

Carl D. Perkins
Vocational and Technical
Education Act of 1998

**Report to Congress on State Performance
Program Year 2005–06**

U.S. Department of Education
Office of Vocational and Adult Education
Division of Academic and Technical Education

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ABBREVIATIONS

AEFLA	<i>Adult Education and Family Literacy Act of 1998</i>
CTE	Career and technical education
Department	U. S. Department of Education
DNS	Data not submitted
ESEA	<i>Elementary and Secondary Education Act of 1965</i>
GED	General Educational Development test and credential
NCLB	<i>No Child Left Behind Act of 2001</i>
NE	No enrollment
NP	No program or no data
OMB	Office of Management and Budget
OVAE	Office of Vocational and Adult Education
Perkins II	<i>Carl D. Perkins Vocational and Applied Technology Act of 1990</i>
Perkins III	<i>Carl D. Perkins Vocational and Technical Education Act of 1998</i>
Perkins IV	<i>Carl D. Perkins Career and Technical Education Act of 2006</i>
PIN	Personal identification number
PMI	Performance Measure Initiative
PY	Program year
WIA	<i>Workforce Investment Act</i>

EXECUTIVE SUMMARY

The *Carl D. Perkins Vocational and Technical Education Act of 1998*¹ (commonly referred to as “Perkins,” “Perkins III,” or “the Act” and referred to hereafter as *Perkins III*)² requires, in Sec. 113(c)(3)(C), that the secretary provide the appropriate committees of Congress copies of annual reports received by the U.S. Department of Education (Department) from each eligible agency that receives funds under *Perkins III*. Sec. 113(c)(3)(A) of *Perkins III* further requires the secretary to make the information contained in such reports available to the general public. To meet this obligation, the Department is providing the data in both hard copy and digital (on the Internet) formats.

This report contains information on states’³ progress in achieving their adjusted performance levels⁴—negotiated with and approved by the Department—on the core indicators of performance listed in Sec. 113(b)(2)(A) of *Perkins III*:

- Student attainment of challenging state-established academic, vocational and technical skill proficiencies, hereafter referred to as academic and skill attainment;
- Student attainment of a secondary school diploma or its recognized equivalent, a proficiency credential in conjunction with a secondary school diploma, or a postsecondary degree or credential, hereafter referred to as completion;
- Placement in, retention in, and completion of, postsecondary education or advanced training, placement in military service, or placement or retention in employment, hereafter referred to as placement and retention;
- Student participation in and completion of career and technical education programs that lead to nontraditional training and employment, hereafter referred to as nontraditional programs.⁵

¹ Vocational and technical education is also called career and technical education (CTE). Sec. 3(29) of *Perkins III* defines vocational and technical education as organized educational activities that offer a sequence of courses that provides individuals with the academic and technical knowledge and skills the individuals need to prepare for further education and for careers in current or emerging employment sectors; and include competency-based applied learning that contributes to the academic knowledge, higher-order reasoning and problem-solving skills, work attitudes, general employability skills, technical skills, and occupation-specific skills, of an individual. Career and technical education is offered in middle schools, high schools, community and technical colleges, and other postsecondary institutions. Eight states have separate adult programs, and Table 3 summarizes data regarding postsecondary and adult enrollment.

² *The Smith-Hughes Act of 1917* was the first provision for the federal funding of vocational education. Subsequent legislation that authorized federal funding of vocational education included: *The Vocational Act of 1973* and the *Carl D. Perkins Act of 1984* (*Perkins*). *Perkins* was reauthorized as the *Carl D. Perkins Vocational and Applied Technology Act of 1990* (*Perkins II*), the *Carl D. Perkins Vocational and Technical Education Act of 1998* (*Perkins III*), and the *Carl D. Perkins Career and Technical Education Act of 2006* (*Perkins IV*).

³ The term “state” under Sec. 3(24) of *Perkins III* means, unless otherwise specified, each of the 50 states of the United States, the District of Columbia, the Commonwealth of Puerto Rico, and each outlying area. The term “state” as it is used in this report consists of each jurisdiction of the United States, including the Virgin Islands and Guam.

⁴ *Perkins* performance levels are referred to as “adjusted” after a state and the Department have negotiated on and agreed to the levels for each of the core indicators of performance.

⁵ See the Glossary of Terms for the meaning of “nontraditional training and employment.”

For purposes of data collection and reporting, the Department divided the four core indicators of performance in Sec. 113 of *Perkins III* into seven sub-indicators for both secondary and postsecondary education as indicated below:

Table 1. Sub-indicators for Secondary and Postsecondary Education Corresponding to the Perkins III Indicators

<i>Perkins III</i> Core Indicators	Secondary Sub-indicators	Postsecondary Sub-indicators
Academic and Skill Attainment	Academic Skills Vocational Skills	Academic Skills Vocational Skills
Completion	High School Diploma or Equivalent High School Diploma and Proficiency Credential*	Degree or Credential
Placement and Retention	Placement	Placement Retention
Nontraditional Programs	Participation Completion	Participation Completion

* Only 20 states offer students the opportunity to earn both a high school diploma and other proficiency credentials (e.g., skills certificates)

As required by Sec. 113 of *Perkins III*, states also provide disaggregated data on the progress of students in each of the special population categories⁶ listed in Sec. 3(23) of *Perkins III*:

- Individuals with disabilities;
- Individuals from economically disadvantaged families, including foster children;
- Individuals preparing for nontraditional training and employment;
- Single parents, including single pregnant women;
- Displaced homemakers; and
- Individuals with other barriers to educational achievement, including individuals with limited English proficiency.

Sec. 206 of *Perkins III* requires states to report to the secretary on the effectiveness of their tech prep programs⁷ and, therefore, states must report data for tech prep students by each sub-indicator separately. Finally, the Department requires that states report on the progress of all career and technical education students by gender, race, and ethnicity.

⁶ See the Glossary of Terms for definitions of special population categories.

⁷ The term “tech prep program” in Sec. 3(26) of *Perkins III* means a program of study that:

“(A) combines at least two years of secondary education (as determined under state law) and two years of postsecondary education in a non-duplicative sequential course of study;
 (B) strengthens the applied academic component of career and technical education through the integration of academic, and career and technical, instruction;
 (C) provides technical preparation in an area, such as engineering technology, applied science, a mechanical, industrial, or practical art or trade, agriculture, a health occupation, business, or applied economics;
 (D) builds student competence in mathematics, science, and communications (including through applied academics) in a coherent sequence of courses; and
 (E) leads to an associate degree or a certificate in a specific career field, and to high skill, high wage employment, or further education.”

This is the Department's seventh annual report to Congress. This report transmits data that states submitted to the Department for program year (PY) 2005–06.⁸ State directors were required to attest to the accuracy and completeness of their state data by signing their data submissions. State directors who submitted their data electronically to the Department attested to the accuracy and completeness of their data using an electronic personal identification number (PIN). Among the highlights of this report:

- ***States reported a higher number of students as having enrolled in career and technical education courses in PY 2005–06 than in the previous program year. The rate of enrollment is the highest in the seven program years (PY 1999–2006) of Perkins III implementation.***
- ***Although there have been some improvements, concerns remain regarding the accuracy of states' performance data.*** Among the major issues are the use of varying performance measures that do not share a common standard for validity and reliability; the variety of student population definitions used by states (i.e., whom they count in their accountability system); the inability of some states to track students' transition to subsequent education and employment; and the limited availability of national or state assessments to evaluate students' technical skill attainment—an important outcome of participation in career and technical education.
- ***Fifteen states met or exceeded each of their PY 2005–06 secondary performance levels.*** These states are: Alaska, Colorado, Idaho, Indiana, Kansas, Mississippi, Nebraska, New Jersey, South Carolina, South Dakota, Tennessee, Vermont, Virginia, West Virginia and Wyoming. This represents a decrease of one state from PY 2004–05 when 16 states met or exceeded each of their secondary performance levels, but still a considerable increase from PY 2003–04 when only two states met or exceeded each of their secondary performance levels.
- ***Five states met or exceeded each of their PY 2005–06 postsecondary performance levels.*** The states are: Iowa, Michigan, Oklahoma, Oregon, and Washington. This represents a considerable decrease from PY 2004–05 when nine states and the District of Columbia met or exceeded each of their postsecondary performance levels, but an increase from PY 2003–04 when only three states met or exceeded each of their postsecondary performance levels.
- ***Nine states were awarded incentive grants⁹ from the U. S. Department of Labor during PY 2005–06 for having exceeded their performance levels overall under Perkins III, Title I of the Workforce Investment Act (WIA), and the Adult Education and Family Literacy Act (AEFLA):*** Arizona, Delaware, Illinois, Iowa, Massachusetts, Missouri, Oregon, Tennessee, and Virginia. This represents a considerable decrease from PY 2004–05 when 23 states were awarded incentive grants and FY 2003–04 when 19 states were awarded incentive grants.

⁸ States generally operate their programs from July 1 through June 30 (referred to as program year (PY)). This report, covering PY 2005–06, corresponds to the Department's fiscal year (FY) 2005 appropriation.

⁹ Incentive grants are authorized under Sec. 503 of the *Workforce Investment Act (WIA)*. Grants support innovative workforce development and education activities that are authorized under Title I of *WIA*, the *Adult Education and Family Literacy Act (AEFLA)*, or *Perkins III* (and its successor statute). A state must have exceeded its performance levels in each of the three programs in order to qualify for an incentive grant.

This report to Congress contains four sections. The first section enumerates the accountability requirements in *Perkins III* and describes efforts by the Department to help states develop their performance accountability systems and their performance levels for career and technical education. The second section summarizes states' progress in meeting their PY 2005–06 performance levels. The third section discusses issues pertaining to the quality and reliability of states' *Perkins III* performance data. The final section offers conclusions. Individual state data profiles are provided in the appendices.

It should be noted that the final report to Congress submitted by states for *Perkins III* will be for PY 2006–07 (the last year when states receive funding under *Perkins III*). Meanwhile with the passage of the *Carl D. Perkins Career and Technical Education Act of 2006 (Perkins IV)* in August 2006, discussions are now underway at the Department to identify a common set of measurement approaches that would reduce the variety of methodologies currently used by the states. If more commonality is achieved, it will enhance the Department's ability to analyze data across the states with improved validity and reliability.

INTRODUCTION

A. Accountability for Results

The *Carl D. Perkins Vocational and Technical Education Act of 1998*¹⁰ (hereafter referred to as *Perkins III*)¹¹ which took effect in PY 2000 (beginning July 1, 1999) is the principal source of federal funding to states for the improvement of secondary and postsecondary career and technical education programs. Each program year under *Perkins III*, Congress appropriated more than \$1.1 billion for grants to states, including the basic state grants (under Title I of *Perkins III*) and tech prep grants (under Title II of *Perkins III*). For PY 2005–06, which corresponds to the Department’s FY 2005 appropriation, Congress appropriated just over \$1.18 billion for grants to states, including the basic state grants under Title I of *Perkins III* and approximately \$391 million tech prep grants under Title II of *Perkins III*. Under Title I of *Perkins III*, states then determined what share of *Perkins III* funds should be allocated to secondary and postsecondary career and technical education programs in their state. Over the past five years, states allocated an average of 60 percent of their funds to secondary education programs and 40 percent to postsecondary education programs. A few states allocated more than 85 percent of their funds to secondary education programs and a few allocated less than 15 percent to their postsecondary programs. States generally distributed federal funds by formula to local educational agencies, area vocational and technical schools, community colleges, and other public or private nonprofit institutions that offer career and technical education programs that meet the requirements of *Perkins III*. Appendix A provides information on each state’s allocation corresponding to PY 2005–06, the year covered in this report.

Congress made *accountability for results* a central focus of the *Perkins III* legislation, setting out performance accountability requirements for states and local programs. These requirements were established “to assess the effectiveness of the state in achieving statewide progress in career and technical education, and to optimize the return of investment of federal funds in vocational and

¹⁰ Vocational and technical education is also called career and technical education (CTE). Sec. 3(29) of *Perkins III* defines vocational and technical education as organized educational activities that offer a sequence of courses that provides individuals with the academic and technical knowledge and skills the individuals need to prepare for further education and for careers in current or emerging employment sectors; and include competency-based applied learning that contributes to the academic knowledge, higher-order reasoning and problem-solving skills, work attitudes, general employability skills, technical skills, and occupation-specific skills, of an individual. Career and technical education is offered in middle schools, high schools, community and technical colleges, and other postsecondary institutions. Eight states have separate adult programs, and Table 3 summarizes data regarding postsecondary and adult enrollment.

