Section 2. Secondary CTE Policies and Practices

2.1: Secondary: CTE Outreach and Access

Secondary: CTE Outreach

2.1.1a. In program year 2022-23, did your state sponsor the following type of activity **statewide** to encourage access to and participation in **secondary** career and technical education (CTE)?

Marketing or informational campaigns about the benefits of secondary CTE overall (e.g., TV, radio, print or digital ads, brochures sent to schools or to homes)

By "statewide" we mean activities conducted across most or all of the state.
By "sponsor" we mean your state provided most or all of the funding.
Please do not include local education agency- or school-sponsored activities.

- o Yes
- o No *(If "no," skip to 2.1.1b)*

2.1.2a. How was this funded? *Select all that apply.*

- ☐ With Perkins funding *(If "with Perkins funding" <u>not</u> selected, skip to 2.1.4a)*
- ☐ With other funding

2.1.3a. In program year 2022-23, did your state use Perkins V state **leadership funds** *[Perkins V, section 124]* to sponsor statewide **marketing or informational campaigns about the benefits of secondary CTE overall?**

- o Yes
- o No

2.1.4a. In program year 2022-23, which of the following best represents how statewide **marketing or informational campaigns about the benefits of secondary CTE overall** were conducted?

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

- o Activities always targeted to specific groups or special populations of students or families
- o Activities often targeted
- o Activities sometimes targeted
- o Activities rarely targeted
- o Activities always made universally available; (i.e., never targeted) *(if selected, skip to 2.1.1b)*

2.1.5a. In program year 2022-23, were statewide **marketing or informational campaigns about the benefits of secondary CTE overall** targeted to any of the following groups and special populations of students or families?

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

2.1.1b. In program year 2022-23, did your state sponsor the following type of activity **statewide** to encourage access to and participation in **secondary** career and technical education (CTE)?

Special state competitions, scholarships, or other recognition programs specifically for secondary CTE students

By "statewide" we mean activities conducted across most or all of the state.
By "sponsor" we mean your state provided most or all of the funding.
Please do not include local education agency- or school-sponsored activities.

○ Yes
○ No *(If "no," skip to 2.1.1c)*

> **2.1.2b.** How was this funded? *Select all that apply.*
>
> ☐ With Perkins funding *(If "with Perkins funding" not selected, skip to 2.1.4b)*
> ☐ With other funding
>
> **2.1.3b.** In program year 2022-23, did your state use Perkins V state **leadership funds** *[Perkins V, section 124]* to sponsor statewide **special state competitions, scholarships, or other recognition programs specifically for secondary CTE students?**
>
> > ○ Yes
> > ○ No

2.1.4b. In program year 2022-23, which of the following best represents how statewide **special state competitions, scholarships, or other recognition programs specifically for secondary CTE students** were conducted?

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

- o   Activities always targeted to specific groups or special populations of students or families
- o   Activities often targeted
- o   Activities sometimes targeted
- o   Activities rarely targeted
- o   Activities always made universally available; (i.e., never targeted) *(if selected, skip to 2.1.1c)*

2.1.5b. In program year 2022-23, were statewide **special state competitions, scholarships, or other recognition programs specifically for secondary CTE students** targeted to any of the following groups and special populations of students or families?

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

2.1.1c In program year 2022-23, did your state sponsor the following type of activity **statewide** to encourage access to and participation in career and technical education (CTE)? If so, how was this funded?

Summer CTE courses, camps, or introductory short-term programs <u>for middle school students</u>

By "statewide" we mean activities conducted across most or all of the state.
By "sponsor" we mean your state provided most or all of the funding whether from Perkins funds or other sources.
Please do not include local education agency- or school-sponsored activities.

- o   Yes
- o   No *(If "no," skip to 2.1.1d)*

2.1.2c. How was this funded? *Select all that apply.*

- ☐ With Perkins funding *(If "with Perkins funding" not selected skip to 2.1.4c)*
- ☐ With other funding

2.1.3c. In program year 2022-23, did your state use Perkins V state **leadership funds** *[Perkins V, section 124]* to sponsor statewide s**ummer CTE courses, camps, or introductory short-term programs for middle school students?**

- o Yes
- o No

2.1.4c. In program year 2022-23, which of the following best represents how statewide s**ummer CTE courses, camps, or introductory short-term programs for middle school students** were conducted?

