project <u>organize</u> in 2024?**

_____ [text box]

7.3. **What was the name of each conference, meeting, or other event your project organized in 2024?**

_____ [Number of text boxes determined by Q7.2.]

7.4. **How many people attended each event?**

Event Name	Number of Attendees
[piped text from 7.3]*	_____ [text box]
[piped text from 7.3]	_____ [text box]

[*The number of rows will be automated to match the respondent's answer to Q7.2]

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Section 8: Research and Publications

Applied Research

Applied or targeted research is research intended to build the knowledge base about the education and development of the skilled technical workforce in STEM fields.

Do not use this section of the survey to report on:
- Your project's evaluation, which may utilize research methods
- General background research to inform your project's implementation

Between January 1 and December 31, 2024, did your ATE project conduct applied research?
- ○ Yes
- ○ No (skip this section)
- ○ Planning to in the future (skip this section)

8.1.   **How many research studies has your project conducted in 2024?**

_____[Text box]

8.2.   **What is/are the name(s) of the research study(ies) conducted in 2024?**

_____ [Number of text boxes determined by Q8.1.]

8.3.   **Which of the following best describes the <u>current</u> stage of your study entitled** [Piped in name of study listed in Q8.2]**? ***
- ○ Planning phase
- ○ Collecting data
- ○ Analyzing data
- ○ Writing up results
- ○ Findings published or submitted for publication

8.4.   **Briefly describe the primary research questions of your study entitled** [Piped in name of study listed in Q8.2] **(i.e., overarching questions that guide your research study, not specific data collection questions). *** (max 1,000 characters)

_____   [text box]

8.5.   **Who is the target population of your research study** [Piped in name of study listed in Q8.2] **(i.e., what population does your sample represent)? *** (max 600 characters)

_____   [text box]

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8.6. **Which of the following research designs are being used in your research study** [Piped in name of study listed in Q8.2]**? ***
☐ Descriptive (e.g., case study, naturalistic observation, survey)
☐ Correlational (e.g., case-control study, longitudinal analysis)
☐ Experimental or quasi-experimental
☐ Review (e.g., literature review or systematic review)
☐ Meta-analytic
☐ Other (describe) _____

8.7. (If *Writing up results* or *Findings published* or *submitted for publication* in Q8.3.) **Briefly summarize the main results from your research study** [Piped in name of study listed in Q8.2]**. ***

_____ [text box]

8.8. **Are you disseminating or planning on disseminating the results of your research study** [Piped in name of study listed in Q8.2] **in the following ways?**

	Yes	No
a. Article in an academic journal	○	○
b. Article in a practitioner journal	○	○
c. Article in a magazine	○	○
d. Report available for free online (e.g., white paper or working paper)	○	○
e. Conference presentation	○	○
f. Blog or newsletter	○	○
g. Other (describe)_____	○	○

8.9. **If any of your research results are published online, please provide a URL:**

_____ [text box]

*[Q8.3 – 8.9 will repeat for each study named in Q8.2]

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Publications

Publications include articles, reports, white papers, or other documents of publishable quality or manuscripts intended for publication.

Do not use this section of the survey to report on:
- Annual reports prepared for NSF
- Evaluation reports
- Conference presentations, roundtables, or posters

Between January 1 and December 31, 2024, did your ATE project develop articles, reports, or white papers for publication?
- ○ Yes
- ○ No (skip this section)
- ○ Planning to in the future (skip this section)

8.10. **How many of each type of publication did your project develop in 2024?**

	Total Number of Publications Developed
a. Manuscript for publication in academic journal	_____
b. Manuscript for publication in practitioner journal	_____
c. Report (*not* including evaluation reports or annual reports prepared for NSF)	_____
d. Magazine article	_____
e. Other (describe) _____	_____

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Section 9: Coordination Networks and Consortia

A *coordination network* is a specific strategy for sharing information and ideas, fostering synthesis and new collaborations, developing common standards or industry-validated certifications, or otherwise advancing science and technician education through regular communication and sharing of ideas.