¹¹ The *Smith-Hughes Act of 1917* was the first provision for the federal funding of vocational education. Subsequent legislation that authorized federal funding of vocational education included: *The Vocational Act of 1973* and the *Carl D. Perkins Act of 1984* (*Perkins*). *Perkins* was reauthorized as the *Carl D. Perkins Vocational and Applied Technology Act of 1990* (*Perkins II*), the *Carl D. Perkins Vocational and Technical Education Act of 1998* (*Perkins III*), and the *Carl D. Perkins Career and Technical Education Act of 2006* (*Perkins IV*).

technical education activities,” pursuant to Sec. 113(a) of *Perkins III*. States,¹² with input from local program administrators, are required to report annually on the following core indicators of performance:

- Student attainment of challenging state-established academic, and vocational and technical, skill proficiencies, hereafter referred to as academic and skill attainment;
- Student attainment of a secondary school diploma or its recognized equivalent, a proficiency credential in conjunction with a secondary school diploma, or a postsecondary degree or credential, hereafter referred to as completion;
- Placement in, retention in, and completion of, postsecondary education or advanced training, placement in military service, or placement or retention in employment, hereafter referred to as placement and retention;
- Student participation in and completion of vocational and technical education programs that lead to nontraditional training and employment, hereafter referred to as nontraditional programs.¹³

For purposes of data collecting and reporting, the Department divided the four core indicators of performance in Sec. 113 of *Perkins III* into seven sub-indicators for both secondary and postsecondary education as indicated below:

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Completion	High School Diploma or Equivalent High School Diploma and Proficiency Credential*	Degree or Credential
Placement and Retention	Placement	Placement Retention
Nontraditional Programs	Participation Completion	Participation Completion

* Only 21 states offer students the opportunity to earn both a high school diploma and other proficiency credentials (e.g., skills certificates)

¹² The term “state” under Sec. 3(24) of *Perkins III* means, unless otherwise specified, each of the 50 states of the United States, the District of Columbia, the Commonwealth of Puerto Rico, and each outlying area. The term “state” as it is used in this report consists of each jurisdiction of the United States, including the Virgin Islands and Guam.

¹³ See the Glossary of Terms for the meaning of “nontraditional training and employment,” under Individuals Preparing for Nontraditional Training and Employment.

As required by Sec. 113 of *Perkins III*, states also are required to report disaggregated data on the performance of students in the following special population categories,¹⁴ as defined in Sec. 3(23) of *Perkins III*:

- Individuals with disabilities;
- Individuals from economically disadvantaged families, including foster children;
- Individuals preparing for nontraditional training and employment;
- Single parents, including single pregnant women;
- Displaced homemakers; and
- Individuals with other barriers to educational achievement, including individuals with limited English proficiency.

Sec. 206 of *Perkins III* requires states to report on the effectiveness of their tech prep¹⁵ programs, and, therefore, states must report data for tech prep students by each sub-indicator separately. Finally, the Department requires that states report on the progress of all career and technical education students by gender, race, and ethnicity.

B. Establishing Measures and Setting Performance Levels

Perkins III afforded states considerable latitude in selecting their measurement approaches for each indicator and identifying those students on which to report performance. States report performance data for “concentrators,” that is, students who take a threshold number of courses or credits in vocational and technical education. Although this definition varies among states, most states define a concentrator as a student who is enrolled in two or three career and technical education courses (see Appendix B for the definitions of “concentrator” in career and technical education [CTE] for each state).

States submitted their measurement approaches and student population definitions, along with baseline performance levels for each of the sub-indicators, as part of their original *Perkins III* state plans. States then reached agreement with the Department on the performance levels they would seek to achieve for each sub-indicator for each year in which *Perkins III* would be in

¹⁴ See the Glossary of Terms for the definitions of each special population category.

¹⁵ The term “tech prep program” in Sec. 3(26) of *Perkins III* means a program of study that:

“(A) combines at least two years of secondary education (as determined under state law) and two years of postsecondary education in a non-duplicative sequential course of study;

(B) strengthens the applied academic component of vocational and technical education through the integration of academic, and career and technical instruction;

(C) provides technical preparation in an area, such as engineering technology, applied science, a mechanical, industrial, or practical art or trade, agriculture, a health occupation, business, or applied economics;

(D) builds student competence in mathematics, science, and communications (including through applied academics) in a coherent sequence of courses; and

(E) leads to an associate degree or a certificate in a specific career field, and to high skill, high wage employment, or further education.”

effect.¹⁶ Sec. 113(b)(3)(A)(vi)(II) of *Perkins III* requires states to make continuous improvement on their indicators of performance.

Over time, many states changed one or more of their measurement approaches, student population definitions, or performance levels. These modifications may improve data quality, but they often result in an inability to analyze state performance trends except in the most general of terms.

Further, while the legislative latitude under *Perkins III* enabled states to build upon their existing data collection systems, it produced wide variation across states in student population definitions and measurement approaches. For example, one state may measure academic attainment using a state-developed assessment instrument, while another state may use grade point averages. Appendix C illustrates the range of measurement approaches used by states for students' academic and technical skill attainment.

C. Efforts to Help States Build and Improve Their *Perkins III* Accountability Systems

The Department has worked with states, since enactment of *Perkins III*, to build and improve their performance accountability systems for career and technical education. Among these efforts have been data quality and program quality workshops, followed by a series of conference calls to discuss data measurement and collection issues. These workshops brought together state directors, policymakers, and data experts to review and recommend student population definitions and measurement approaches.

The Department also established a Web site—the Peer Collaborative Resource Network (<http://www.edaccountability.net>)—to foster discussion among states on issues pertaining to *Perkins III* accountability systems. Among the recent discussion items have been strategies to incorporate into states' *Perkins* accountability systems the data collection requirements under *No Child Left Behind Act of 2001 (NCLB)* and the Office of Management and Budget's (OMB) "common measures."¹⁷

During PY 2005–06, the Department continued to place emphasis on the topic of accountability during its monitoring site visits.¹⁸ Among the issues addressed during these visits were policies and procedures used by the states to gather and verify data from local grantees, efforts by the states to use performance data in funding local grantees, use of data to identify program strengths and weaknesses as a basis for program reform, and procedures used by the states to ensure that the data received from local grantees are complete, accurate, and reliable.

¹⁶ States negotiated performance levels with the Department beginning for PY 2000–01.

¹⁷ The term, "common measures," refers to OMB's effort to have federal agencies use common definitions and measurement approaches to report on participant's outcomes in federally-funded education, employment, and training programs.

¹⁸ Monitoring site visits are visits to states that enable the Department to review a grantees' compliance with federal law and to protect against waste, fraud, and abuse of federal education funds.

The Department also continued to implement its Performance Measurement Initiative (PMI), designed to help states improve their ability to report complete, accurate, and reliable data on students' academic performance, and students' transition to postsecondary education and employment. Six states—Arizona, Florida, Nebraska, New Hampshire, New York, and Pennsylvania—were selected¹⁹ to collaborate with the Department in the initial phases of the PMI initiative.

Finally, in PY 2005–06, seven states—Alabama, Alaska, Arizona, Colorado, Oregon, Pennsylvania, and South Dakota—were selected to receive individual customized technical assistance on *Perkins III* accountability.²⁰ The states received technical assistance on issues such as strategies to align their *Perkins III* academic attainment measure to their states' *NCLB* assessment methodology to methods for using administrative records to track students' progress through further education and employment.

¹⁹ States were selected based on the size of the state, geographic area, and sophistication of their current secondary and postsecondary data systems.

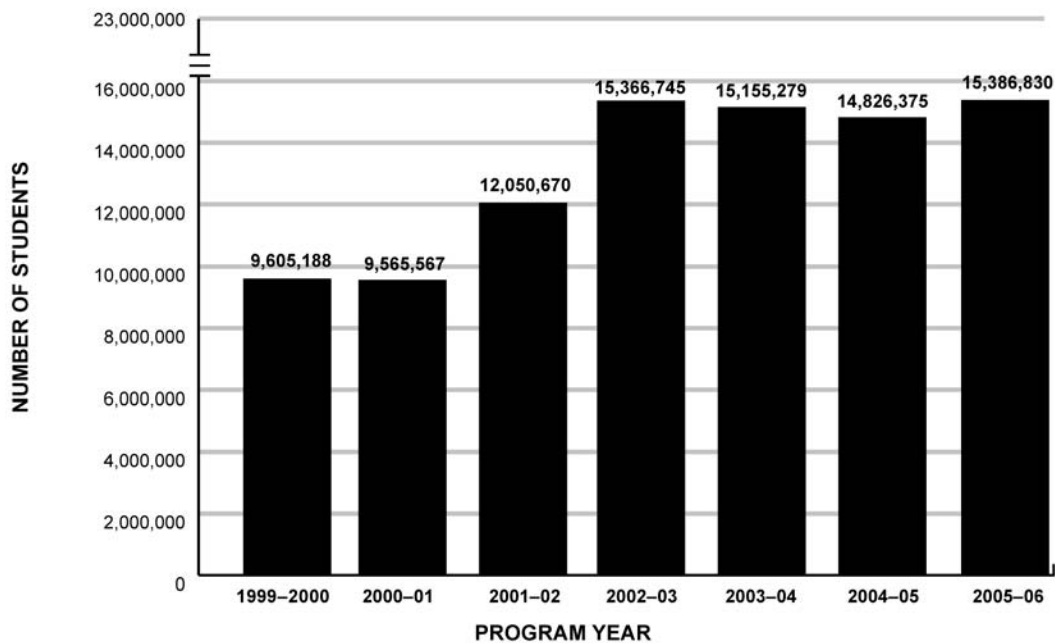
²⁰ States were selected for technical assistance based on their failure to submit complete valid and reliable data during the previous reporting year, and their interest in improving their state and local *Perkins III* data systems.

STATE PERFORMANCE DATA

A. Enrollment in Career and Technical Education

States reported in PY 2005–06 that over 15.38 million students are enrolled (took at least one career and technical education course) in secondary and postsecondary career and technical education programs (Figure 1), a 4 percent increase from PY 2004–05. The number of students enrolled in career and technical education in PY 2005–06 is at its highest level when compared with the last seven years (PY 1999–2006) of *Perkins III* implementation. Enrollment is an unduplicated count of all students reported by each state as having taken one or more career and technical education courses. These courses may or may not be funded with federal *Perkins III* funds.

Figure 1. Student Enrollment in Career and Technical Education Programs, PY 1999–2006



Source: U. S. Department of Education, Office of Vocational and Adult Education, Consolidated Annual Performance, Accountability, and Financial Status Report for the State Basic Grant and Tech Prep Grant Programs under the *Carl D. Perkins Vocational and Technical Education Act of 1998*, FY 2005–06 (OMB Number 1830-0503).

Table 3 presents states' enrollment data by gender, race/ethnicity, and special population categories. Enrollments by disaggregated categories include duplicate counts. For example, a student may be both disabled and economically disadvantaged.

Table 3. Student Enrollment in Career and Technical Education Programs by Disaggregated Categories of Select Student Characteristics, PY 2005–06

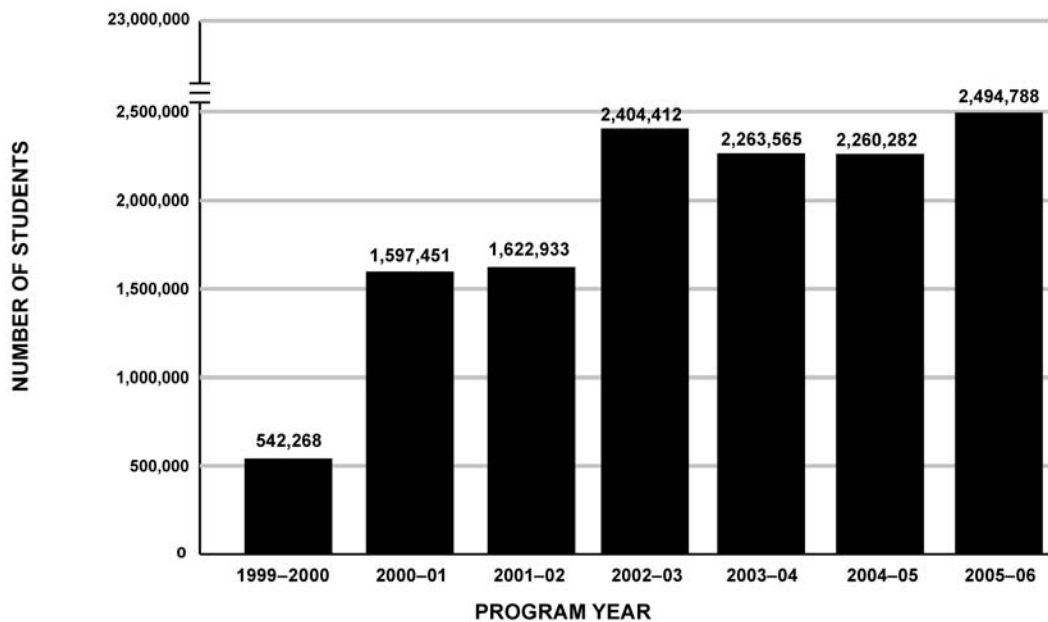
Select Student Characteristics	Disaggregated Category	Secondary	Postsecondary
Gender	Male	5,199,957	2,496,223
	Female	4,539,567	3,119,067
	Unknown*	3,163	28,853
Race/Ethnicity	Black	1,686,360	742,292
	Hispanic	1,806,388	891,808
	White	5,576,367	3,132,327
	Asian/Pacific Islander	453,091	394,884
	American Indian	122,667	66,846
Special Populations (see Glossary of Terms for definitions of Special Populations categories)	Individuals With Disabilities	1,069,496	272,029
	Economically Disadvantaged	3,317,058	1,794,000
	Limited English Proficient	519,218	239,972
	Displaced Homemaker	6,385	80,252
	Other Educational Barriers	1,399,532	879,416
	Single Parent	68,209	278,736
	Nontraditional Students	2,314,374	1,263,437

* Unknown denotes instances where the state could not identify the gender of the student.

