

Section 3. Postsecondary CTE Policies and Practices

3.1: Postsecondary: CTE Outreach and Access

Postsecondary: CTE Outreach

3.1.1a In program year 2022-23, did your state sponsor the following type of activity statewide to encourage access to and participation in **postsecondary** career and technical education (CTE)?

Marketing or informational campaigns about the benefits of postsecondary 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 whether from Perkins funds or other sources.

Please do not include local education agency- or school-sponsored activities.

- Yes
- No (*If “no,” skip to 3.1.1b*)

3.1.2a. How was this funded? *Select all that apply.*

- With Perkins funding (*If “with Perkins funding” not selected, skip to 3.1.4a*)
- With other funding

3.1.3a. 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 postsecondary CTE overall**?

- Yes
- No

3.1.4a. In program year 2022-23, which of the following best represents how statewide **marketing or informational campaigns about the benefits of postsecondary 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.

- Activities always targeted to specific groups or special populations of students or families
- Activities often targeted
- Activities sometimes targeted
- Activities rarely targeted
- Activities always made universally available; (i.e., never targeted) (*if selected, skip to 3.1.1b*)

3.1.5a. In program year 2022-23, were statewide **marketing or informational campaigns about the benefits of postsecondary CTE overall** targeted to any of the following groups and special populations of students or families?

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

3.1.1b In program year 2022-23, did your state sponsor the following type of activity statewide to encourage access to and participation in **postsecondary** career and technical education (CTE)?

Summer CTE courses, or introductory short-term or “boot camp” programs for postsecondary 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.

- Yes
- No (If “no,” skip to 3.1.1c)

3.1.2b. How was this funded? *Select all that apply.*

- With Perkins funding (If “with Perkins funding” not selected, skip to 3.1.4b)
- With other funding

3.1.3b. In program year 2022-23, did your state use Perkins V state **leadership funds** [Perkins V, section 124] to sponsor statewide **summer CTE courses, or introductory short-term or “boot camp” programs for postsecondary students?**

- Yes
- No

3.1.4b. In program year 2022-23, which of the following best represents how statewide **summer CTE courses, or introductory short-term or “boot camp” programs for postsecondary 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.

- Activities always targeted to specific groups or special populations of students or families
- Activities often targeted
- Activities sometimes targeted
- Activities rarely targeted
- Activities always made universally available; (i.e., never targeted) *(if selected, skip to 3.1.1c)*

3.1.5b. In program year 2022-23, were statewide **summer CTE courses, or introductory short-term or “boot camp” programs for postsecondary students** targeted to any of the following groups and special populations of students or families?

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

3.1.1c In program year 2022-23, did your state sponsor the following type of activity statewide to encourage access to and participation in **postsecondary** career and technical education (CTE)?

Special state competitions, scholarships, or other recognition programs specifically for postsecondary 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 whether from Perkins funds or other sources.

Please do not include local education agency- or school-sponsored activities.

- Yes
- No *(If “no,” skip to 3.1.1d)*

3.1.2c. How was this funded? *Select all that apply.*

- With Perkins funding (*If “with Perkins funding” not selected, skip to 3.1.4c*)
- With other funding

3.1.3c. 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 postsecondary CTE students**?

- Yes
- No

3.1.4c. In program year 2022-23, which of the following best represents how statewide **special state competitions, scholarships, or other recognition programs specifically for postsecondary 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.

- Activities always targeted to specific groups or special populations of students or families
- Activities often targeted
- Activities sometimes targeted
- Activities rarely targeted
- Activities always made universally available; (i.e., never targeted) (*if selected, skip to 3.1.1d*)

3.1.5c. In program year 2022-23, were statewide **special state competitions, scholarships, or other recognition programs specifically for postsecondary CTE students** targeted to any of the following groups and special populations of students or families?

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

3.1.1d In program year 2022-23, did your state sponsor the following type of activity statewide to encourage access to and participation in **postsecondary** career and technical education (CTE)?

Other statewide activities for postsecondary 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.

- Yes
- No (If “no,” skip to 3.1.6)

If yes, please specify: _____

3.1.2d. How was this funded? *Select all that apply.*

- With Perkins funding (If “with Perkins funding” not selected, skip to 3.1.4d)
- With other funding

3.1.3d. In program year 2022-23, did your state use Perkins V state **leadership funds** [Perkins V, section 124] to sponsor the **other statewide activities**?