Consortia for innovation is an ATE funding track that focuses on collaborations to strengthen partnerships between two-year institutions to advance education of the skilled technical workforce.

Do not use this section of the survey to report on:
- Activities focused on communication among project partners
- Informal or ad hoc interactions with colleagues
- Professional networking or training events

Between January 1 and December 31, 2024, did your ATE project coordinate a network or a consortium to facilitate exchange or cooperation around research, training, or educational activities?
- ○ Yes
- ○ No (skip this section)
- ○ Planning to in the future (skip this section)

9.1. Was organizing a coordination network or consortium the primary purpose of your grant?
○ Yes
○ No (skip to the next section)

9.2. **Briefly summarize the purpose of your coordination network or consortium.** (max 600 characters)

_____ [text box]

9.3. **Briefly summarize the intended audiences involved in your coordination network or consortium.** (max 600 characters)

_____ [text box]

9.4. **Briefly summarize the intended outcomes of your coordination network or consortium.** (max 600 characters)

_____ [text box]

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Section 10: ATE Program Services and Support

ATE program services involve the provision of activities, materials, or services to ATE program grantseekers, current grantees, and other participants and stakeholders to enhance their capacity to plan and conduct successful ATE projects.

Do not use this section of the survey to report on:
- Discipline-specific activities that could be of interest to the ATE community
- Research that could be of interest to the ATE community
- Any other activities not specifically developed for ATE grantseekers and grantees

Between January 1 and December 31, 2024, did your ATE project provide services specifically for the ATE community?
- ○ Yes
- ○ No (skip this section)
- ○ Planning to in the future (skip this section)

10.1.   **Did your project support the ATE community in the following ways?**

	Yes	No
a. Resource materials (e.g., guides, tutorials, videos)	○	○
b. Workshops	○	○
c. Webinars	○	○
d. One-on-one technical assistance or advice	○	○
e. Technical service (e.g., website hosting, webinar delivery, archiving)	○	○
f. Other (describe)_____	○	○

10.2.   (If *Workshops* selected in Q10.1.) **How many workshops did your project provide in 2024?**

_____ [text box]

10.3.   (If W*orkshops* selected in Q10.1.) **On average, how many people attended per workshop?**

_____ [text box]

10.4.   (If *Webinars* selected in Q10.1.) **How many webinars did your project provide in 2024?**

_____ [text box]

10.5.   (If *Webinars* selected in Q10.1.) **On average, how many people attended per webinar?**

_____ [text box]

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10.6.   (If *One-on-one technical assistance or advice* selected in Q10.1.) **How many people received one-on-one technical assistance or advice from your project in 2024?**

_____ [text box]

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Section 11: Evaluation

All ATE grantees are required to evaluate their projects. *Evaluation* is intended to support project improvement and accountability. The following section asks several questions about the characteristics of your evaluation, including who conducts it, how evaluation information is used, and the nature of strategies employed.

11.1. **Did your project have an evaluator in 2024?**
   ○ Yes (skip to Q11.2)
   ○ No

   11.1.1. **Why did you not work with an evaluator in 2024?**

   _____ [text box] (Skip to section 12)

11.2. **Which type of evaluator(s) did your project have in 2024?**
   ○ External evaluator only
   ○ Internal evaluator only (i.e., is a member of your staff)
   ○ Both internal and external evaluators

   11.2.1. **(Only if *External evaluator only* or *Both internal and external evaluators* are selected in Q11.2) How frequently did your <u>external evaluator</u> interact with your project's staff (e.g., by email, teleconference, face-to-face) in 2024?**
      ○ Rarely (annually or semiannually)
      ○ Infrequently (not every month but at least quarterly)
      ○ Occasionally (more often than quarterly and as much as monthly)
      ○ Often (more often than monthly and as much as biweekly)
      ○ Continually (nearly weekly, weekly, or more often)