Source: U. S. Department of Education, Office of Vocational and Adult Education, Consolidated Annual Performance, Accountability, and Financial Status Report for the State Basic Grant and Tech Prep Grant Programs under the *Carl D. Perkins Vocational and Technical Education Act of 1998*, FY 2005–06 (OMB Number 1830-0503).

States also reported in PY 2005–06 that approximately 2.5 million students were enrolled in tech prep programs (Figure 2). This represents a substantial increase of 10.3 percent when compared against the preceding program year although it should be noted that wide variability exists in how states identify tech prep students. Over the last three years, tech prep students comprised about 15 to 16 percent of the total enrollment in career and technical education.

Figure 2. Student Enrollment in Tech Prep Programs, PY 1999–2006



Source: U. S. Department of Education, Office of Vocational and Adult Education, Consolidated Annual Performance, Accountability, and Financial Status Report for the State Basic Grant and Tech Prep Grant Programs under the *Carl D. Perkins Vocational and Technical Education Act of 1998*, FY 2005–06 (OMB Number 1830-0503).

It is important to note that there is an increase in the number of states providing complete data on the performance of their secondary and postsecondary tech prep students for PY 2005–06. In PY 2005–06, eight states did not provide complete information on secondary tech prep students compared to 12 states in PY 2004–05. At the postsecondary level, 22 states did not provide complete data on performance of tech prep students in PY 2004–05 compared to 14 states in PY 2005–06.

B. States' Progress in Meeting *Perkins III* Performance Levels

Appendix D provides individual state profiles containing each State's adjusted performance levels and performance data submitted to the Department for PY 2005–06. State directors were required to attest to the accuracy and completeness of their state data by signing their state data submissions. State directors who submitted their state data electronically to the Department attested to the accuracy and completeness of their data using an electronic personal identification number (PIN).

Each state reports data on students who are identified by the state as concentrators. As discussed previously, Appendix B provides the definitions of “concentrator” in career and technical education (CTE) for each state. Although the definition of concentrator varies among states, most states define a concentrator as a student who is enrolled in two or three career and technical education courses.

It is important to note that differences across states in definitions of concentrator and in the size of student populations potentially make some of the data provided by states in disaggregated form personally identifiable. Therefore, as a precautionary measure, the Department masked data in certain cells to ensure that students could not be personally identified. Specifically, where a state reported actual performance data above 95 percent and below 10 percent, the cell was coded as >95 percent and <10 percent, respectively, as illustrated in Appendix D. The Department continues to examine whether this action appropriately makes data available to the public, as required by Sec. 113(c)(3) of *Perkins III*, while ensuring that the available data are not personally identifiable.

Tables 4 and 5 summarize states' progress in attaining their secondary and postsecondary performance levels, respectively, for all students by sub-indicators. Tables 6 and 7 summarize states' progress in attaining their performance levels on each sub-indicator for students in selected disaggregated categories.²¹ Tables 8 and 9 provide a summary of states that failed to provide tech prep data, along with the total amount of tech prep funds the state received in the grant corresponding to PY 2005–06.

²¹ Although *Perkins III* requires states to report on a disaggregated basis, the states' performance levels are established on an aggregate basis.

Table 4. States Meeting or Exceeding Their *Perkins III* Performance Levels on Each Secondary Sub-indicator, PY 2005–06

States ^a	Academic & Skill Attainment ^b		Completion		Placement	Nontraditional Programs	
	Academic Skills ^c	Vocational Skills	High School Diploma or Equivalent	High School Diploma and Proficiency Credential	Placement	Participation	Completion
Alabama		X		not offered		X	X
Alaska	X	X	X	not offered	X	X	X
Arizona	X	X		not offered	X	X	
Arkansas		X	X	not offered	X	X	X
California		X		not offered	X	X	X
Colorado	X	X	X	not offered	X	X	X
Connecticut	X		X	not offered	X		
Delaware	X			not offered		X	
District of Columbia		X	X	X		X	X
Florida		X		not offered		X	X
Georgia	X			not offered	X		X
Guam							
Hawaii			X	not offered			X
Idaho	X	X	X	not offered	X	X	X
Illinois	X	X	X	not offered			X
Indiana	X	X	X	not offered	X	X	X
Iowa	X		X	not offered	X	X	
Kansas	X	X	X	not offered	X	X	X
Kentucky		X	X	X	X	X	
Louisiana	X	X	X	not offered	X		X
Maine	X	X	X	not offered	X		
Maryland				not offered	X	X	
Massachusetts	X					X	
Michigan	X	X	X	not offered	X		
Minnesota		X		not offered	X	X	X
Mississippi	X	X	X	not offered	X	X	X
Missouri	X	X	X			X	X
Montana	X	X	X	not offered	X		X

^a The term “state” under Sec. 3(24) of *Perkins III* means, unless otherwise specified, each of the 50 states of the United States, the District of Columbia, the Commonwealth of Puerto Rico, and each outlying area. The term “state” as it is used in this report consists of each jurisdiction of the United States, including the Virgin Islands and Guam.

^b The four core indicators of performance as specified in Sec. 113(b)(2)(A) of *Perkins III*.

^c For purposes of data collection and reporting as required by Sec. 113 of *Perkins III* the Department divided the four core indicators of performance into seven sub-indicators for secondary education.

Notes: An X indicates that the state reported a sub-indicator’s performance level was achieved. Those states in bold type met or exceeded performance levels in all sub-indicators.

Source: U. S. Department of Education, Office of Vocational and Adult Education, Consolidated Annual Performance, Accountability, and Financial Status Report for the State Basic Grant and Tech Prep Grant Programs under the *Carl D. Perkins Vocational and Technical Education Act of 1998*, FY 2005–06 (OMB Number 1830-0503).

Table 4. (Continued)

States ^a	Academic & Skill Attainment ^b		Completion		Placement	Nontraditional Programs	
	Academic Skills ^c	Vocational Skills	High School Diploma or Equivalent	High School Diploma and Proficiency Credential	Placement	Participation	Completion
Nebraska	X	X	X	not offered	X	X	X
Nevada		X	X		X	X	
New Hampshire	X	X	X		X		
New Jersey	X	X	X	X	X	X	X
New Mexico							X
New York					X		
North Carolina		X	X	not offered		X	
North Dakota			X	X		X	X
Ohio		X	X	not offered	X	X	
Oklahoma				not offered	X	X	
Oregon	X	X	X	not offered		X	X
Pennsylvania	X		X		X		
Puerto Rico	X	X	X	X		X	X
Rhode Island		X		X			
South Carolina	X	X	X	not offered	X	X	X
South Dakota	X	X	X	not offered	X	X	X
Tennessee	X	X	X	not offered	X	X	X
Texas	X			X	X	X	X
Utah	X	X		not offered	X	X	X
Vermont	X	X	X	X	X	X	X
Virgin Islands							
Virginia	X	X	X	not offered	X	X	X
Washington	X	X	X	X	X		
West Virginia	X	X	X	X	X	X	X
Wisconsin		X		X		X	X
Wyoming	X	X	X	X	X	X	X
Number of States Meeting or Exceeding Performance Levels	34	39	36	12	37	38	34

Table 5. States Meeting or Exceeding Their *Perkins III* Performance Levels on Each Postsecondary Sub-indicator, PY 2005–06

States ^a	Academic & Skill Attainment ^b		Completion	Placement & Retention		Nontraditional Programs	
	Academic Skills ^c	Vocational Skills	Degree or Credential	Placement	Retention	Participation	Completion
Alabama	X					X	X
Alaska	X	X	X	X	X		
Arkansas				X	X	X	X
Arizona			X	X	X	X	X
California	X		X			X	X
Colorado	X	X	X	X			
Connecticut		X				X	
Delaware		X		X	X	X	X
District of Columbia	X	X	X	X			X
Florida	X	X	X	X	X		
Georgia				X		X	X
Guam							
Hawaii	X	X			X	X	X
Idaho		X			X		
Illinois	X	X	X		X	X	X
Indiana				X	X	X	X
Iowa	X	X	X	X	X	X	X
Kansas	X	X	X	X	X		
Kentucky	X	X	X	X	X	X	
Louisiana	X	X	X			X	
Maine			X	X	X		
Maryland	X	X	X	X			X
Massachusetts	X	X	X				
Michigan	X	X	X	X	X	X	X
Minnesota	X	X	X	X	X		
Mississippi	X	X	X	X	X		
Missouri	X	X	X	X	X		X
Montana	X	X	X	X	X		X

^a The term “state” under Sec. 3(24) of *Perkins III* means, unless otherwise specified, each of the 50 states of the United States, the District of Columbia, the Commonwealth of Puerto Rico, and each outlying area. The term “state” as it is used in this report consists of each jurisdiction of the United States, including the Virgin Islands and Guam.

^b The four core indicators of performance as specified in Sec. 113(b)(2)(A) of *Perkins III*.

^c For purposes of data collection and reporting as required by Sec. 113 of *Perkins III* the Department divided the four core indicators of performance into seven sub-indicators for postsecondary education.

Notes: An X indicates that the state reported a sub-indicator’s performance level was achieved. Those states in bold type met or exceeded performance levels in all sub-indicators.

Source: U. S. Department of Education, Office of Vocational and Adult Education, Consolidated Annual Performance, Accountability, and Financial Status Report for the State Basic Grant and Tech Prep Grant Programs under the *Carl D. Perkins Vocational and Technical Education Act of 1998*, FY 2005–06 (OMB Number 1830-0503).

Table 5. (Continued)

States ^a	Academic & Skill Attainment ^b		Completion	Placement & Retention		Nontraditional Programs	
	Academic Skills ^c	Vocational Skills	Degree or Credential	Placement	Retention	Participation	Completion
Nebraska	X	X	X			X	X
Nevada				X	X		
New Hampshire							
New Jersey	X	X	X	X		X	X
New Mexico			X	X		X	X
New York				X	X	X	X
North Carolina	X	X	X	X			
North Dakota						X	
Ohio	X	X	X	X	X		
Oklahoma	X	X	X	X	X	X	X
Oregon	X	X	X	X	X	X	X
Pennsylvania	X	X	X	X			
Puerto Rico	X	X	X		X	X	X
Rhode Island					X		
South Carolina				X			X
South Dakota				X	X		X
Tennessee	X	X	X				X
Texas	X	X	X		X	X	
Utah	X				X	X	X
Vermont						X	X
Virgin Islands							
Virginia	X	X		X	X	X	
Washington	X	X	X	X	X	X	X
West Virginia		X	X	X	X	X	X
Wisconsin	X	X	X		X	X	X
Wyoming	X	X	X	X	X	X	
Number of States Meeting or Exceeding Performance Levels	34	35	34	34	33	30	30

Table 6. Number of States^a Meeting or Exceeding Their *Perkins III* Performance Levels for Secondary Sub-indicators by Disaggregated Categories, PY 2005–06

Select Student Characteristics	Disaggregated Category	Academic & Skill Attainment ^b		Completion		Placement	Nontraditional Programs	
		Academic Skills ^c	Vocational Skills	High School Diploma or Equiv.	High School and Proficiency Credential	Placement	Participation	Completion
Gender	Male	32	34	33	11	37	27	24
	Female	36	43	41	12	38	33	36
Race/Ethnicity	Black	16	24	25	6	17	38	38
	White	43	42	44	13	43	31	29
	Hispanic	19	22	26	9	18	32	33
	American Indians	22	25	24	4	16	33	34
	Asian or Pacific Islander	39	38	38	10	35	41	44
	Other	7	19	19	5	13	19	19
Special Populations	Economically Disadvantaged	17	24	28	10	16	37	33
	Limited English Proficient	12	17	22	7	15	31	27
	Displaced Homemakers	7	12	13	2	11	9	10
	Other Educational Barriers	6	13	10	6	8	19	13
	Single Parent	14	22	18	6	11	23	21
	Nontraditional Students	32	35	30	10	31	37	40
	Tech Prep	38	40	36	13	32	28	32

^a The term “state” under Sec. 3(24) of *Perkins III* means, unless otherwise specified, each of the 50 states of the United States, the District of Columbia, the Commonwealth of Puerto Rico, and each outlying area. The term “state” as it is used in this report consists of each jurisdiction of the United States, including the Virgin Islands and Guam.