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

- o Activities always targeted to specific groups or special populations of students or families
- o Activities often targeted
- o Activities sometimes targeted
- o Activities rarely targeted
- o Activities always made universally available; (i.e., never targeted) *(if selected, skip to 2.1.1d)*

2.1.5c. In program year 2022-23, were statewide **summer CTE courses, camps, or introductory short-term programs for middle school students** targeted to any of the following groups and special populations of students or families?

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

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2.1.1d. In program year 2022-23, did your state sponsor the following type of activity **statewide** to encourage access to and participation in career and technical education (CTE)? If so, how was this funded?

Summer CTE courses, camps, or introductory short-term programs <u>for high school students</u>

By "statewide" we mean activities conducted across most or all of the state.
By "sponsor" we mean your state provided most or all of the funding whether from Perkins funds or other sources.
Please do not include local education agency- or school-sponsored activities.

o   Yes
o   No *(If "no," skip to 2.1.1e)*

> **2.1.2d.** How was this funded? *Select all that apply.*
>
> ☐   With Perkins funding *(If "with Perkins funding" not selected skip to 2.1.4d)*
> ☐   With other funding
>
> **2.1.3d.** In program year 2022-23, did your state use Perkins V state **leadership funds** *[Perkins V, section 124]* to sponsor statewide **summer CTE courses, camps, or introductory short-term programs <u>for high school students</u>?**
>
> o   Yes
> o   No
>
> **2.1.4d**. In program year 2022-23, which of the following best represents how statewide **summer CTE courses, camps, or introductory short-term programs <u>for high school students</u>** were conducted?
>
> *By "targeted," we mean that materials or communications about the activities (e.g., invitations) or incentives to participate were sent only to specific groups of students or families.*
>
> o   Activities always targeted to specific groups or special populations of students or families
> o   Activities often targeted
> o   Activities sometimes targeted
> o   Activities rarely targeted
> o   Activities always made universally available; (i.e., never targeted) *(if selected, skip to 2.1.1e)*

2.1.5d. In program year 2022-23, were statewide **summer CTE courses, camps, or introductory short-term programs <u>for high school students</u>** targeted to any of the following groups and special populations of students or families?

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

2.1.1e In program year 2022-23, did your state sponsor the following type of activity statewide to encourage access to and participation in **secondary** career and technical education (CTE)?

Other statewide activities for secondary students

By "statewide" we mean activities conducted across most or all of the state.
By "sponsor" we mean your state provided most or all of the funding whether from Perkins funds or other sources.
Please do not include local education agency- or school-sponsored activities.

o   Yes
o   No *(If "no," skip to 2.1.6)*

If yes, please specify: _____

> **2.1.2e.** How was this funded? *Select all that apply.*
>
> ☐   With Perkins funding *(If "with Perkins funding" not selected, skip to 2.1.4e)*
> ☐   With other funding
>
> **2.1.3e.** In program year 2022-23, did your state use Perkins V state **leadership funds** *[Perkins V, section 124]* to sponsor the **other statewide outreach activities for secondary students?**
> o   Yes
> o   No

2.1.4e. In program year 2022-23, which of the following best represents how the **other statewide outreach activities** were conducted?

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

o   Activities always targeted to specific groups or special populations of students or families
o   Activities often targeted
o   Activities sometimes targeted
o   Activities rarely targeted
o   Activities always made universally available; (i.e., never targeted) *(if selected, skip to 2.1.6)*

2.1.5e. In program year 2022-23, were the **other statewide outreach activities** targeted to any of the following groups and special populations of students or families?

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

Secondary: Strategies and Supports for CTE Access and Participation

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

☐   Yes, they were required to report participation gaps **to the state**.
☐   Yes, they were required to report participation gaps **to the public**.
☐   No, they were not required to report participation gaps to the state or to the public.

2.1.7a. In program years 2021-22 or 2022-23, did your state provide the following resource to help local education agencies assess or address gaps in CTE participation for **secondary-level** student groups and special populations?

Links to or reports on local CTE participation data for student groups or special populations (e.g., through dashboards or spreadsheets)

- o   Yes, to all LEAs
- o   Yes, but only Perkins-funded LEAs
- o   No *(If "no," skip to 2.1.7b)*

    2.1.8a. In program year 2022-23, did your state **require** LEAs to use or participate in the provided **links to or reports on local CTE participation data for student groups or special populations?**

    - o   Yes, to all LEAs
    - o   Yes, but only Perkins-funded LEAs
    - o   No *(If "no," skip to 2.1.7b)*

    2.1.9a. In program year 2022-23, did your state require local education agencies to report to the state the results of using the provided **links to or reports on local CTE participation data for student groups or special populations?**

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

2.1.7b. In program years 2021-22 or 2022-23, did your state provide the following resource to help local education agencies **assess or address gaps in CTE participation** for student groups and special populations?