11.3. **What type of report(s) did you receive from your evaluator in 2024?**
   ○ Written
   ○ Oral
   ○ Both oral and written
   ○ None (skip to Q11.8)

11.4. **If you have any information related to the evaluation of your project online (e.g., plans, instruments, reports), please provide the URL where they are located:**

   http:// _____

   ○ Evaluation reports are not available online but would be willing to share

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11.5. **Has your project's evaluation findings or working with your evaluator caused you to make any of the following changes to your ATE project in 2023? Select all that apply.**
☐ Alter the timing of project activities
☐ Change the content of curriculum or training materials
☐ Identify ways to sustain the project after ATE funding has ended
☐ Modify project goals or objectives (e.g., adding or eliminating project goals)
☐ Modify the target audience for project activities
☐ Redesign marketing, recruitment, or outreach activities (aimed at students, faculty, or industry)
☐ Start, stop, or add project activities
☐ Other (describe)_____

11.6. **Has your project's evaluation findings or working with your evaluator caused you to engage in any of the following in 2023? Select all that apply**.
☐ Advocate for change within your program or institution
☐ Apply for another ATE grant
☐ Apply for a non-ATE grant
☐ Inform the implementation of other non-ATE projects or work
☐ Learn more about the evaluation field, approaches, or practices
☐ Other (describe)_____

11.7. **With whom have you shared your current project's evaluation results?**
(If a group does not apply to your project, select "NA" for *not applicable.*)

		Yes	No	Unsure	NA
a.	NSF program officer	○	○	○	○
b.	Project advisory committee	○	○	○	○
c.	Executive administrators in your organization (e.g., CEO, president, vice president, dean, department chairperson)	○	○	○	○
d.	Faculty or staff at your project's host institution	○	○	○	○
f.	Current project partners	○	○	○	○
g.	Prospective project partners	○	○	○	○
h.	Prospective students or parents	○	○	○	○
i.	Educators or professionals outside of your project and institution (e.g., at conferences, in journals, or during webinars)	○	○	○	○
j.	Other (describe)	○	○	○	○

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11.8.   **How would you rate the usefulness of your project's interaction with your current evaluator?**
☐ Not useful
☐ Somewhat useful
☐ Useful
☐ Essential to our work

11.8.1. **In a few sentences, please describe why your interaction with your evaluator was [piped text from 10.8].** (Your responses will not be shared with your evaluator or NSF program officer and will only be reported in the aggregate or de-identified.)

11.9.   **How would you rate the usefulness of the evaluation findings to your project?**
☐ Not useful
☐ Somewhat useful
☐ Useful
☐ Essential to our work

11.9.1. **In a few sentences, please describe why your evaluation was [piped text from 10.9.].** (Your responses will not be shared with your evaluator or NSF program officer and will only be reported in the aggregate or de-identified.)

11.10. **What is your primary evaluator's name, email, and organizational affiliation (e.g., Jane Smith, jane.smith@wmich.edu, Western Michigan University)?**
a. Evaluator first and last name: _____ [text box]
b. Evaluator email address: _____ [text box]
c. Organizational affiliation: _____ [text box]

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11.11. **Are there additional people on your evaluation team?**
○ Yes
○ No (skip to 11.8)

11.11.1. (If *Yes* to Q11.7) **Please provide additional name(s), email address(es), and organization affiliation(s).**
Evaluator first and last name: [text box]
Evaluator email address:
Organizational affiliation:

Evaluator first and last name: [text box]
Evaluator email address:
Organizational affiliation:

Evaluator first and last name: [text box]
Evaluator email address:
Organizational affiliation:

Evaluator first and last name: [text box]
Evaluator email address:
Organizational affiliation:

11.12. **How long has your ATE project worked with this evaluator (or evaluation team)?**
○ Less than one year
○ 1–2 years
○ 3–4 years
○ 5 or more years

11.13. **Has your team worked with this evaluator (or evaluation team) on previous ATE or non-ATE grants?**
○ Yes
○ No
○ Unsure