^b The four core indicators of performance as specified in Sec. 113(b)(2)(A) of *Perkins III*.

^c For purposes of data collection and reporting as required by Sec. 113 of *Perkins III* the Department divided the four core indicators of performance into seven sub-indicators for secondary education.

Notes: Although *Perkins III* requires states to report on a disaggregated basis, the states’ performance levels are established on an aggregate basis. Only 20 states offer students the opportunity to earn both a high school diploma and other proficiency credential (e.g., skills certificate).

Source: U. S. Department of Education, Office of Vocational and Adult Education, Consolidated Annual Performance, Accountability, and Financial Status Report for the State Basic Grant and Tech Prep Grant Programs under the *Carl D. Perkins Vocational and Technical Education Act of 1998*, FY 2005–06 (OMB Number 1830-0503).

Table 7. Number of States^a Meeting or Exceeding Their *Perkins III* Performance Levels for Postsecondary Sub-indicators by Disaggregated Categories, PY 2005–06

Select Student Characteristics	Disaggregated Category	Academic & Skill Attainment ^b		Completion	Placement and Retention		Nontraditional Programs	
		Academic Skills ^c	Vocational Skills	Degree or Credential	Placement	Retention	Participation	Completion
Gender	Male	23	22	25	30	25	29	34
	Female	35	37	35	34	36	28	23
Race/Ethnicity	Black	16	14	17	26	20	34	28
	White	34	42	36	36	29	24	25
	Hispanic	20	19	22	23	23	37	31
	American Indians	20	20	18	22	22	31	25
	Asian or Pacific Islander	30	28	23	19	24	40	31
Special Populations	Individuals with Disabilities	17	18	25	13	21	33	24
	Economically Disadvantaged	20	22	24	26	24	22	23
	Limited English Proficient	28	29	23	19	23	34	25
	Displaced Homemakers	22	23	26	19	23	23	15
	Other Educational Barriers	13	12	15	21	19	17	22
	Single Parent	21	21	23	24	20	21	19
	Nontraditional Students	24	24	20	21	21	41	39
Tech Prep		21	18	22	28	25	18	19

^a The term “state” under Sec. 3(24) of *Perkins III* means, unless otherwise specified, each of the 50 states of the United States, the District of Columbia, the Commonwealth of Puerto Rico, and each outlying area. The term “state” as it is used in this report consists of each jurisdiction of the United States, including the Virgin Islands and Guam.

^b The four core indicators of performance as specified in Sec. 113(b)(2)(A) of *Perkins III*.

^c For purposes of data collection and reporting as required by Sec. 113 of *Perkins III* the Department divided the four core indicators of performance into seven sub-indicators for postsecondary education.

Note: Although *Perkins III* requires states to report on a disaggregated basis, the states’ performance levels are established on an aggregate basis.

Source: U. S. Department of Education, Office of Vocational and Adult Education, Consolidated Annual Performance, Accountability, and Financial Status Report for the State Basic Grant and Tech Prep Grant Programs under the *Carl D. Perkins Vocational and Technical Education Act of 1998*, FY 2005–06 (OMB Number 1830-0503).

Table 8. States^a Not Reporting Their Complete *Perkins III* Tech Prep Student Performance Data by Secondary Sub-indicator and Amount Received, PY 2005–06

States ^a	Funding Received Under <i>Perkins III</i> , Title II (Tech Prep)	Academic & Skill Attainment ^b		Completion		Placement	Nontraditional Programs	
		Academic Skills ^c	Vocational Skills	High School Diploma or Equiv.	High School Diploma or Proficiency Credential	Placement	Participation	Completion
District of Columbia	\$330,630	X						
Louisiana	\$2,190,094	X			not offered	X		
Maine	\$529,058				not offered	X	X	X
Minnesota	\$1,736,576				not offered	X		
Montana	\$499,907				not offered		X	
New Mexico	\$834,472	X	X	X	X	X	X	X
South Carolina	\$1,731,379					X		
Virginia	\$2,419,604				not offered		X	
States Not Reporting on the Sub-Indicator		3	1	1	1	5	4	2

^a The term “state” under Sec. 3(24) of *Perkins III* means, unless otherwise specified, each of the 50 states of the United States, the District of Columbia, the Commonwealth of Puerto Rico, and each outlying area. The term “state” as it is used in this report consists of each jurisdiction of the United States, including the Virgin Islands and Guam.

^b The four core indicators of performance as specified in Sec. 113(b)(2)(A) of *Perkins III*.

^c For purposes of data collection and reporting as required by Sec. 113 of *Perkins III* the Department divided the four core indicators of performance into seven sub-indicators for secondary education.

Notes: An X indicates that the state did not provide data for that sub-indicator. Empty cells indicate that the state provided secondary tech prep data. States not listed have reported complete secondary data on their tech prep students. Guam does not receive a separate federal *Perkins III* Title II Tech Prep grant. The Virgin Islands does not use the *Perkins III* funds allocated in its consolidated grant award under the *Elementary and Secondary Education Act of 1965 (ESEA)* to operate a tech prep program.

Source: U. S. Department of Education, Office of Vocational and Adult Education, Consolidated Annual Performance, Accountability, and Financial Status Report for the State Basic Grant and Tech Prep Grant Programs under the *Carl D. Perkins Vocational and Technical Education Act of 1998*, FY 2005–06 (OMB Number 1830-0503).

Table 9. States^a Not Reporting Complete Tech Prep Student Performance Data by Postsecondary Sub-indicator, PY 2005–06

States/Total Tech Prep Funds	Funding Received Under Perkins III, Title II (Tech Prep)	Academic & Skill Attainment ^b		Completion	Placement & Retention		Nontraditional Programs	
		Academic Skills ^c	Vocational Skills	Degree or Credential	Placement	Retention	Participation	Completion
Alaska	\$363,152						X	
Connecticut	\$893,569	X	X	X	X	X	X	X
Indiana	\$2,465,235		X	X	X	X		X
Iowa	\$1,245,235					X		
Louisiana	\$2,190,094				X	X		
Maine	\$529,058				X	X		
Minnesota	\$1,736,576	X	X	X	X	X	X	X
Mississippi	\$1,390,909					X		
Missouri	\$2,179,465					X		X
New Mexico	\$834,472				X			X
Oklahoma	\$1,571,037	X	X	X	X	X	X	X
Pennsylvania	\$4,238,522				X	X		
Vermont	\$346,382				X	X		X
Wyoming	\$278,417				X	X		
States Not Reporting on the Sub-Indicator		3	4	4	10	12	4	7

^a The term “state” under Sec. 3(24) of *Perkins III* means, unless otherwise specified, each of the 50 states of the United States, the District of Columbia, the Commonwealth of Puerto Rico, and each outlying area. The term “state” as it is used in this report consists of each jurisdiction of the United States, including the Virgin Islands and Guam.

^b The four core indicators of performance as specified in Sec. 113(b)(2)(A) of *Perkins III*.

^c For purposes of data collection and reporting as required by Sec. 113 of *Perkins III* the Department divided the four core indicators of performance into seven sub-indicators for postsecondary education.

Notes: An X indicates that the state did not provide data for that sub-indicator. Empty cells indicate that the state provided postsecondary tech prep data. States not listed have reported complete postsecondary data on their tech prep students. Guam does not receive a separate federal *Perkins III* Title II Tech Prep grant. The Virgin Islands does not use the *Perkins III* funds allocated in its consolidated grant award under the *Elementary and Secondary Education Act of 1965 (ESEA)* to operate a tech prep program.

Source: U. S. Department of Education, Office of Vocational and Adult Education, Consolidated Annual Performance, Accountability, and Financial Status Report for the State Basic Grant and Tech Prep Grant Programs under the *Carl D. Perkins Vocational and Technical Education Act of 1998*, FY 2005–06 (OMB Number 1830-0503).

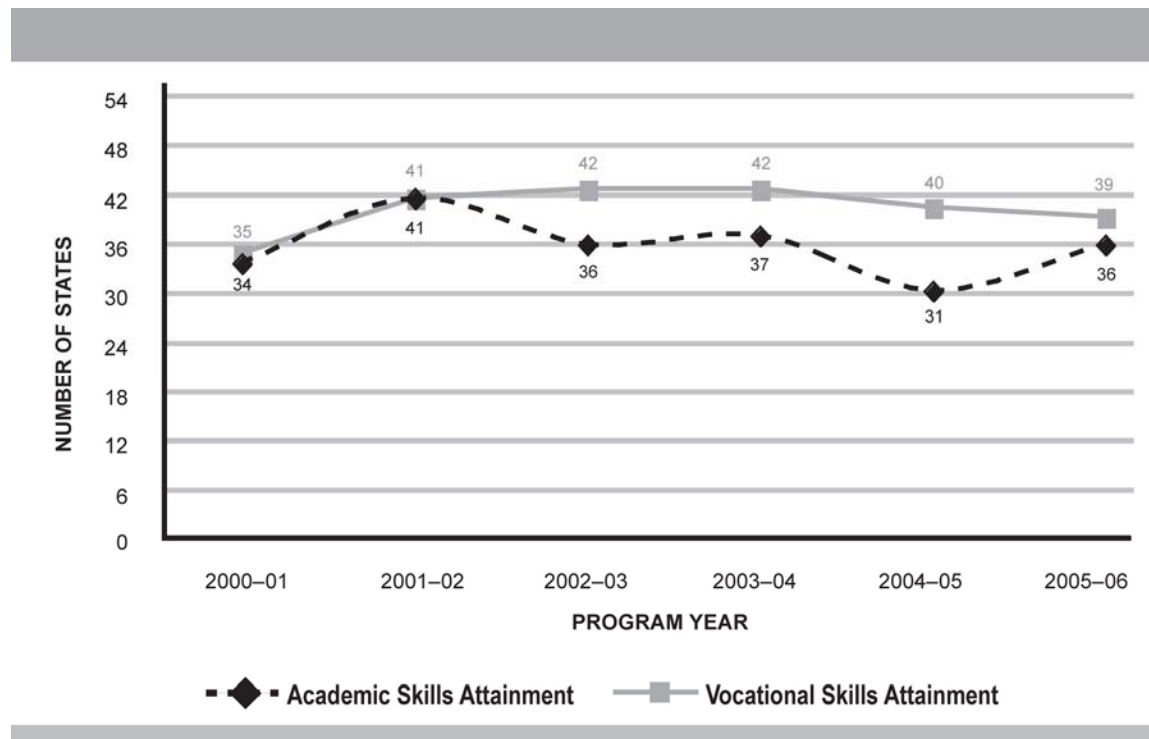
C. States' Progress Trends

1. Perkins III Secondary Performance Levels

Figures 3, 4, 5, and 6 below display states' progress or trends on secondary sub-indicators since states began submitting data to the Department in PY 2000–01. More states met their performance levels, compared to last year, on two secondary sub-indicators: academic skills attainment and high school completion. Fewer states attained their performance levels on all other sub-indicators, including technical skill attainment, diploma and other credential, program placement and nontraditional participation and nontraditional completion.

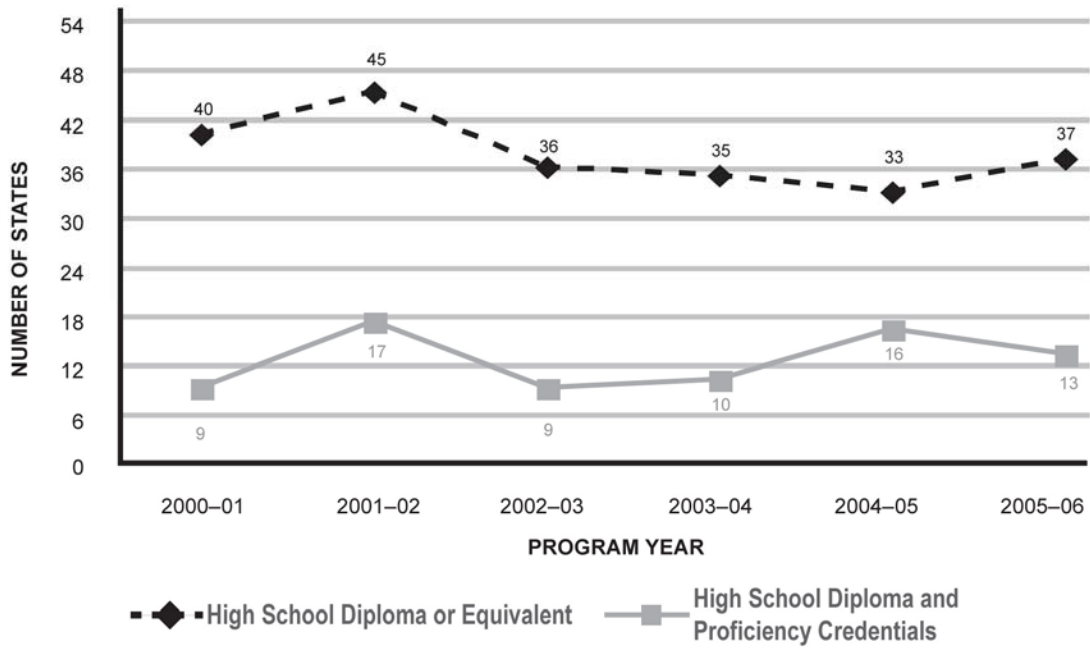
States have had uneven progress in meeting their secondary performance levels over the last four years. The high school completion rate is at its highest since PY 2002–03. The number of states meeting or exceeding their performance levels for academic attainment in PY 2005–06 is higher than PY 2004–05. However, fewer states met their performance levels for placement, diploma attainment, and nontraditional completion in the same time period.