- Yes
- No

3.1.4d. In program year 2022-23, which of the following best represents how the **other statewide activities specified above** were conducted?

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

- Activities always targeted to specific groups or special populations of students or families
- Activities often targeted
- Activities sometimes targeted
- Activities rarely targeted
- Activities always made universally available; (i.e., never targeted) (if selected, skip to 3.1.6)

3.1.5d. In program year 2022-23, were the **other statewide activities specified above** targeted to any of the following groups and special populations of students or families?

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

Postsecondary: Strategies and Supports for CTE Access and Participation

3.1.6. In program year 2022-23, did your state require postsecondary institutions or other organizations 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.

3.1.7a. In program years 2021-22 or 2022-23, did your state provide the following resource to help postsecondary institutions or other organizations providing CTE **assess or address gaps in CTE participation** for 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)

- Yes, all postsecondary institutions
- Yes, but only Perkins-funded postsecondary institutions
- No (*If “no,” skip to 3.1.7b*)

3.1.8a. In program year 2022-23, did your state **require** postsecondary institutions or other organizations providing CTE to use or participate in the provided **links to or reports on local CTE participation data for student groups or special populations?**

- Yes, all postsecondary institutions
- Yes, but only Perkins-funded postsecondary institutions
- No (*If “no,” skip to 3.1.7b*)

3.1.9a. In program year 2022-23, did your state **require** postsecondary institutions or other organizations providing CTE 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?**

- Yes, all postsecondary institutions
- Yes, but only Perkins funded postsecondary institutions
- No

3.1.7b. In program years 2021-22 or 2022-23, did your state provide the following resource to help postsecondary institutions or other organizations providing CTE **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

- Yes, all postsecondary institutions
- Yes, but only Perkins-funded postsecondary institutions
- No (*If "no," skip to 3.1.7c*)

3.1.8b. In program year 2022-23, did your state **require** postsecondary institutions or other organizations providing CTE 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?**

- Yes, all postsecondary institutions
- Yes, but only Perkins-funded postsecondary institutions
- No (*If "no," skip to 3.1.7c*)

3.1.9b. In program year 2022-23, did your state **require** postsecondary institutions or other organizations providing CTE 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?**

- Yes, all postsecondary institutions
- Yes, but only Perkins funded postsecondary institutions
- No

3.1.7c. In program years 2021-22 or 2022-23, did your state provide the following resource to help postsecondary institutions or other organizations providing CTE **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

- Yes, all postsecondary institutions
- Yes, but only Perkins-funded postsecondary institutions
- No (*If "no," skip to 3.1.7d*)

3.1.8c. In program year 2022-23, did your state **require** postsecondary institutions or other organizations providing CTE 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?**

- Yes, all postsecondary institutions
- Yes, but only Perkins-funded postsecondary institutions
- No (*If “no,” skip to 3.1.7d*)

3.1.9c. In program year 2022-23, did your state **require** postsecondary institutions or other organizations providing CTE 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?**

- Yes, all postsecondary institutions
- Yes, but only Perkins funded postsecondary institutions
- No

3.1.7d. In program years 2021-22 or 2022-23, did your state provide the following resource to help postsecondary institutions or other organizations providing CTE **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)

- Yes, all postsecondary institutions
- Yes, but only Perkins-funded postsecondary institutions
- No (*If “no,” skip to 3.1.7e*)

3.1.8d. In program year 2022-23, did your state **require** postsecondary institutions or other organizations providing CTE 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?**

- Yes, all postsecondary institutions
- Yes, but only Perkins-funded postsecondary institutions
- No (*If “no,” skip to 3.1.7e*)

3.1.9d. In program year 2022-23, did your state **require** postsecondary institutions or other organizations providing CTE 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?**

- Yes, all postsecondary institutions
- Yes, but only Perkins funded postsecondary institutions
- No

3.1.7e. In program years 2021-22 or 2022-23, did your state provide the following resource to help postsecondary institutions or other organizations providing CTE **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

- Yes, all postsecondary institutions
- Yes, but only Perkins-funded postsecondary institutions
- No (*If “no,” skip to 3.1.7f*)

3.1.8e. In program year 2022-23, did your state **require** postsecondary institutions or other organizations providing CTE 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?**

- Yes, all postsecondary institutions
- Yes, but only Perkins-funded postsecondary institutions
- No (*If “no,” skip to 3.1.7f*)

3.1.9e. In program year 2022-23, did your state **require** postsecondary institutions or other organizations providing CTE 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**

- Yes, all postsecondary institutions
- Yes, but only Perkins funded postsecondary institutions
- No

3.1.7f. In program years 2021-22 or 2022-23, did your state provide the following resource to help postsecondary institutions or other organizations providing CTE **assess or address gaps in CTE participation** for student groups and special populations?

