

Archived Information

PERKINS VOCATIONAL AND TECHNOLOGY EDUCATION (STATE GRANTS AND TECH-PREP INDICATORS)

Goal: To increase access to and improve educational programs that strengthen education achievement, workforce preparation, and lifelong learning.	Funding History (\$ in millions)			
	Fiscal Year	Appropriation	Fiscal Year	Appropriation
	1985	\$783	2000	\$1,162
	1990	\$851	2001	\$1,211
Legislation: Titles I and II, Carl D. Perkins Vocational and Technical Education Act (P.L.105-332) (20 U.S.C. 2301 et. seq.).	1995	\$1,081	2002 (Requested)	\$1,206

Program Description

The Perkins Act, primarily through grants to states, is intended to help states expand and improve their vocational education programs, especially in high-poverty areas.

State Grants

Each state receives a grant based on population counts in several age categories. State agencies then allocate much of their grant to local programs, with the discretion to determine the share of Perkins funds allocated to institutions at the secondary versus postsecondary levels. Funds dedicated to secondary vocational education are distributed to secondary districts based largely on their proportion of low-income youth; money for postsecondary vocational education is distributed to community colleges and other eligible institutions based mostly on their share of Pell grant recipients. In the 1998 Perkins Act, Congress eliminated set-aside funding streams and preferences for different categories of special populations (e.g., single parents, teenage parents, students in non-traditional career fields) in favor of greater flexibility and more funding at the local level.

In addition, the new law greatly increased the significance of program accountability as a way to achieve federal policy objectives. The previous Act simply required assurances from states that a system of measures had been implemented. The current legislation requires states to collect data and report to the Department on academic outcomes, school retention and completion, and skill preparation for postsecondary education and workforce entry. Data must be provided for vocational concentrators, and then broken down by special population categories. Moreover, there are now potential rewards and consequences for states that can and cannot report the required data.

Tech-Prep

The Tech-Prep Education Program emphasizes a particular vocational improvement strategy, promoting links between secondary and postsecondary vocational programs to prepare students better for their transition from school to careers. First introduced in the 1990 Perkins Act, Tech-Prep was a response to increasing recognition that most technical careers require more than a high school education.

The 1990 Perkins Act (Title IIIE) created the Tech-Prep Education Act to help students prepare better for future careers. Tech-Prep combines academic and vocational courses and, through articulation agreements, links high school studies to advanced technical education in community and technical colleges, apprenticeship programs or other postsecondary institutions (“2+2”). A key feature of Tech-Prep programs is to be applied academic instruction—teaching academic subjects in a practical, hands-on way, drawing on careers of interest as a context for examples, assignments, and projects.

For more information, please visit the program Web site at: <http://www.ed.gov/offices/OVAE/vocsite.html>

Program Performance

OBJECTIVE 1: ENSURE THAT VOCATIONAL CONCENTRATORS, INCLUDING SPECIAL POPULATIONS, WILL ACHIEVE HIGH LEVELS OF PROFICIENCY IN MATHEMATICS, SCIENCE, AND ENGLISH.

Indicator 1.1 Academic attainment: An increasing percentage of vocational concentrators, including special populations, will meet the core curriculum standards.					
Targets and Performance Data			Assessment of Progress	Sources and Data Quality	
<i>Percentage of vocational concentrators meeting core curriculum standards (*)</i>			<p>Status: No 2000 data available but strong progress toward target has been made.</p> <p>Explanation: Introduction of higher graduation requirements (in terms of both courses and assessment) in many states is driving vocational students, including those in special populations, to take more academics.</p>	<p>Source: National Assessment of Educational Progress (NAEP) 1990, NAEP 1994, NAEP 1998. <i>Frequency:</i> Approximately every 4 years. <i>Next collection update:</i> NAEP 2002. <i>Date to be reported:</i> February 2003.</p> <p>Validation Procedure: Data validated by NCES review procedures and NCES Statistical Standards.</p> <p>Limitations of Data and Planned Improvements: Data are available only every 4 years.</p>	
Year	Actual Performance				Performance Targets
1989-1990:	19%				Continuing increase
1993-1994:	33%				
1997-1998:	45%				
1998-1999:	Data Collected	Quadrennially			Continuing increase
1999-2000:	Data Collected	Quadrennially			Continuing increase
2000-2001:					Continuing increase
2001-2002:			55%		
<p>*Core curriculum standards include 4 years of English and 3 years each of math, science, and social studies. This course sequence is the basis for a college preparatory curriculum.</p>					
Indicator 1.2 Academic attainment: Increasing proportions of vocational concentrators will meet state-established academic standards.					
Targets and Performance Data			Assessment of Progress	Sources and Data Quality	
<i>Percentage of vocational concentrators meeting state-established academic standards, using state adopted approaches.</i>			<p>Status: 1999-2000 school year data are not yet available; performance accountability provisions in 1998 law are just being phased-in in most states.</p> <p>Explanation: Performance reporting is shifting to a reliance on state accountability reports, as specified in the 1998 Perkins Act. Data for 1997-98 came from a small pilot study testing the new provisions. Data for 1998-99 are transitional, with states using data sources and approaches that existed before the 1998 law. States will begin using new measurement approaches negotiated with the Education Department in 1999-2000 to report for 2000-2001. These reports will include different strategies for measuring academic attainment, because states are at varying stages of developing and implementing state assessments. The majority of states and territories are intending to shift to State assessments once they are available at the 10 – 12 grade level.</p>	<p>Source: State performance reports. <i>Frequency:</i> Collected annually. <i>Next collection update:</i> June 2001. <i>Date to be reported:</i> June 2001.</p> <p>Validation Procedure: Data verification is a component of the new Data Quality Initiative (DQI) begun this year. The IG will audit a sample of state and local grantee reports for validation and data reporting improvement purposes.</p> <p>Limitations of Data and Planned Improvements: There is a substantial lag each year before performance data can be reported. Although state data is collected annually, local data are not received by the states until 4 to 6 months after completion of the school year. ED will work with states through the DQI to streamline data collection and verification., and promote greater consistency in measurement and reporting approaches.</p>	
Year	Actual Performance				Performance Target
	National or State Assessment	Program Completion			Other Approaches*
1997-1998:	61.1% (5)	N/A (1)			76.9% (2)
1998-1999:	61.4% (37)	27.85% (6)			56.6% (10)
1999-2000:	Data Available June 2001				Baseline data
2000-2001:					Performance targets will be set.
2001-2002:					
<p>Number in parentheses () is the number of states and territories that reported using each approach. * Other approaches include GPA, High School Graduation and course completion.</p>					