Figure 3. Trends for Secondary Academic Skills and Vocational Skills Sub-indicators, PY 2000–06



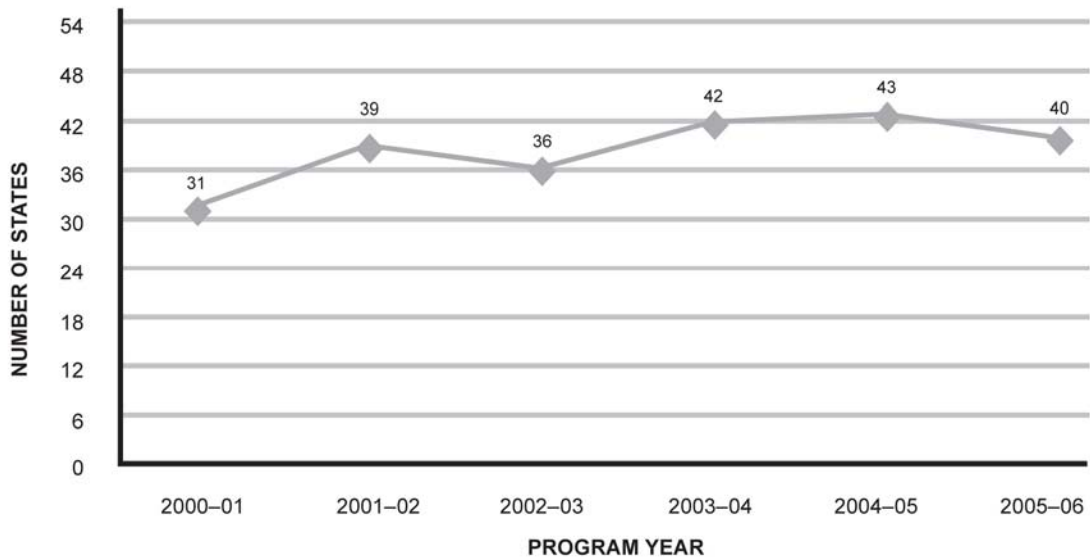
Source: U. S. Department of Education, Office of Vocational and Adult Education, Consolidated Annual Performance, Accountability, and Financial Status Report for the State Basic Grant and Tech Prep Grant Programs under the *Carl D. Perkins Vocational and Technical Education Act of 1998*, FY 2005–06 (OMB Number 1830-0503).

Figure 4. Trends for Secondary High School Diploma or Equivalent, and High School Diploma and Proficiency Credentials Sub-indicators, PY 2000–06



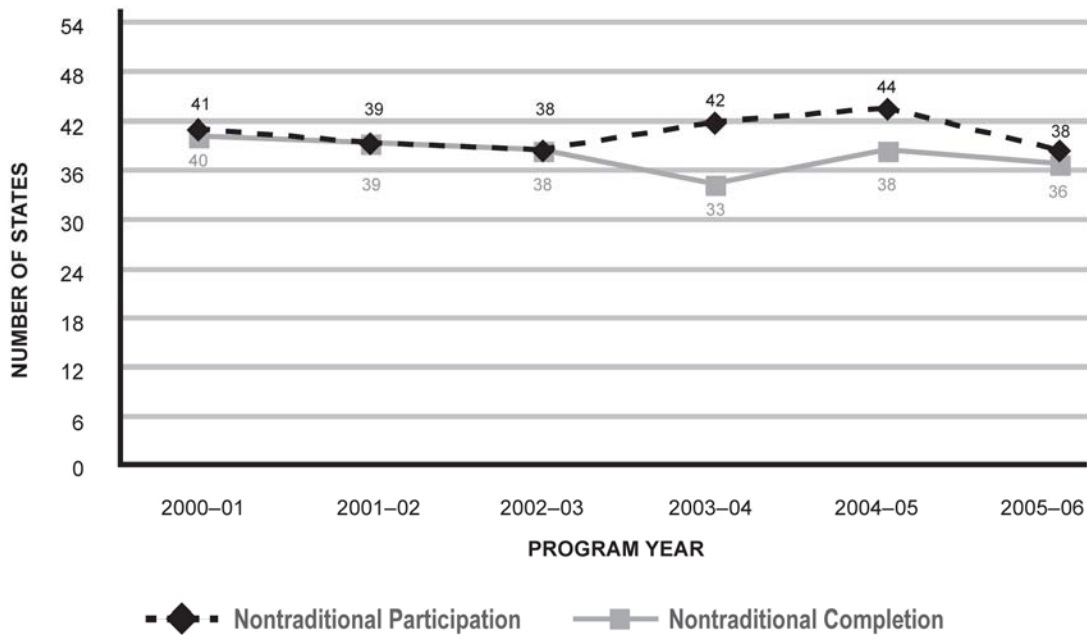
Source: U. S. Department of Education, Office of Vocational and Adult Education, Consolidated Annual Performance, Accountability, and Financial Status Report for the State Basic Grant and Tech Prep Grant Programs under the *Carl D. Perkins Vocational and Technical Education Act of 1998*, FY 2005–06 (OMB Number 1830-0503).

Figure 5. Trends for Secondary Placement Sub-indicator, PY 2000–06



Source: U. S. Department of Education, Office of Vocational and Adult Education, Consolidated Annual Performance, Accountability, and Financial Status Report for the State Basic Grant and Tech Prep Grant Programs under the *Carl D. Perkins Vocational and Technical Education Act of 1998*, FY 2005–06 (OMB Number 1830-0503).

Figure 6. Trends for Secondary Nontraditional Sub-indicators, PY 2000–06



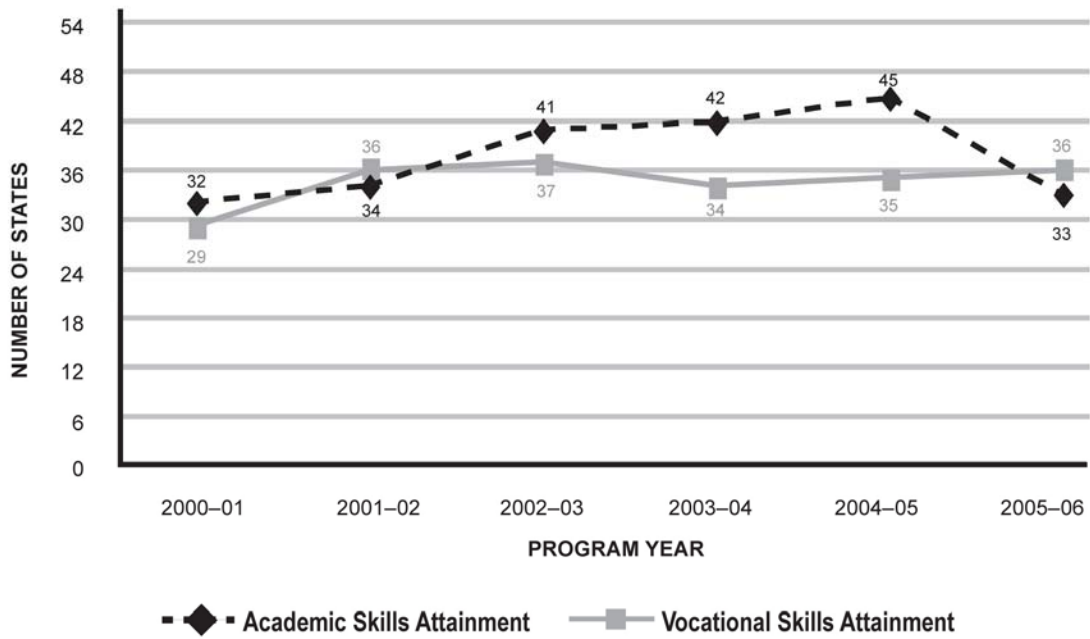
Source: U. S. Department of Education, Office of Vocational and Adult Education, Consolidated Annual Performance, Accountability, and Financial Status Report for the State Basic Grant and Tech Prep Grant Programs under the *Carl D. Perkins Vocational and Technical Education Act of 1998*, FY 2005–06 (OMB Number 1830-0503).

2. Perkins III Postsecondary Performance Levels

Figures 7, 8, and 9 display states’ progress trends on postsecondary sub-indicators since states began to submit data to the Department in PY 2000–01. Compared to last year, the performance of states decreased on all of the postsecondary indicators, except for a small increase in technical skill attainment and no change in placement and nontraditional participation.

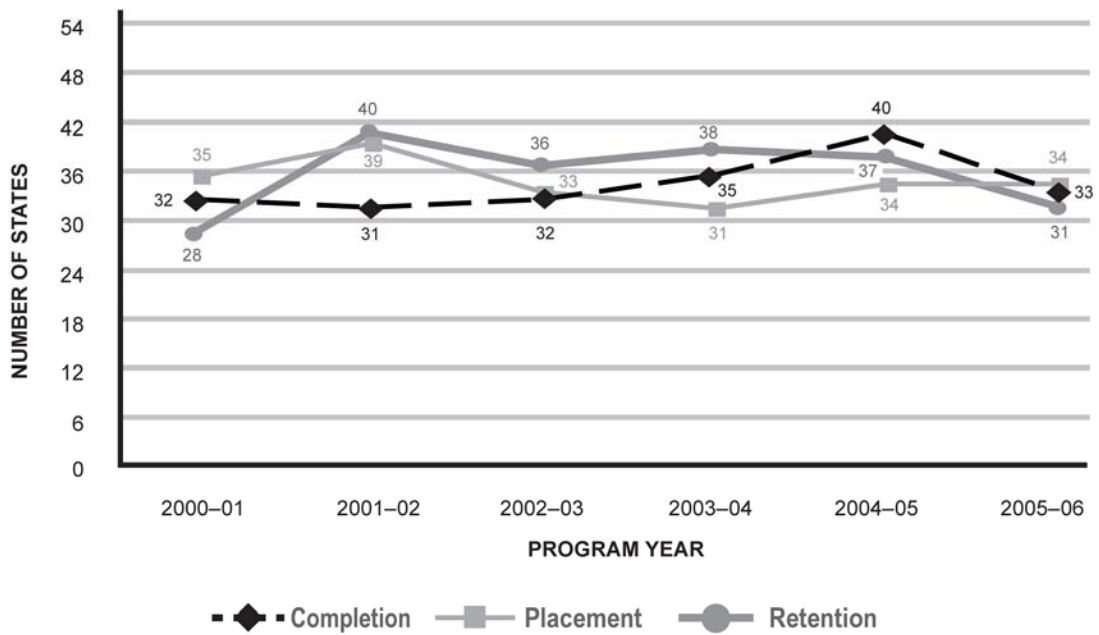
From PY 2000–01 to PY 2004–05 there was consistent improvement in the number of states meeting or exceeding their performance levels for academic attainment. However, in PY 2005–06, twelve fewer states met or exceeded their academic targets when compared to PY 2004–05. The number of states meeting their skills attainment levels improved from the previous year, but the total number of states remains below the number of states meeting their performance goals in PY 2002–03. States have made consistent progress during the last four years in exceeding their performance levels for students attaining degrees, certificates, or other credentials, but seven fewer states met or exceeded their graduation rate targets in PY 2005–06 when compared to PY 2004–05. Retention levels had remained fairly consistent over the previous program years, but six fewer states met or exceeded their retention targets in PY 2005–06 when compared to PY 2004–05. The numbers of states meeting or exceeding their placement and nontraditional participation targets in PY 2005–06 remains at the same level as PY 2004–05. Two fewer states met or exceeded their nontraditional completion targets in PY 2005–06 when compared to PY 2004–05.

