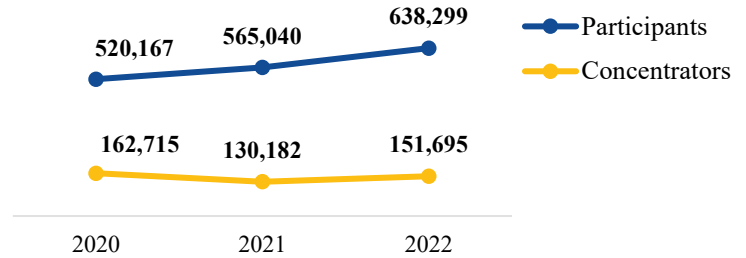




Office of English Language Acquisition English Learners and Career and Technical Education

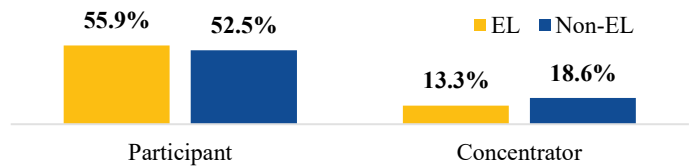
Number of English Learners Who Were Career and Technical Education Participants and Concentrators: School Years 2019–20 through 2021–22

The number of English learner (EL) students in secondary schools who were career and technical education (CTE) **participants** (received at least one CTE credit in that year) increased between school year (SY) 2019–20 and 2021–22.^{1,2} The number of EL students who were CTE **concentrators** (received three credits within a career cluster during high school) decreased over the same period.

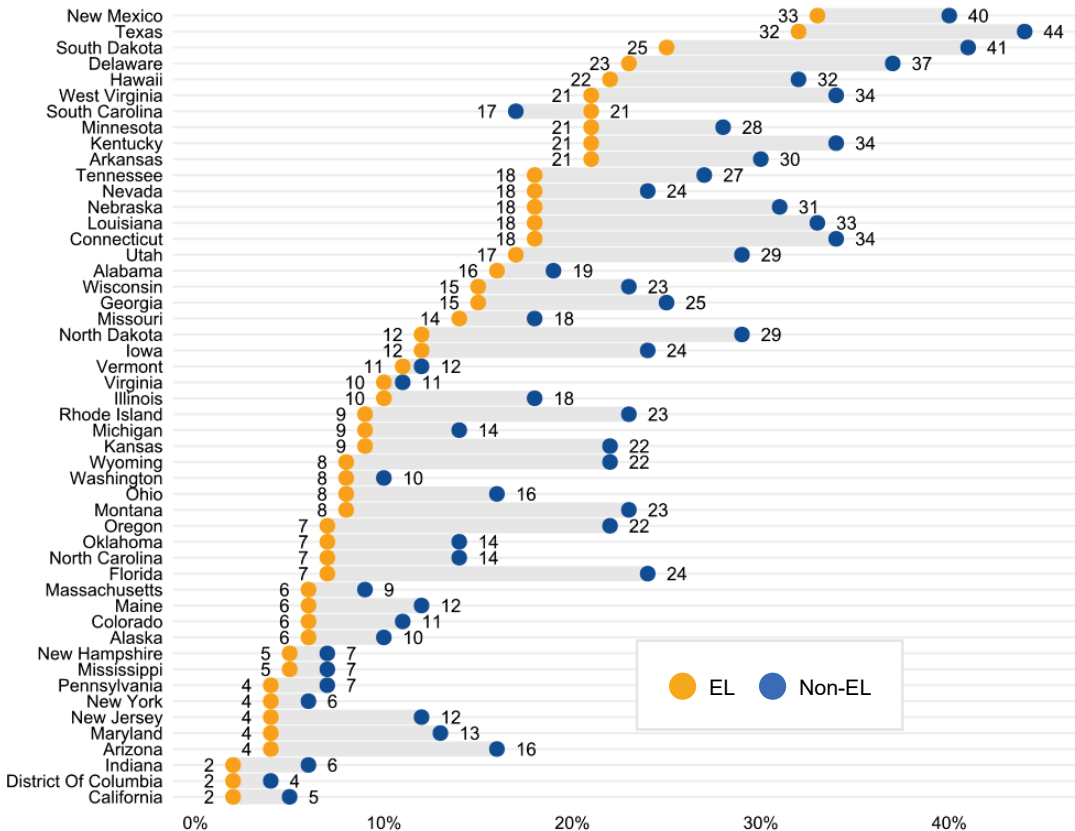


Career and Technical Education Participant and Concentrator Rates: School Years 2019–20 through 2021–22

Compared to **non-ELs**, ELs had higher rates of CTE participation but lower rates of reaching concentrator status in secondary schools.³ Nationally, there was a 5.3 percentage point gap in CTE concentrator rates between ELs and non-ELs.