OBJECTIVE 2: ENSURE THAT INSTITUTIONS, SECONDARY AND POSTSECONDARY, WILL OFFER PROGRAMS WITH INDUSTRY-RECOGNIZED SKILL STANDARDS SO THAT CONCENTRATORS, INCLUDING SPECIAL POPULATIONS, CAN EARN SKILL CERTIFICATES IN THESE PROGRAMS.

Indicator 2.1 Skills proficiencies: An increasing proportion of secondary and postsecondary institutions will offer programs in which vocational students can earn industry-recognized skill certificates. (Program measures to be reassessed in 2000 to reflect new law.)							
Targets and Performance Data			Assessment of Progress		Sources and Data Quality		
<i>(Old Measure) Percentage of secondary schools and postsecondary programs that allow some students to earn industry-recognized skill certificate</i>			<p>Status: Actual performance using old measure suggests that 1999 target is close to being met. However, new measure for this objective is being phased in, to match accountability provisions in new law. At this time, baseline and performance data for new measure are not yet available.</p> <p>Explanation: Performance reporting is shifting to a reliance on state accountability reports, as specified in the 1998 Perkins Act. Data for 1997-98 came from a small pilot study testing the new provisions. Data for 1998-99 are transitional, with states using data sources and approaches that existed before the 1998 law. States will begin using new measurement approaches negotiated with the Education Department to report for 1999-2000. These reports will include different strategies for measuring skill attainment, as many States move towards skill performance measures.</p>		<p>Source (Old Measure): National STW Evaluation <i>Frequency:</i> Annually until 1999. <i>Next collection update:</i> None. <i>Date to be reported:</i> Unknown.</p> <p>NCES Survey of Skill Certificates in Postsecondary Program, 1999. <i>Next collection update:</i> None.</p> <p>Source (New Measures): State performance reports. <i>Frequency:</i> Collected annually. <i>Next collection update:</i> June 2001. <i>Date to be reported:</i> June 2001.</p> <p>Validation Procedure: Old measures were collected before the Education Department Standards for Evaluating Program Performance Data were developed. Data verification for state performance reports is a component of the DQI. The IG will audit a sample of state and local grantee reports for validation and data reporting improvement purposes.</p> <p>Limitations of Data and Planned Improvements: There is a substantial lag each year before performance data can be reported. Although state data is collected annually, local data are not received by the states until 4 to 6 months after completion of the school year. The Education Department will work with states through the DQI to streamline data collection and verification, and to promote greater consistency in measurement and reporting approaches.</p>		
Year	Actual Performance	Performance Targets				Actual Performance	Performance Targets
	Secondary					Postsecondary	
1995-1996:	12.9%						
1996-1997:	13.1%						
1997-1998:	14.6%						
1998-1999:	14.8%	15%				87%	
1999-2000:	No Data Available						
2000-2001:							
2001-2002:							
<i>(New Measure) Percentage of Secondary vocational concentrators meeting state/locally-adopted skill standards, using state recognized approaches</i>							
Year	Actual Performance			Performance Targets			
	State Assessment	Completion	Other				
1997-1998:	61.3% (3)	N/A	N/A				
1998-1999:	63.4% (22)	29.8% (25)	84.1% (6)				
1999-2000:	Data Available June 2001			Baseline data			
2000-2001:	Data available June 2002			New targets will be set			
2001-2002:							
<i>(New Measure) Percentage of Post secondary vocational concentrators meeting state/locally-adopted skill standards, using state recognized approaches</i>							
1997-1998:	59.3% (4)	87.3% (6)	65.1% (3)				
1998-1999:	73.9% (10)	76.7% (27)	62.6% (16)				
1999-2000:	Data Available June 2001			Baseline data			
2000-2001:	Data available in June 2002			New targets will be set			
2001-2002:							
Number in parentheses () is the number of states and territories that reported using each approach.							