Figure 7. Trends for Postsecondary Academic Skills and Vocational Skills Sub-indicators, PY 2000–06



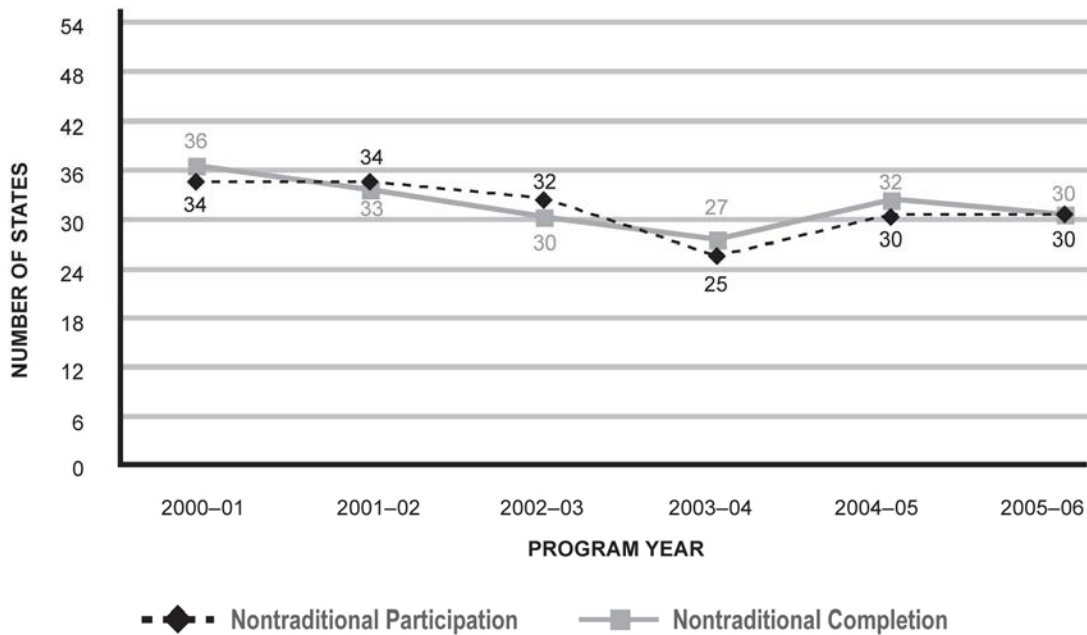
Source: U. S. Department of Education, Office of Vocational and Adult Education, Consolidated Annual Performance, Accountability, and Financial Status Report for the State Basic Grant and Tech Prep Grant Programs under the *Carl D. Perkins Vocational and Technical Education Act of 1998*, FY 2005–06 (OMB Number 1830-0503).

Figure 8. Trends for Postsecondary Completion, Placement, and Retention Sub-indicators, PY 2000–06



Source: U. S. Department of Education, Office of Vocational and Adult Education, Consolidated Annual Performance, Accountability, and Financial Status Report for the State Basic Grant and Tech Prep Grant Programs under the *Carl D. Perkins Vocational and Technical Education Act of 1998*, FY 2005–06 (OMB Number 1830-0503).

Figure 9. Trends for Postsecondary Nontraditional Sub-indicators, PY 2000–06



Source: U. S. Department of Education, Office of Vocational and Adult Education, Consolidated Annual Performance, Accountability, and Financial Status Report for the State Basic Grant and Tech Prep Grant Programs under the *Carl D. Perkins Vocational and Technical Education Act of 1998*, FY 2005–06 (OMB Number 1830-0503).

D. States Receiving Incentive Grants Under the *Workforce Investment Act*

Sec. 503 of the *Workforce Investment Act (WIA)* provides incentive grants to reward states for successful performance in implementing three federal workforce and education programs: *WIA* (Title I), *Perkins III*, and the *Adult Education and Family Literacy Act (AEFLA)*. Successful performance is determined by a state exceeding its performance levels overall for each of these programs. In PY 2005–06, nine states (table 10) were eligible for incentive grants.²² The states were: Arizona*, Delaware**, Illinois*, Iowa*, Massachusetts*, Missouri, Oregon***, Tennessee***, and Virginia. This represents a significant decrease from PY 2004–05 when 23 states were awarded *WIA* incentive grants. Since PY 2000 (the first year for which *WIA* incentive grants were awarded), no states have received a grant each year. Oregon and Tennessee have received consecutive awards from PY 2003–06.

²² A single asterisk (*) denotes states that received *WIA* grants for two years (PYs 2004–05 and 2005–06), two asterisks (**) denote states that received *WIA* grants for three years (PYs 2003–04, 2004–05, and 2005–06), and three asterisks (***) denotes states that received *WIA* grants for four years (PYs 2002–2003, 2003–2004, 2004–2005, and 2005–2006).

It is interesting to note that of the 41 states that did not qualify for incentive grants during FY 2005–06, only three (Alabama, Michigan, and Minnesota) did not qualify because the states failed to meet solely their *Perkins III* performance levels.

In PY 2005–06, *Perkins III* funds available to the eligible states for incentive grants were \$6,449,389. No *WIA*, Title I, funds were allocated for incentive grants although states were still able to use their incentive funds to meet the purposes of *WIA* if their states elected to do so.

Table 10. States' Eligibility for Incentives Based on Exceeding State Performance Levels, by Program

States*	PY 2005–06 Exceeded State Performance Levels		
	<i>WIA</i> (Title I)	<i>AEFLA</i> (Adult Education)	<i>Perkins III</i> (Vocational Education)
Alabama	X	X	
Alaska			X
Arizona	X	X	X
Arkansas			X
California			X
Colorado		X	X
Connecticut		X	X
District of Columbia		X	X
Delaware	X	X	X
Florida	X		X
Georgia		X	X
Hawaii	X		X
Idaho		X	X
Illinois	X	X	X
Indiana		X	X
Iowa	X	X	X
Kansas		X	X
Kentucky	X		X
Louisiana		X	X
Maine			X
Maryland		X	X
Massachusetts	X	X	X
Michigan	X	X	
Minnesota	X	X	
Mississippi		X	X
Missouri	X	X	X
Montana		X	X

* The term “state” under Sec. 3(24) of *Perkins III* means, unless otherwise specified, each of the 50 states of the United States, the District of Columbia, the Commonwealth of Puerto Rico, and each outlying area. The term “state” as it is used in this report consists of each jurisdiction of the United States, including the Virgin Islands and Guam.

Notes: An X indicates that the state achieved its overall performance levels for the individual program. Those states in bold type exceeded their overall performance levels in all three programs. Sec. 503 of the *Workforce Investment Act (WIA)* provides incentive grants to reward states for successful performance in implementing three federal workforce and education programs: *WIA* (Title I), *Perkins III*, and the *Adult Education and Family Literacy Act (AEFLA)*.

Source: U. S. Department of Education, Office of Vocational and Adult Education, Consolidated Annual Performance, Accountability, and Financial Status Report for the State Basic Grant and Tech Prep Grant Programs under the *Carl D. Perkins Vocational and Technical Education Act of 1998*, FY 2005–06 (OMB Number 1830-0503).

Table 10. (Continued)

States*	PY 2005–06 Exceeded State Performance Levels		
	WIA (Title I)	AEFLA (Adult Education)	Perkins III (Vocational Education)
Nebraska		X	X
Nevada			X
New Hampshire		X	
New Jersey	X		X
New Mexico			
New York		X	X
Oklahoma	X	X	X
Oregon	X	X	X
Pennsylvania			X
Puerto Rico			X
Rhode Island			X
South Carolina	X	X	X
South Dakota		X	
Tennessee	X	X	X
Texas	X		X
Utah			X
Vermont			X
Virginia	X	X	X
Washington	X		X
West Virginia		X	X
Wisconsin		X	X
Wyoming		X	X

DATA QUALITY ISSUES

This section of the report documents ongoing weaknesses of states in reporting their *Perkins III* performance accountability data. Many of the issues addressed have been highlighted in prior reports to Congress, but merit further discussion and attention.

Sec. 122(c)(4)(B) of *Perkins III* requires a state to describe in its state plan how it will use funds allotted under *Perkins III* to “...ensure that students who participate in career and technical education programs are taught to the same challenging academic proficiencies as are taught to all other students.” Nevertheless, the measures or tools many states use to assess high school students’ attainment of challenging state-established academic proficiencies as required by *Perkins III* cannot generate valid or reliable data on the extent to which career and technical education students master the same state academic standards as other students. Only three states are using their *NCLB* academic assessment instruments and these states do not necessarily hold their career and technical education students to the same “proficiency” level as required under *NCLB*. Approximately thirty percent (17 out of 54) of states measure the academic achievement of their career and technical education students using indirect and invalid measures, such as high school graduation, maintaining a C average, and completing a specific number of courses.

Moreover, much of the data collected by states continue to be of questionable value because the data are not valid or reliable, and create an accountability system that is unable to track improvements in performance over time. There are dramatic inconsistencies among states in how student populations are defined, which greatly limits the ability to make comparisons of student performance across states. Moreover, states vary widely in the way students are counted in their accountability systems and many states only count the students most likely to succeed, excluding students who are at greater risk of dropping out, such as part-time community college students. Poor data quality is a primary reason the *Perkins* program received an ineffective rating in the Program Assessment Rating Tool (PART) review process, which is used in part to inform budget decisions.

Other major issues continue to be the inability of most states to track students’ progress in postsecondary education and employment and the shortage of national or state assessments to measure students’ technical skill attainment. Both are important outcomes of participation in career and technical education.

CONCLUSION

With the passage of the *Carl D. Perkins Career and Technical Education Act of 2006* (*Perkins IV*) in August 2006, the Department has an opportunity to address these data quality issues and to make significant changes to the Perkins accountability systems across the nation. Among the provisions in the *Perkins IV* that will help strengthen states' Perkins' accountability systems are the requirements that states use their high school assessments under *Elementary and Secondary Education Act (ESEA)*, as amended by *NCLB*, to measure career and technical education, students' academic attainment in reading/language arts and mathematics, and that states use, to the greatest extent possible, technical skill assessments, tied to industry-recognized standards, to measure students' attainment of technical skill competencies.

The Department is already taking steps to help states implement these and other provisions of the new *Perkins IV*, including issuing nonregulatory guidance on student definitions and measurement approaches, and implementing a technical skill assessment advisory group. This group will help the Department conduct an assessment of the existing national and state technical skill assessments and identify occupational areas where technical skill assessments need to be developed. Subsequent versions of this annual report will highlight the Department's progress in these and other efforts to help states optimize the return on investment of federal funds in career and technical education.

APPENDIXES

Appendix A. Allocation of Title I Funds to Secondary and Postsecondary Career and Technical Education Under *Perkins III*, Corresponding to PY 2005–06

Not less than 85 percent of a state’s *Perkins III* Title I, allocation must be distributed to eligible recipients (e.g., local education agencies, institutions of higher education) (Sec. 112(a) (1) of *Perkins III*).

- Up to 10 percent of the 85 percent (or 8.5 percent of the total allocation) may be reserved for grants to eligible recipients in rural areas; areas with high percentages of career and technical education students; areas with high numbers of career and technical education students; and communities negatively impacted by changes made in the in-state distribution formula by the 1998 law (Sec. 112(c) of *Perkins III*).
- Each state determines the portion of the 85 percent of funds that will be reserved for secondary versus postsecondary education. These funds are distributed to eligible recipients using the formulas described in Secs. 131 (distribution of funds to secondary programs) and 132 (distribution of funds for postsecondary vocational and technical education programs) of *Perkins III*. If a state reserves less than 15 percent for either secondary or postsecondary education, however, it may distribute the funds to eligible recipients competitively or using another distribution method it devises (Sec. 133(a) of *Perkins III*).