Other resource

- Yes, all postsecondary institutions
- Yes, but only Perkins-funded postsecondary institutions
If yes to either, please specify: _____
- No (*If “no,” skip to 3.1.10*)

3.1.8f. In program year 2022-23, did your state **require** postsecondary institutions or other organizations providing CTE to use or participate in the provided **other resource specified above in 3.1.7f?**

- Yes, all postsecondary institutions
- Yes, but only Perkins-funded postsecondary institutions
- No (*If “no,” skip to 3.1.10*)

3.1.9f. In program year 2022-23, did your state **require** postsecondary institutions or other organizations providing CTE to report to the state the results of using the provided **other resource specified above in 3.1.7f**?

- Yes, all postsecondary institutions
- Yes, but only Perkins funded postsecondary institutions
- No

If you do not require postsecondary institutions or other organizations receiving Perkins funding to document and report CTE participation gaps for student groups or special populations to the state (reported in question 3.1.6 above), please skip to question 3.1.11.

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

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

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

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

3.1.12a. Were there **other** state-level staff at the **postsecondary level** who have a key role in supporting or administering programs for one or more of the special populations?

- Yes
- No (*If "no," skip to 3.1.13*)

3.1.12b. 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 postsecondary level

If there is no special populations coordinator or other staff working on supporting or administering programs for special populations at the post-secondary level, skip to 3.1.14.

3.1.13. In program year 2022-23, were your state’s staff that were assigned coordinator responsibilities related to **postsecondary-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 postsecondary level	<input type="radio"/>	<input type="radio"/>
b. Reviewing regulations, policies, and practices regarding the recruitment and participation of special populations in CTE at the postsecondary level	<input type="radio"/>	<input type="radio"/>
c. Identifying and disseminating promising strategies to increase CTE participation among special populations at the postsecondary level	<input type="radio"/>	<input type="radio"/>
d. Assessing gaps in CTE participation among special populations at the postsecondary level	<input type="radio"/>	<input type="radio"/>
e. Monitoring methods of administration (MOA) at the postsecondary level	<input type="radio"/>	<input type="radio"/>
f. Providing professional development at the state and/or local levels regarding strategies to promote CTE participation and success among special populations at the postsecondary level	<input type="radio"/>	<input type="radio"/>
g. Other activity (specify):	<input type="radio"/>	<input type="radio"/>

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

Consider any of the responsibilities identified above in 3.1.13.

a. Collaborating with groups that understand the needs, concerns, and interests of Perkins’ special populations at the postsecondary level	<input type="radio"/>
b. Reviewing regulations, policies, and practices regarding the recruitment and participation of special populations in CTE at the postsecondary level	<input type="radio"/>
c. Identifying and disseminating promising strategies to increase CTE participation among special populations at the postsecondary level	<input type="radio"/>
d. Assessing gaps in CTE participation among special populations at the postsecondary level	<input type="radio"/>
e. Monitoring methods of administration (MOA) at the postsecondary level	<input type="radio"/>
f. Providing professional development at the state and/or local levels regarding strategies to promote CTE participation and success among special populations at the postsecondary level	<input type="radio"/>
g. Other activity (specified above in 3.1.13)	<input type="radio"/>

3.2: Postsecondary: State Requirements for Local Programs

3.2.1. In your state, did **postsecondary-level applicants** for program year 2022-2023 career and technical education (CTE) funds have to meet any of the following requirements 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 postsecondary 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 students	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. Provide career guidance and counseling to targeted student groups and special populations	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. 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	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. Offer at least one CTE program aligned with a state-developed POS	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e. Demonstrate employer advisor and/or employer advisory committee commitment and ongoing input into at least one CTE program's curriculum and activities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
f. Offer at least one CTE program that prepares participating students for an industry-recognized certification or credential	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
g. Other requirement (specify):	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

If no requirements listed in 2.2.1 were required to receive Perkins V funding, skip to 3.3.1.