A formula or other specific method to calculate a gap in participation for student groups and/or special populations

- o   Yes, to all LEAs
- o   Yes, but only Perkins-funded LEAs
- o   No *(If "no," skip to 2.1.7c)*

    2.1.8b. In program year 2022-23, did your state **require** local education agencies to use or participate in the provided a **formula or other specific method to calculate a gap in participation for student groups and/or special populations?**

    - o   Yes, to all LEAs
    - o   Yes, but only Perkins-funded LEAs
    - o   No *(If "no," skip to 2.1.7c)*

2.1.9b. In program year 2022-23, did your state require local education agencies to report to the state the results of using the provided a **formula or other specific method to calculate a gap in participation for student groups and/or special populations?**

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

2.1.7c. In program years 2021-22 or 2022-23, did your state provide the following resource to help local education agencies **assess or address gaps in CTE participation** for student groups and special populations?

Self-assessment questions or self-rating tools to examine the extent of the participation gap for each student group and special population

- o   Yes, to all LEAs
- o   Yes, but only Perkins-funded LEAs
- o   No *(If "no," skip to 2.1.7d)*

2.1.8c. In program year 2022-23, did your state **require** local education agencies to use or participate in the provided a **self-assessment questions or self-rating tools to examine the extent of the participation gap for each student group and special population?**

- o   Yes, to all LEAs
- o   Yes, but only Perkins-funded LEAs
- o   No *(If "no," skip to 2.1.7d)*

2.1.9c. In program year 2022-23, did your state require local education agencies to report to the state the results of using the provided a **self-assessment questions or self-rating tools to examine the extent of the participation gap for each student group and special population?**

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

2.1.7d. In program years 2021-22 or 2022-23, did your state provide the following resource to help local education agencies **assess or address gaps in CTE participation** for student groups and special populations?

Step-by-step process to examine barriers, accommodations, and/or supports for student groups and special populations that might affect their participation (e.g., instructions on how to conduct a root cause analysis)

- o   Yes, to all LEAs
- o   Yes, but only Perkins-funded LEAs
- o   No *(If "no," skip to 2.1.7e)*

2.1.8d. In program year 2022-23, did your state **require** local education agencies to use or participate in the provided a **step-by-step process to examine barriers, accommodations, and/or supports for student groups and special populations that might affect their participation?**

- o Yes, to all LEAs
- o Yes, but only Perkins-funded LEAs
- o No *(If "no," skip to 2.1.7e)*

2.1.9d. In program year 2022-23, did your state require local education agencies to report to the state the results of using the provided a **step-by-step process to examine barriers, accommodations, and/or supports for student groups and special populations that might affect their participation?**

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

2.1.7e. In program years 2021-22 or 2022-23, did your state provide the following resource to help local education agencies **assess or address gaps in CTE participation** for student groups and special populations?

Workshops or training sessions on how to assess gaps in access or participation for student groups and special populations

- o Yes, to all LEAs
- o Yes, but only Perkins-funded LEAs
- o No *(If "no," skip to 2.1.7f)*

2.1.8e. In program year 2022-23, did your state **require** local education agencies to use or participate in the provided a **workshops or training sessions on how to assess gaps in access or participation for student groups and special populations?**

- o Yes, to all LEAs
- o Yes, but only Perkins-funded LEAs
- o No *(If "no," skip to 2.1.7f)*

2.1.9e. In program year 2022-23, did your state **require** local education agencies to report to the state the results of using the provided a **workshops or training sessions on how to assess gaps in access or participation for student groups and special populations**

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

2.1.7f. In program years 2021-22 or 2022-23, did your state provide the following resource to help local education agencies **assess or address gaps in CTE participation** for student groups and special populations?

Other resource

- o   Yes, to all LEAs
- o   Yes, but only Perkins-funded LEAs
  If yes to either, please specify: _____
- o   No *(If "no," skip to 2.1.10)*

2.1.8f. In program year 2022-23, did your state **require** local education agencies to use or participate in the provided **other resource?**

- o   Yes, to all LEAs
- o   Yes, but only Perkins-funded LEAs
- o   No *(If "no," skip to 2.1.10)*

2.1.9f. In program year 2022-23, did your state **require** local education agencies to report to the state the results of using the provided **other resource?**

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

If you do not require local education agencies receiving Perkins funding to document and report CTE participation gaps for student groups or special populations to the state (reported in question 2.1.6 above), please skip to question 2.1.11.