Table A.1. Allocation of Perkins III, Title I, Funds, by States, Corresponding to PY 2005–06

States ^a	State Allocation	Amount Distributed to Local Recipients ^b	Total Secondary Amount (\$)	Secondary Percentage Share	Total Postsecondary Amount (\$)	Postsecondary Percentage Share
Alabama	\$19,991,327	17,422,687	11,498,974	66.00%	5,923,714	34.00%
Alaska	\$4,214,921	3,224,415	2,740,753	85.00%	483,662	15.00%
Arizona	\$24,414,621	18,927,818	15,824,898	83.61%	3,102,920	16.39%
Arkansas	\$12,539,958	10,824,279	8,118,209	75.00%	2,706,070	25.00%
California	\$128,752,910	109,618,410	46,039,732	42.00%	63,578,678	58.00%
Colorado	\$15,639,857	11,972,833	4,789,133	40.00%	7,183,700	60.00%
Connecticut	\$10,135,690	8,324,753	7,039,522	84.56%	1,285,231	15.44%
Delaware	\$4,808,404	3,749,461	3,124,551	83.33%	624,910	16.67%
District of Columbia	\$4,214,921	3,582,683	3,000,000	83.73%	582,683	16.27%
Florida	\$63,435,918	50,536,111	26,784,139	53.00%	23,751,972	47.00%
Georgia	\$36,586,606	29,225,634	13,843,722	47.37%	15,381,912	52.63%
Guam	\$500,000	NO REPORT	NO REPORT	NO REPORT	NO REPORT	NO REPORT
Hawaii	\$5,779,511	4,962,207	2,481,104	50.00%	2,481,103	50.00%
Idaho	\$6,792,111	5,804,391	3,772,854	65.00%	2,031,537	35.00%
Illinois	\$44,823,514	38,755,974	23,253,584	60.00%	15,502,390	40.00%
Indiana	\$25,916,214	23,348,473	14,844,959	63.58%	8,503,514	36.42%
Iowa	\$12,320,501	10,934,717	6,123,442	56.00%	4,811,275	44.00%
Kansas	\$11,504,307	10,002,714	5,001,357	50.00%	5,001,357	50.00%
Kentucky	\$18,133,250	15,650,177	7,668,587	49.00%	7,981,590	51.00%
Louisiana	\$21,534,373	18,772,231	10,512,449	56.00%	8,259,782	44.00%
Maine	\$5,779,511	4,465,987	2,232,994	50.00%	2,232,993	50.00%
Maryland	\$16,843,943	14,573,934	9,473,057	65.00%	5,100,877	35.00%
Massachusetts	\$18,419,302	15,979,553	11,089,083	69.39%	4,890,470	30.61%
Michigan	\$39,304,090	33,997,731	20,398,639	60.00%	13,599,092	40.00%
Minnesota	\$18,257,070	15,941,703	5,579,596	35.00%	10,362,107	65.00%
Mississippi	\$13,923,447	12,071,952	6,406,306	53.07%	5,665,645	46.93%
Missouri	\$23,774,909	18,484,582	12,939,207	70.00%	5,545,375	30.00%
Montana	\$5,457,128	4,219,908	2,742,940	65.00%	1,476,968	35.00%
Nebraska	\$7,138,285	5,834,733	3,500,840	60.00%	2,333,893	40.00%
Nevada	\$8,203,523	6,692,234	4,550,719	68.00%	2,141,515	32.00%

^a The term “state” under Sec. 3(24) of *Perkins III* means, unless otherwise specified, each of the 50 states of the United States, the District of Columbia, the Commonwealth of Puerto Rico, and each outlying area. The term “state” as it is used in this report consists of each jurisdiction of the United States, including the Virgin Islands and Guam.

^b Excludes state administrative expenses, funds reserved for state leadership activities, and any funds a state may have reserved for distribution to eligible recipients under Sec. 112(c) of *Perkins III*.

^c Information from the Virgin Islands on the amount of funds that secondary and postsecondary eligible recipients receive and percentage share of funds allocated to each of them is not available as the Virgin Islands is funded by the Department through a consolidated grant under the authority of Public Law 95-134. The Virgin Islands has traditionally budgeted and expended more for its career and technical education programs than is allocated to them under *Perkins III*.

Source: U. S. Department of Education, Office of Vocational and Adult Education, Consolidated Annual Performance, Accountability, and Financial Status Report for the State Basic Grant and Tech Prep Grant Programs under the *Carl D. Perkins Vocational and Technical Education Act of 1998*, FY 2005–06 (OMB Number 1830-0503).

Table A.1. (Continued)

States ^a	State Allocation	Amount Distributed to Local Recipients ^b	Total Secondary Amount (\$)	Secondary Percentage Share	Total Postsecondary Amount (\$)	Postsecondary Percentage Share
New Hampshire	\$5,779,511	4,714,096	3,747,707	79.50%	966,390	20.50%
New Jersey	\$24,715,756	18,920,608	10,406,334	55.00%	8,514,274	45.00%
New Mexico	\$9,263,582	7,135,936	3,567,968	50.00%	3,567,968	50.00%
New York	\$59,744,109	56,238,809	29,244,181	52.00%	26,994,628	48.00%
North Carolina	\$34,797,248	29,315,336	19,543,557	66.00%	9,771,779	34.00%
North Dakota	\$4,214,921	3,547,561	2,305,915	65.00%	1,241,646	35.00%
Ohio	\$45,570,129	39,588,084	32,341,789	82.00%	7,246,295	18.00%
Oklahoma	\$15,943,221	12,473,142	10,477,439	84.00%	1,995,703	16.00%
Oregon	\$14,267,348	12,373,010	6,186,505	50.00%	6,186,505	50.00%
Pennsylvania	\$45,576,290	39,562,329	27,693,630	70.00%	11,868,699	30.00%
Puerto Rico	\$18,977,363	16,377,139	14,411,882	88.00%	1,965,257	12.00%
Rhode Island	\$5,779,511	4,962,207	4,217,876	85.00%	744,331	15.00%
South Carolina	\$18,784,249	16,070,351	11,249,246	70.00%	4,821,105	30.00%
South Dakota	\$4,372,228	3,376,337	1,418,062	42.00%	1,958,275	58.00%
Tennessee	\$23,934,853	20,649,274	18,711,274	91.00%	1,938,000	9.00%
Texas	\$95,086,963	77,654,272	44,901,951	57.82%	32,752,321	42.18%
Utah	\$12,346,005	10,848,691	6,509,215	60.00%	4,339,476	40.00%
Vermont	\$4,214,921	3,547,561	2,838,049	80.00%	709,512	20.00%
Virgin Islands ^c	\$627,079	N/A	N/A	N/A	N/A	N/A
Virginia	\$25,807,260	22,474,849	19,103,622	85.00%	3,371,227	15.00%
Washington	\$22,629,487	17,322,250	7,621,790	44.00%	9,700,460	56.00%
West Virginia	\$8,428,617	7,164,324	5,007,325	70.00%	2,156,999	30.00%
Wisconsin	\$22,186,512	17,293,430	7,782,044	45.00%	9,511,386	55.00%
Wyoming	\$4,214,921	3,547,561	2,305,915	65.00%	1,241,646	35.00%
Total	\$1,156,402,206	973,059,442	586,968,626	63.94%	386,090,816	36.06%

Appendix B. States’ Definitions of “Concentrator”^a in Secondary and Postsecondary Career and Technical Education,^b PY 2005–06

Table B.1. Definitions of “Concentrator”^a in Career and Technical Education^b at the Secondary and Postsecondary Levels for PY 2005–06, by State

States ^c	Definitions of “Concentrator” in Career and Technical Education (CTE)	
	Secondary	Postsecondary
Alabama	A student who enrolled in two units of credit within an occupational area in grades 9–12.	Locally determined by each local education agency.
Alaska	A student who has taken (i.e., may pass or fail) two or more vocational education courses within an approved sequence in one of the specific career areas as defined by the U.S. Department of Education.	A participant who is admitted into a certificate or degree program, has completed at least 12 vocational credit hours of the course or program of study toward a certificate or degree, or has completed all course work for an industry-recognized credential (not awarded by the postsecondary institution), as established by the postsecondary institution.
Arizona	A student who achieves two Carnegie units or credits in a single CTE program is a concentrator. The tech prep secondary student population is a subset of the vocational concentrator definition with the additional requirement that a grade of C or better is required within an articulated program. This use of the C grade will align the secondary and postsecondary definitions.	A student enrolled for postsecondary in a minimum of seven vocational credit hours in the same vocational area; and minimum of one state-designated course in English or math, technical or business English, technical math, integrated academic or occupational course, or demonstrated proficiency by assessment. The above must be obtained within the five previous years including the reporting period.
Arkansas	A student who enrolled in two units of credit within an occupational area in grades 9–12.	A student who declared a major in or who enrolled in a certificate, diploma, or occupational associate degree program.

^a A vocational concentrator is a student who enrolled in a threshold level of vocational education as defined in the state’s *Perkins III* state plan.

^b Vocational and technical education is also called career and technical education (CTE). Sec. 3(29) of *Perkins III* defines vocational and technical education as organized educational activities that offer a sequence of courses that provides individuals with the academic and technical knowledge and skills the individuals need to prepare for further education and for careers in current or emerging employment sectors; and include competency-based applied learning that contributes to the academic knowledge, higher-order reasoning and problem-solving skills, work attitudes, general employability skills, technical skills, and occupation-specific skills, of an individual. Career and technical education is offered in middle schools, high schools, community and technical colleges, and other postsecondary institutions. Eight states have separate adult programs, and Table 3 summarizes data regarding postsecondary and adult enrollment.

^c The term “state” under Sec. 3(24) of *Perkins III* means, unless otherwise specified, each of the 50 states of the United States, the District of Columbia, the Commonwealth of Puerto Rico, and each outlying area. The term “state” as it is used in this report consists of each jurisdiction of the United States, including the Virgin Islands and Guam.

Table B.1. (Continued)

States ^a	Definitions of “Concentrator” in Career and Technical Education (CTE)	
	Secondary	Postsecondary
California	A secondary school student enrolled in the second and advanced level courses of a planned CTE program sequence.	Attainment of Academic Skills, Postsecondary (1P1) & Attainment of Vocational Skills, Postsecondary (1P2): A student enrolled in any vocational course designated as a course in the middle or end of a vocational program. Completion of Diploma or Credential, Postsecondary (2P1), Placement and Retention, Total Placement, Postsecondary (3P1), Placement and Retention, Retention, Postsecondary (3P2) & Completion of Nontraditional Programs, Postsecondary (4P2): A student who had successfully completed a minimum threshold of 12 or more credit units of related course work in a vocational or technical program area with one or more of those courses designated as being in the middle or end of a vocational program or received a certificate or degree in the cohort year.
Colorado	Locally determined by each local education agency.	There is no unique state definition of a vocational concentrator. The state has a definition of a “partial completer,” but these students are not counted in the measurement approaches. A partial completer is an individual who has demonstrated attainment of more than 50 percent of the completer requirements as identified in the program approval.
Connecticut	A student who completed at least two credits of a CTE sequence in a given career and technical education instructional program. This sequence should provide students with entry-level, job-related skills or the ability to continue in higher education, or both.	A student who completed at least two credits of a CTE sequence in a given career and technical education instructional program. This sequence should provide students with entry-level, job-related skills or the ability to continue in higher education, or both.
Delaware	A student enrolled in a career path of three or more vocational-technical courses. To achieve more consistency in data collection the definition was revised to read “a student enrolled in the third course of an approved career-technical pathway.”	A student enrolled in a career path of three or more vocational-technical courses. To achieve more consistency in data collection the definition was revised to read “a student enrolled in the third course of an approved career-technical pathway.”
District of Columbia	A student who completed at least two CTE courses.	A student who completed at least 50 percent of a CTE program.
Florida	A student who completes at least one occupational completion point within a vocational program. An occupational completion point is an exit point in a vocational program, which is linked to a labor market entry point.	Vocational concentrator postsecondary certificate: A student who completes at least one occupational completion point within a vocational program in the reporting year. An occupational completion point is an exit point in a vocational program, which is linked to a labor market entry point. Vocational concentrator postsecondary degree: A student who earned 11 or more credits toward the declared degree or certificate.