11.14. EvaluATE is working with ATE Central to make information about ATE evaluators available on the ATE Central website (www.atecentral.net). *If the evaluator(s) you named above approves,* may we identify them as your evaluator on the ATE Central website?
○ Yes
○ No

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Section 12: Project Highlights

12.1.   **What was your project's most important achievement in 2024?**

_____ [text box]

12.1.1. **Did you gather data about this achievement?**
○   Yes
○   No

12.1.1.a. [if *Yes* to Q12.1.1] **What kind of data and how was it collected?**

_____ [text box]

12.2.   **What are one or two promising practices from your ATE work that can be shared with the ATE community?**

_____ [text box]

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Section 13: Special Topics

This section of the ATE Survey addresses emerging topics of interest to the ATE community. All respondents are asked to complete this section. Questions in this section will be asked in the 2025 ATE Survey only and will not require additional data collection on behalf of projects.

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Defining and Assessing Industry Partnerships

The following questions from the Working Partners project (NSF#1931215) seek to better understand how the ATE community defines and measures meaningful industry engagement. Findings from these questions will be used to tailor educator support for managing and assessing industry partnerships.

In question 2.1.a., your project indicated you participated with [piped text from 2.1.a.] industry partners. The next few questions will ask you about the types of businesses your project worked with in 2024.

1. **Of the [piped text from 2.1.a.] business and industry partners you collaborated with in 2024, how many would be considered small, medium-sized, or large businesses?**
    a. Small businesses (1- 49 employees)   _____
    b. Medium-sized businesses (50 -249 employees)   _____
    c. Large businesses (250+ employees)   _____
    d. Unsure   _____

2. **Of the [piped text from 2.1.a.] business and industry partners you collaborated with in 2024, how many would be considered local, regional, or national businesses?**
    a. Local businesses   _____
    b. Regional businesses   _____
    c. National businesses   _____
    d. Unsure   _____

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In the final few questions, Working Partners wants to understand how your project defines and measures meaningful engagement with industry partners.

3. **Listed below are possible ways a partner might engage with your ATE project. How important are each of these for a productive partnership?**

	Not at all important	Somewhat important	Very important
a. Regularly attends and participates thoughtfully in meetings	○	○	○
b. Provides prompt and candid feedback and suggestions	○	○	○
c. Reaches out with ideas, opportunities and updates	○	○	○
d. Actively connects new industry partners to the project	○	○	○
e. Secures program support for project (e.g., funding, equipment, etc.)	○	○	○
f. Provides opportunities for students	○	○	○
g. Looks for innovative ways to advance project goals	○	○	○
h. Articulates industry needs with an understanding of the educational context	○	○	○
i. Other (please explain)	○	○	○

4. **How many of your current industry partners would you describe as meaningfully engaged?**
   ○ None
   ○ Some
   ○ Most
   ○ All

5. **Does your ATE project or your project evaluator collect any data about your industry partnerships?**
   ○ No
   ○ Yes, our ATE project
   ○ Yes, our project evaluator
   ○ Yes, both our project and evaluator

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6. **Which of the following types of data does your project or evaluator collect about your industry partnerships? Select all that apply.**
    ☐ Counts of partners
    ☐ Partner attendance at events or meetings
    ☐ Level or depth of engagement by partners
    ☐ Impact on student learning
    ☐ Impact on faculty development
    ☐ Other (please describe)

7. **To what extent would you find each type of data compelling evidence of meaningful industry partnerships?**

		Not at all compelling	Somewhat compelling	Very compelling
a.	Counts of partners	○	○	○
b.	Partner attendance at events or meetings	○	○	○
c.	Level or depth of engagement by partners	○	○	○
d.	Impact on student learning	○	○	○
e.	Impact on faculty development	○	○	○
f.	Provides opportunities for students	○	○	○

8. **Are there other data that you would consider compelling evidence of meaningful industry partnerships not listed above??**
    _____ [text box]

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End of Survey

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