2.1.10. In program year 2022-23, did your state take any of the following actions with **secondary-level** subgrantees that reported large CTE participation gaps among student groups or special populations? *Select all that apply.*

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

2.1.11. In program year 2022-23, did your state have a special populations coordinator at the **secondary level**? What was the job status of their position?

- o   We had a full-time special populations coordinator
- o   We had a part-time special population coordinator
- o   We did not have a special population coordinator

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2.1.12a. Were there **other** state-level staff at the **secondary level** who have a key role in supporting or administering programs for one or more of the special populations?

- o Yes
- o No *(If "no," skip to 2.1.13)*

2.1.12b. Please sum the total amount of time spent by other state staff on special populations support or administration using full-time equivalent (FTE) units.

___ FTE at the secondary level

If there was no special populations coordinator or other staff working on supporting or administering programs for special populations at the secondary level, skip to 2.1.14.

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

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

2.1.14. Which of these was their **primary** coordination responsibility related to **secondary-level** special populations in program year 2022-23?

Consider any of the responsibilities identified above in 2.1.13.

a. Collaborating with groups that understand the needs, concerns, and interests of Perkins' special populations at the secondary level	o
b. Reviewing regulations, policies, and practices regarding the recruitment and participation of special populations in CTE at the secondary level	o
c. Identifying and disseminating promising strategies to increase CTE participation among special populations at the secondary level	o
d. Assessing gaps in CTE participation among special populations at the secondary level	o
e. Monitoring methods of administration (MOA) at the secondary level	o
f. Providing professional development at the state and/or local levels regarding strategies to promote CTE participation and success among special populations at the secondary level	o
g. Other activity specified in 2.1.13g	o

2.2: Secondary: State Requirements for Local Programs

2.2.1. In your state, did **secondary-level applicants** for program year 2022-2023 career and technical education (CTE) funds have to meet any of the following requirements in order to receive Perkins funding or other (i.e., non-Perkins) funding?

Other, non-Perkins funding could include state CTE funds, state workforce development funds, state funds for secondary education, or federal funds other than Perkins (e.g., WIOA).

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

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q. Offer at least one CTE program that prepares participating students for an industry-recognized certification or credential	○	○	○	○
r. Offer at least one CTE program for which participating students receive endorsements, or "badges" or other recognition of CTE program completion on high school diplomas and/or transcripts	○	○	○	○
s. Other requirement (specify):	○	○	○	○

If no requirements listed in 2.2.1 were required to receive Perkins V funding, skip to 2.3.1a.

2.2.2. For those requirements that you indicated in the previous question secondary-level applicants for program year 2022-23 CTE funds had *to meet for **at least one** CTE program to receive Perkins funding:* Did your state require LEAs to meet these requirements for **all** of their CTE programs?

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

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2.3: Secondary: Work-Based Learning and Employment Transition Support

2.3.1a. In program year 2022-23, did your state have policies in place that specify any aspects of work-based learning activities for career and technical education (CTE) students **at the secondary level**?

- o   Yes
- o   No

2.3.1b. In program year 2022-23, did your state have policies in place that specify any of the following aspects of work-based learning activities for career and technical education (CTE) students **at the secondary level**?

	Policy for who is eligible to participate		Policy for how LEAs implement activity		Policy for reporting participation or attainment to state	
	Yes	No	Yes	No	Yes	No
a. Worksite visits	o	o	o	o	o	o
b. Job shadowing	o	o	o	o	o	o
c. Workplace mentor programs	o	o	o	o	o	o
d. Internships	o	o	o	o	o	o
e. Youth- or pre-apprenticeships	o	o	o	o	o	o
f. Simulated work environments	o	o	o	o	o	o
g. School-based enterprises	o	o	o	o	o	o
h. Other work-based learning activity (specify):	o	o	o	o	o	o

2.3.2. In program year 2022-2023, did your state have policies in place related to any of the following ways of facilitating secondary CTE students' entry into employment?