OBJECTIVE 3: ENSURE THAT CONCENTRATORS, INCLUDING SPECIAL POPULATIONS, MAKE TRANSITIONS TO CONTINUING EDUCATION, WORK, OR OTHER CAREER OPTIONS.

Targets and Performance Data				Assessment of Progress	Sources and Data Quality
<i>Percentage of vocational concentrators who have completed high school and transitioned to postsecondary education or employment</i>				<p>Status: 1999-2000 school year data are not yet available; performance accountability provisions in 1998 law are just being phased-in in most states.</p> <p>Explanation: Performance reporting is shifting to a reliance on state accountability reports, as specified in the 1998 Perkins Act. Data for 1997-98 came from a small pilot study testing the new provisions. Data for 1998-99 are transitional, with states using data sources and approaches that existed before the 1998 law. Data collected for 1999-2000 will be the first year the data will be reported based on the Education Department-negotiated measures., and will be available June 2001. Performance data will be disaggregated and reported by each special population and type of positive placement beginning 2000-2001.</p>	<p>Source: State performance reports <i>Frequency:</i> Annually collected. <i>Next collection update:</i> June 2001. <i>Date to be reported:</i> June 2001.</p> <p>Validation Procedure: Data verification is a component of the DQI. The IG will audit a sample of state and local grantee reports for validation and data reporting improvement purposes.</p> <p>Limitations of Data and Planned Improvements: There is a substantial lag each year before performance data can be reported. In addition, states collect placement data from 6 months to 1 year after the school year resulting in a further lag in data reporting. Limited access to federal data bases (e.g. military/defense) and issues related to FERPA and use of social security numbers is also a great barrier to both accurate reporting and completeness of data. Ongoing technical assistance is being provided through the DQI to address these challenges.</p>
Year	Actual Performance		Performance Target		
	High School Completion	Placement in Postsecondary Education and/or Employment			
		Adm. Record Exchange	Survey		
1997-1998:	83.8% (8)	62.5 % (4)	80% (4)		
1998-1999:	77.4% (48)	72.7% (9)	82.2% (44)		
1999-2000:	Data Available June 2001		Baseline data		
2000-2001:	Data Available June 2002		New target to be set		
2001-2002:					
<p>Number in parentheses () is the number of states and territories that reported using each approach.</p>					

Indicator 3.2 Postsecondary student outcomes: Increasing proportions of postsecondary vocational students, including special populations, will have a positive placement in one or more of the following categories of outcomes: retention in and completion of a postsecondary degree or certificate, placement in military service, or placement or retention in employment.

Targets and Performance Data				Assessment of Progress	Sources and Data Quality
<i>Percentage of postsecondary vocational concentrators who have completed postsecondary education and have a positive placement in military or employment.</i>				<p>Status: 1999-2000 school year data are not yet available; performance accountability provisions in 1998 law are just being phased-in in most states.</p> <p>Explanation: Performance reporting is shifting to a reliance on state accountability reports, as specified in the 1998 Perkins Act. Data for 1997-98 came from a small pilot study testing the new provisions. Data for 1998-99 are transitional, with states using data sources and approaches that existed before the 1998 law. Data collected for 1999-2000 will be the first year the data will be reported based on ED-negotiated measures., and will be available June 2001. Performance data will be disaggregated and reported by each special population and type of positive placement beginning 2000-2001.</p>	<p>Source: State performance reports <i>Frequency:</i> Annually collected. <i>Next collection update:</i> June 2001. <i>Date to be reported:</i> June 2001.</p> <p>Validation Procedure: Data verification is a component of the DQI. The IG will audit a sample of state and local grantee reports for validation and data reporting improvement purposes.</p> <p>Limitations of Data and Planned Improvements: There is a substantial lag each year before performance data can be reported. In addition, states collect placement data from 6 months to 1 year after the school year resulting in a further lag in data reporting. Limited access to federal data bases (e.g. military/defense) and issues related to FERPA and use of social security numbers is also a great barrier to both accurate reporting and completeness of data. Ongoing technical assistance is being provided through the DQI to address these challenges.</p>
Year	Actual Performance		Performance Targets		
	Postsecondary Degree/Certificate / Completion	Placement in Military or Employment			
	Administrative Data	Adm. Record Exchange	Survey		
1997-1998:	55.9% (11)	81.9% (6)	87.7% (4)		
1998-1999:	32.8% (42)	86.2% (37)	78.1% (15)		
1999-2000:	Data Available June 2001		Baseline data		
2000-2001:	Data Available June 2002		New target to be set		
2001-2002:			Continuing increase		

INDICATOR CHANGES

From Annual Plan (FY 2001)

Adjusted

❖ Indicator 1.2 (academic attainment) “mathematics standards” changed to “academic standards”

Dropped—None.

New—None.