3.2.2. For those requirements that you indicated in the previous question postsecondary-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 institutions 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	<input type="radio"/>	<input type="radio"/>
b. All CTE programs are aligned with a state-developed POS	<input type="radio"/>	<input type="radio"/>
c. Demonstrate employer advisor and/or employer advisory committee commitment and ongoing input into all CTE programs' curriculum and activities	<input type="radio"/>	<input type="radio"/>
d. All CTE programs prepare participating students for an industry-recognized certification or credential	<input type="radio"/>	<input type="radio"/>

3.3: Postsecondary: CTE Data Collection and Reporting for Performance Accountability

3.3.1. How many local applications for Perkins **postsecondary-level** funding did your state agency receive for program year 2022–23, and how many of these were approved or 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 3.3.3)*

3.3.2. What were the principal reasons for disapproval of an application at the **postsecondary 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

3.3.3. Consider the postsecondary institutions in your state that **did not apply** for Perkins funding in 2022-23. Are the following common reasons these postsecondary institutions did not apply?

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

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

	Yes	No
a. Academic or general education courses within a CTE program or program of study are excluded from the 12-credit threshold\.	<input type="radio"/>	<input type="radio"/>
b. Students must be part of a specified entering cohort or have enrolled within a given number of years	<input type="radio"/>	<input type="radio"/>
c. Students must attain the 12-credit threshold within a given number of years following matriculation	<input type="radio"/>	<input type="radio"/>
d. Students must participate in a CTE program or programs of study that culminates in the attainment of a recognized postsecondary credential	<input type="radio"/>	<input type="radio"/>
e. Other way (specify):	<input type="radio"/>	<input type="radio"/>

3.3.5. In program year 2022-23, how confident were you that the data your state was collecting from **postsecondary institutions** 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
a. 1P1: Retention in postsecondary education	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. 1P1: Placement in advanced training	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. 1P1: Placement in the military	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. 1P1: Placement in employment	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e. 1P1: Placement in service program	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
f. 2P1: Earned recognized postsecondary credential	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
g. 3P1: Non-traditional program concentration	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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

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

3.4: Postsecondary: 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.

Postsecondary: Challenges

3.4.1. 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 **postsecondary 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 CTE programs to labor market demand at the postsecondary level	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. Improving access to, participation, and outcomes in postsecondary CTE among student groups and special populations	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. Developing and/or implementing work-based learning opportunities at the postsecondary level	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. Incorporating career exploration or planning into postsecondary CTE	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e. Supporting state and local continuous improvement for postsecondary CTE	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
f. Coordinating, matching, and sharing postsecondary data across state systems (e.g., a state longitudinal data system, workforce data, and other education data)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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

a. Aligning CTE programs to labor market demand at the postsecondary level	<input type="radio"/>
b. Improving access to, participation, and outcomes in postsecondary CTE among student groups and special populations	<input type="radio"/>
c. Developing and/or implementing work-based learning opportunities at the postsecondary level	<input type="radio"/>
d. Incorporating career exploration or planning into postsecondary CTE	<input type="radio"/>
e. Supporting state and local continuous improvement for postsecondary CTE	<input type="radio"/>
f. Coordinating, matching, and sharing postsecondary data across state systems (e.g., a state longitudinal data system, workforce data, and other education data)	<input type="radio"/>

Postsecondary: Priorities

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

	One of the top <u>three</u> priorities for our state at the postsecondary level	A priority (we were actively working on this)	An emerging priority (we were making plans to move this forward)	Not a priority in 2022-23
a. Aligning CTE programs to labor market demand at the postsecondary level	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. Improving access to, participation, and outcomes in postsecondary CTE among student groups and special populations	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. Developing and/or implementing work-based learning opportunities at the postsecondary level	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. Incorporating career exploration or planning into postsecondary CTE	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e. Supporting state and local continuous improvement for postsecondary CTE	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
f. Coordinating, matching, and sharing postsecondary data across state systems (e.g., a state longitudinal data system, workforce data, and other education data)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>