	Yes	No
a. Requirement for CTE programs or programs of study (POS) to teach a set of state-defined/specified employability skills	o	o
b. Requirement for CTE programs of POS to have employer advisory boards or councils	o	o
c. State funding for pre-apprenticeships or registered apprenticeships that guarantees spots or entry from related local CTE program	o	o
d. Other policy (specify)	o	o

2.4: Secondary: CTE Data Collection and Reporting for Performance and Accountability

2.4.1. How many local applications for Perkins **secondary-level** funding did your state agency receive for program year 2022–23, and how many of these were approved or disapproved? *Please ensure the total number of local applications received matches the total approved and disapproved.*

    a. Total number received ____
    b. Number approved as originally submitted ____
    c. Number approved after revision and re-submission ____
    d. Number disapproved ___ *If "0" were disapproved, skip to 2.4.3)*

2.4.2. What were the principal reasons for disapproval of an application at the **secondary level** in program year 2022-23? *Select all that apply.*

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

2.4.3. Consider the local education agencies (LEAs) in your state that **did not apply** for Perkins funding in 2022-23. Are the following common reasons these LEAs did not apply?

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

2.4.4. In program year 2022-23, did your state define which courses count toward **secondary-level** CTE concentrator status in any of the following ways?

	Yes	No
a. Introductory courses must be excluded	○	○
b. Courses must be at least one year-long (e.g., 1 Carnegie unit or credit)	○	○
c. Courses must meet a minimum number of hours	○	○
d. Middle school grade courses must be excluded	○	○
e. Other way (specify)	○	○

2.4.5. To what extent did your state consider any of the following factors when selecting your chosen **secondary-level** program quality indicator(s) for annual reporting?

	Not at all	Small extent	Moderate extent	Large extent	Very large extent
a. Data for the indicator(s) are already routinely collected.	○	○	○	○	○
b. Administrative data are available for the indicator(s) so that we do not have to rely on student self-reports.	○	○	○	○	○
c. Indicator(s) is/are included in ESSA (Every Student Succeeds Act) or other state accountability measures.	○	○	○	○	○
d. Indicator(s) is/are aligned with state priorities or other state policy or legislation.	○	○	○	○	○
e. There is equitable opportunity for students across the state to participate in and achieve the activity described by the indicator.	○	○	○	○	○
f. Input from stakeholder engagement and consultation.	○	○	○	○	○
g. Other factor (specify)	○	○	○	○	○

2.4.6. Which of these factors was the **most** important when your state selected secondary-level program quality indicators?

a. Data for the indicator(s) are already routinely collected.	○
b. Administrative data are available for the indicator(s) so that we do not have to rely on student self-reports.	○
c. Indicator(s) is/are included in ESSA (Every Student Succeeds Act) or other state accountability measures.	○
d. Indicator(s) is/are aligned with state priorities or other state policy or legislation.	○
e. There is equitable opportunity for students across the state to participate in and achieve the activity described by the indicator.	○
f. Input from stakeholder engagement and consultation.	○
g. Other factor specified above in 2.4.5	○

2.4.7. In program year 2022-23, how confident were you that the data your state was collecting from LEAs for each of the following Perkins indicators of performance accurately reflected local performance?

	Not Confident	Slightly Confident	Moderately Confident	Very Confident	Extremely Confident	Don't Know	Not applicable
a. 1S1: Four-year graduation rate	○	○	○	○	○	○	
b. 1S2: Extended-year graduation rate	○	○	○	○	○	○	○
c. 2S1: Academic proficiency in Reading Language Arts	○	○	○	○	○	○	
d. 2S2: Academic proficiency in Mathematics	○	○	○	○	○	○	
e. 2S3: Academic proficiency in Science	○	○	○	○	○	○	
f. 3S1: Placement in postsecondary or advanced training	○	○	○	○	○	○	
g. 3S1: Placement in the military	○	○	○	○	○	○	
h. 3S1: Placement in employment	○	○	○	○	○	○	
i. 3S1: Placement in service program	○	○	○	○	○	○	
j. 4S1: Non-traditional program concentration	○	○	○	○	○	○	
k. 5S1: Program quality – Attained recognized credential	○	○	○	○	○	○	○
l. 5S2: Program quality – Attained postsecondary credits	○	○	○	○	○	○	○
m. 5S3: Program quality – Participated in work-based learning	○	○	○	○	○	○	○
n. 5S4, 5S5, 5S6, Program quality – Other	○	○	○	○	○	○	○

2.4.8. In program year 2022-23, how confident were you that LEAs could report complete and accurate data for the following **secondary** special populations, as defined by Perkins V?