Career and Technical Education Concentrator Rates by State Education Agency: School Year 2021–22

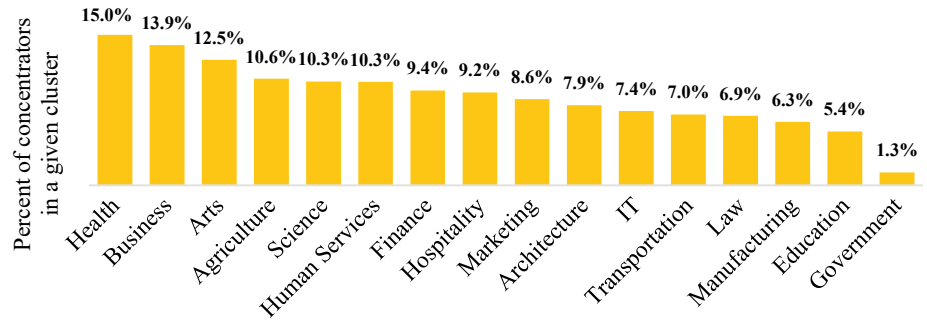


The EL CTE concentrator rates for secondary students varied substantially across state education agencies (SEAs).⁴ New Mexico had the highest rate, at 33%, while California, Indiana, and the District of Columbia had the lowest, at 2%. CTE concentrator rates tended to be lower for ELs than **non-ELs** across SEAs. The gap between ELs and non-ELs was largest in North Dakota, Florida, and Connecticut. It was smallest in Vermont, Mississippi, and Virginia. The only state where the concentrator rate was higher for ELs was South Carolina.

Notes: The rates shown are author calculations using a combination of datasets: Perkins V Enrollment Data for the numerator, EdFacts FS141 for the EL denominator, and the Common Core of Data for the non-EL denominator. Idaho was excluded from this map due to data quality issues.

Career Clusters of Concentrators Who Are English Learners: School Year 2021–22

In SY 2021–22, the top clusters for CTE concentrators who were ELs were health, business, arts, and agriculture.⁵ 15% of concentrators were in the health cluster. The less common CTE clusters for EL concentrators were IT, transportation, law, manufacturing, education, and government.



Perkins V Performance Indicator Goals for English Learners: School Year 2021–22

SEAs track multiple *Perkins V* indicators of performance, including four-year graduation rates, post-program placement, attainment of postsecondary credentials and credits, and participation in work-based learning.^{6,7} Indicators measure outcomes for CTE concentrators only. SEAs set and track their own target goals. For example, Oregon’s state-determined goal for work-based learning is that at least 12% of CTE concentrators participate in work-based learning. SEAs’ self-determined goals vary widely. For example, the goal for the percentage of CTE concentrators participating in work-based learning ranged from 4% to 83%, and the average goal was 21%.

The majority, but not all, of reporting SEAs are reaching their *Perkins V* goals for ELs. For example, 90% of SEAs met their goals for four-year graduation rates for CTE concentrators. More SEAs are still working toward their goals regarding post-program placement and postsecondary credentials. The vast majority (83%) of reporting SEAs met their goal for postsecondary credit attainment, and 70% met their goal for work-based learning.

| Perkins V Indicator | Percent of States Meeting Their Goal for EL Students | | Number of SEAs Reporting ⁸ |
|---|--|------|---------------------------------------|
| | 50-75% | 75%+ | |
| 1S1: Four-year graduation rate | 90% | | 51 |
| 3S1: Post-Program Placement | 59% | | 51 |
| 5S1: Attained Recognized Postsecondary Credential | 59% | | 22 |
| 5S2: Attained Postsecondary Credits | 83% | | 12 |
| 5S3: Participated in Work-Based Learning | 70% | | 27 |

¹ Source: *Perkins V* Enrollment Data retrieved from <https://cte.ed.gov/pcrm/explorer/enrollment/perkins-v>.

² Note that the full implementation of *Perkins V* (including new data collection methods, concentrator definitions, and performance targets) took place during the COVID-19 pandemic. The data presented here should be considered within that context. See the following article for more information on the timing of *Perkins V* and Covid-19: https://careertech.org/wp-content/uploads/2023/01/Resetting_Perkins_SDPLs_2021.pdf.

³ Sources: The total number of ELs was pulled from EdFacts FS141 – DG678. The total number of students enrolled in postsecondary schools was pulled from the Common Core of Data, “State Nonfiscal Public Elementary/Secondary Education Survey,” 2019-20 v.1a, 2020-21 v.1a, 2021-22 v.1a. The numerators used to calculate the percentages shown were pulled from *Perkins V* Enrollment Data retrieved from <https://cte.ed.gov/pcrm/explorer/enrollment/perkins-v>.

⁴ Sources: The number of EL concentrators used to calculate the percentages shown were pulled from *Perkins V* Enrollment Data retrieved from [Perkins V Enrollment Data \(ed.gov\)](https://cte.ed.gov/pcrm/explorer/enrollment/perkins-v). The denominator, the total number of ELs was pulled from EdFacts FS141 – DG678.

⁵ Source: *Perkins V* Enrollment Data retrieved from <https://cte.ed.gov/pcrm/explorer/enrollment/perkins-v>. Percentages add up to more than 100 because some students reach concentrator status in multiple clusters.

⁶ *Perkins V* refers to the 2018 amendment to the Carl D. Perkins Career and Technical Education Act of 2006 (Perkins IV), the Strengthening Career and Technical Education for the 21st Century Act. For more information, see <https://www2.ed.gov/about/offices/list/ovae/pi/cte/vso.html>.

⁷ Source: *Perkins V* Performance Data retrieved from <https://cte.ed.gov/pcrm/explorer/performance/perkins-v>.

⁸ All states are required to report data on the 1S1 and 3S1 indicators. States must report on at least one of the 5S indicators and may report more than one. For more information on reporting requirements see <https://cte.ed.gov/accountability/consolidated-annual-report>. For more information about state reporting within the context of the Covid-19 pandemic, see https://careertech.org/wp-content/uploads/2023/01/Resetting_Perkins_SDPLs_2021.pdf.

Note: For more resources on serving English Learners in CTE, see the OELA infographic, “Career and Technical Education: Preparing K-12 Multilingual Learners for Postsecondary Education and Careers,” available [here](#).