	Not Confident	Slightly Confident	Moderately Confident	Very Confident	Extremely Confident	Don't Know
a. Individuals with disabilities	○	○	○	○	○	○
b. Individuals from economically disadvantaged families, including low-income youth and adults	○	○	○	○	○	○
c. Individuals who are or might be interested preparing for nontraditional fields	○	○	○	○	○	○
d. Single parents, including single pregnant women	○	○	○	○	○	○
e. Out-of-work individuals	○	○	○	○	○	○
f. English learners	○	○	○	○	○	○
g. Homeless individuals	○	○	○	○	○	○
h. Youth who are in, or have aged out of, the foster care system	○	○	○	○	○	○
i. Youth with a parent who is a member of the armed forces and is on active duty	○	○	○	○	○	○
j. Migrant students	○	○	○	○	○	○
k. Individuals from specific racial/ethnic groups (e.g., Black, Asian, Hispanic)	○	○	○	○	○	○

2.5: Secondary: Challenges and Priorities

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

Secondary: Challenges

2.5.1. In program year 2022-23, to what extent did your state agency face challenges in its efforts to improve CTE in these ways at the **secondary level**?

By "challenging" we mean the complexity state career and technical education (CTE) staff faced in tackling an issue, the level of effort required by state CTE staff, and/or the number of obstacles state CTE staff faced.

	Not at all challenging	Slightly challenging	Moderately challenging	Very challenging	Extremely challenging	Not applicable, we did not attempt to do this.
a. Aligning secondary-level CTE programs to labor market demand	○	○	○	○	○	○
b. Improving access to, participation, and outcomes in secondary-level CTE among student groups and special populations	○	○	○	○	○	○
c. Incorporating CTE topics into the middle school grades (grades 5-8)	○	○	○	○	○	○
d. Developing and/or implementing work-based learning opportunities at the secondary level	○	○	○	○	○	○
e. Developing and/or implementing opportunities to accumulate college credit in high school	○	○	○	○	○	○
f. Incorporating career exploration or planning into CTE at the secondary level	○	○	○	○	○	○
g. Supporting state and local continuous improvement for secondary-level CTE	○	○	○	○	○	○
h. Coordinating, matching, and sharing secondary-level data across state systems (e.g., a state	○	○	○	○	○	○

longitudinal data system, workforce data, and other education data)						
i. Reporting data for the new state-selected secondary-level quality measure	○	○	○	○	○	○

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

a. Aligning secondary-level CTE programs to labor market demand	○
b. Improving access to, participation, and outcomes in secondary-level CTE among student groups and special populations	○
c. Incorporating CTE topics into the middle school grades (grades 5-8)	○
d. Developing and/or implementing work-based learning opportunities at the secondary level	○
e. Developing and/or implementing opportunities to accumulate college credit in high school	○
f. Incorporating career exploration or planning into CTE at the secondary level	○
g. Supporting state and local continuous improvement for secondary-level CTE	○
h. Coordinating, matching, and sharing secondary-level data across state systems (e.g., a state longitudinal data system, workforce data, and other education data)	○
i. Reporting data for the new state-selected secondary-level quality measure	○

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Secondary: Priorities

2.5.3. In program year 2022-23, to what extent did your state agency prioritize or focus on efforts to improve CTE in these ways at the **secondary level**?

*Please select **no more than three** of these efforts for the highest category, "One of the top three priorities for our state at the secondary level."*

	One of the top three priorities for our state at the secondary level	A priority (we were actively working on this)	An emerging priority (we were making plans to work on this)	Not a priority in 2022-23
a. Aligning secondary-level CTE programs to labor market demand	○	○	○	○
b. Improving access to, participation, and outcomes in secondary-level CTE among student groups and special populations	○	○	○	○
c. Incorporating CTE topics into the middle school grades (grades 5-8)	○	○	○	○
d. Developing and/or implementing work-based learning opportunities at the secondary level	○	○	○	○
e. Developing and/or implementing opportunities to accumulate college credit in high school	○	○	○	○
f. Incorporating career exploration or planning into CTE at the secondary level	○	○	○	○
g. Supporting state and local continuous improvement for secondary-level CTE	○	○	○	○
h. Coordinating, matching, and sharing secondary-level data across state systems (e.g., a state longitudinal data system, workforce data, and other education data)	○	○	○	○
i. Reporting data for the new state-selected secondary-level quality measure	○	○	○	○