Table B.1. (Continued)

States ^a	Definitions of “Concentrator” in Career and Technical Education (CTE)	
	Secondary	Postsecondary
Georgia	<p>A student who earned four or more credits* in vocational education courses, of which three are in a concentrated career and technical prep (CTP) program of study. This definition parallels the state requirements for graduating with CTP or a dual diploma.</p> <p>*This considers variations in credit awards for courses, because of different scheduling systems at local school systems. The most standardized unit of counting student participation in vocational education programs of study is the Carnegie unit.</p>	<p>A student enrolled in a credit major who completed at least 12 hours (does not include specially admitted students).</p>
Guam	<p>A student who enrolled in a program or a sequence of courses identified in the Guam Community College (GCC), Guam Department of Education (GDOE) Memorandum of Agreement (MOA) and completed two years of course work in a program listed in the MOA.</p>	<p>A “declared” student pursuing a certificate or associate degree, or an individual accepted into the apprenticeship program, or both.</p>
Hawaii	<p>A grade 12 student who completed the requirements for his or her selected state-certified career and technical education program of study.</p>	<p>A student in a declared vocational program who completed at least 10 credits in his or her program.</p>
Idaho	<p>A student who completed three or more semesters of a professional-technical program sequence by the end of his or her junior year or who has completed all the courses (if less than three semesters) offered in an occupational area or who is enrolled in a state-approved professional-technical school or academy.</p>	<p>A student enrolled in state funded technical college professional-technical programs.</p>
Illinois	<p>A student who earned two Carnegie units of credit at the training level (typically grades 11 and 12) in a program area.</p>	<p>A student who earned 12 credit hours during an academic year, with the objective to complete a degree or an occupational certificate and the intent to enter a new occupation or improve his or her occupational skills.</p>

Table B.1. (Continued)

States ^a	Definitions of “Concentrator” in Career and Technical Education (CTE)	
	Secondary	Postsecondary
Indiana	A student who enrolled in a sequence of courses or instructional units that provides the academic and technical skills, knowledge, and proficiencies to prepare the individual for employment or further education, or both.	A student who enrolled in a sequence of courses or instructional units that provides the academic and technical skills, knowledge, and proficiencies to prepare the individual for employment or further education, or both.
Iowa	A student who has a combination of completed and presently enrolled vocational units totaling at least two vocational units (two years) in the vocational program being reported.	A student who has a combination of completed and presently enrolled vocational courses representing a full semester or quarter load in the vocational program being reported.
Kansas	A grade 11 or a grade 12 student who has taken three courses in the program sequence.	A student enrolled in a postsecondary institution that has completed 50 percent of an approved career and technical education program but has not received an associate degree or technical certificate.
Kentucky	A student who is enrolled in a technical education program and satisfactorily completes three courses in a sequence of courses for an occupation. The sequence must have industry-validated standards leading to an occupation or career major.	A full-time student who declared a technical education major and is enrolled in a sequence of courses. These courses must have industry-validated academic and technical content, as well as skill standards leading to an occupation or career in a one- or two-year program.
Louisiana	A student with a declared vocational-technical major in a certificate, or associate degree program and who successfully completed 12 credit hours within the declared major.	A student enrolled in a certificate, diploma, or associate degree vocational-technical program and who completed the equivalent of six credit hours in the designated certificate, diploma or associate degree program.
Maine	High school seniors reported as enrolled in an approved secondary vocational program at an area vocational center.	Students formally admitted (matriculated) into a certificate, diploma, or associate degree postsecondary technical education program offered with the approval of the Board of Trustees of the Maine Technical College System.

Table B.1. (Continued)

States ^a	Definitions of “Concentrator” in Career and Technical Education (CTE)	
	Secondary	Postsecondary
Maryland	A student who has enrolled in a course at the concentrator level for a CTE program. Concentrator courses were identified for every CTE program sequence in every local school system in Maryland.	A student who has enrolled in a course at the concentrator level for a CTE completer program. Concentrator courses were identified for every CTE program sequence in every local school system in Maryland.
Massachusetts	A student who is enrolled in a state-approved vocational-technical education program that also meets the <i>Perkins III</i> definition of vocational and technical education or is enrolled in a career and technical education program that meets the <i>Perkins III</i> definition of vocational and technical education.	A student who is enrolled in a state-approved vocational-technical education program that also meets the <i>Perkins III</i> definition of vocational and technical education or is enrolled in a career and technical education program that meets the <i>Perkins III</i> definition of vocational and technical education.
Michigan	A student who is enrolled in a state-approved career and technical education program and who has completed at least 60 percent of the required program course work.	An occupational student officially enrolled (as of the officially recognized federal count date) in an occupational program and who has earned at least 12 credits (excluding developmental course work) towards the completion of an award as of the beginning of the reporting year.
Minnesota	A student successfully enrolled in a single CTE program for more than 90 hours.	A student with a declared major in a <i>Perkins III</i> approved vocational-technical education program and who has completed 33 percent of the program requirements.
Mississippi	A student who completed the first year of a two-year program and has enrolled in the second year of the program.	A student who completed 50 percent or more vocational or technical classes within a program.
Missouri	A student who earns two or more units of CTE credit.	A student who completes a minimum of 500 clock hours or earns 75 percent of the total number of credit hours required to complete the degree. For a two-year Associate in Applied Science (A.A.S.) degree program, this may be 45 credit hours (75 percent) of a 60 credit-hour degree program.

Table B.1. (Continued)

States ^a	Definitions of “Concentrator” in Career and Technical Education (CTE)	
	Secondary	Postsecondary
Montana	A student who received at least three units of vocational course credit during a high school career. A unit of credit is two semesters of study. These credits may be earned in multiple vocational program areas.	A student who declares a vocational-technical program of study.
Nebraska	A student who completed a sequence of three or more CTE courses (or completed all of the courses offered in an area) during their high school attendance, which leads to entry-level occupations, apprenticeship, military, or postsecondary training and has achieved the 12th-grade level.	A student who during the program year, declared a vocational major, and has completed 20 or more semester (45 or more quarter) hours as reported to the Integrated Postsecondary Education Data System (IPEDS)
Nevada	A student enrolled in one or more terminal courses. (A terminal course is an occupational-specific course that is taken at the end of a sequential course of study.) Each school district has the responsibility of identifying the district’s terminal courses.	(For the 2003–04 reporting year) A first-time student enrolled in the fall of 1999 who declared a vocational major A.A.S. degree or certificate of achievement anytime between fall 1999 and summer 2003 and who was able to accumulate nine occupational credits between fall 1999 and summer 2003.
New Hampshire	A student who completed greater than 50 percent of the required sequence of instruction in his or her CTE program and is enrolled in the second half of the program as of Oct. 1 or March 1.	A student who finished his or her career and technical program of study and receives a degree.
New Jersey	A student who is enrolled in the final level course of an approved vocational-technical education program after successfully completing previous course work receiving at least a minimum passing grade.	A student who is matriculated in an A.A.S. or certain Associate in Science (A.S.) programs, or related credit-generating certificate programs, and who is enrolled in, or has successfully completed one college-level course and was enrolled full-time in the fiscal reporting year.
New Mexico	A student enrolled in an identified program or coherent sequence of courses or instructional units providing him or her with the academic and technical knowledge, skills and proficiencies to prepare for employment or advanced education, or both; and a student who has completed three or more career-technical courses in that sequence.	A student enrolled in an identified program or coherent sequence of courses or instructional units providing him or her with the academic and technical knowledge, skills and proficiencies to prepare for employment or advanced education, or both; and a student who has completed three or more career-technical courses in that sequence (secondary) or has completed eight postsecondary credit hours, and has declared a career-technical education major.

Table B.1. (Continued)

States ^a	Definitions of “Concentrator” in Career and Technical Education (CTE)	
	Secondary	Postsecondary
New York	A student who attended school in the year in which the student is eligible to graduate and has passed a sequence of CTE courses that incorporate the career development and occupational studies standards of the state.	A first-time, full-time credit-bearing student of an entry cohort for the fall of a given year who attains at least 12 credits by June 30 of the reporting year.
North Carolina	A student who completes four vocational (career-technical education) credits in a career major and who graduates.	A student who is enrolled in a state-approved program leading to an applied science degree or certificate that has completed at least 75 percent of the course work.
North Dakota	A student enrolled in a sequence of two or more credits that provides the academic and technical knowledge, skills or proficiencies within a CTE program.	A student who enrolled in a sequence of courses or instructional units that provides an individual with the academic and technical knowledge, skill or proficiencies to prepare the individual for employment and further education.
Ohio	A student who is enrolled in the last class of a series of CTE classes within a program or is in the final class.	A student who declared a major in a technical program, began enrollment no earlier than winter of 1998, and accumulated 36 semester (54 quarter) hours as of spring in the reporting year.
Oklahoma	A student enrolled in an approved occupational program to gain the knowledge and skills for employment or to continue into postsecondary education or advanced training, or both.	A student enrolled in an approved occupational program to gain the knowledge and skills for employment or to continue postsecondary education or advanced training, or both.
Oregon	A student who accumulated at least two credits in an approved CTE during the four years of high school.	A student who completed more than half of a state-approved professional-technical education certificate or degree program.
Pennsylvania	A student who is enrolled in an approved CTE program.	A student who is enrolled in an approved CTE program.
Puerto Rico	A grade 12 student who participates in a specific vocational course for two to three consecutive years (grades 10, 11, and 12) or an adult participating in any particular adult program directed to complete an occupational field offered by a vocational public school or a community-based organization.	A student who graduated from high school or its equivalent (i.e., GED) who has been participating in a specific occupational or technical course for one to two or more consecutive years towards an occupational certificate or two years or more towards an A.A.S, or any particular adult program certificate offered by a vocational public school, at any of the four campuses of technological institute, tool and die school, or community-based organization.

Table B.1. (Continued)

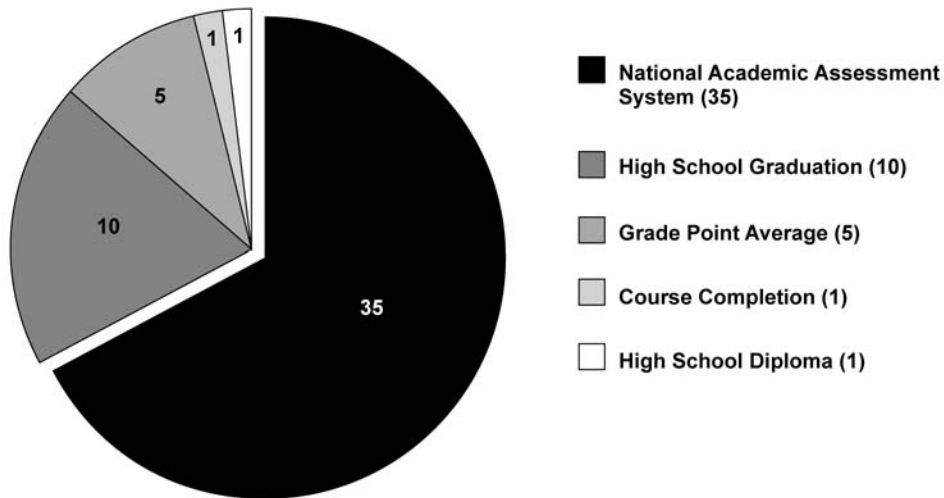
States ^a	Definitions of “Concentrator” in Career and Technical Education (CTE)	
	Secondary	Postsecondary
Rhode Island	A student who enrolled in and completed at least two sequential, semester-long CTE courses in either a state recognized career and technical education program or a sequence of recognized courses.	A first-time, full-time matriculated CTE student enrolled in the school year commencing three years prior to the reporting year (postsecondary student), or a student who enrolled in a noncredit vocational training course or series of courses leading to a certificate (adult student).
South Carolina	A student who is assigned a Classification of Instructional Programs (CIP) code designating a specific CTE program.	A student who is assigned a CIP code designating a specific vocational program.
South Dakota	A student who earned two Carnegie units of credit within a program and is at least a junior in high school.	A student who earned two Carnegie units of credit within a program and has completed at least 50 percent of the school-approved program.
Tennessee	A student with three units (credits) in a focused, sequential vocational program of study (concentration) and one unit in a related vocational area or an additional credit in the sequence.	A student who is entering the second half of his or her program.
Texas	A student who demonstrates intent to achieve proficiency equivalent to at least 2.5 credits in a coherent sequence of courses for career and technology preparation and meets all academic requirements.	A student who declared a major course of study in a technical field and intends to receive a certificate or degree in that field.
Utah	A student who completes three semesters (1.5 credits) of training in the same CTE program area during grades 9–12.	A full-time student (initially registering as full-time) with a declared major in CTE certificates, or A.A.S., or approved Applied Technology Education A.S. degrees. A completer is a concentrator who graduates with a career and technical education certificate, or A.A.S., or approved Applied Technology A.S. degree. For postsecondary technical colleges, these are adults completing 60 or more hours in preparatory programs.
Vermont	A student who completed instruction in all of a program’s competencies and workplace skills or has attended one technical education program (other than prevocational) for at least 80 minutes per day for two years (or its equivalent).	A student who declared a career major- and enrolled in a two-year vocational education degree or certificate program offered through a postsecondary institution and who is taking courses that meet the requirements of that program.

Table B.1. (Continued)

States ^a	Definitions of “Concentrator” in Career and Technical Education (CTE)	
	Secondary	Postsecondary
Virgin Islands	A student who is involved in a CTE program and is working toward achieving a certificate in a specific field of concentration.	A student who is involved in a career program and working toward achieving a certificate in a specific field of concentration.
Virginia	A student who completes a coherent sequence of courses in a specific program area.	A student who completes 50 percent of a coherent sequence of courses in a specific program area.
Washington	A student who enrolled in more than one vocational course within a single program area but has not yet completed the instructional program.	Locally determined by each local education agency.
West Virginia	A student who has completed at least four units of credit in a vocational concentration.	A student who enrolls and declares as an academic major a program leading to a certificate (one year) or an associate degree in a career-technical program.
Wisconsin	A student enrolled in a minimum of one vocational course during the reporting year, which is part of a coherent sequence of three or more courses leading to the student’s vocational career objective.	A student who is accepted into a program for the first time and is enrolled full-time (took 24 or more credits in programs of one or more years in length or was accepted into a short-term [less than one-year] program). First time means that a student has not been enrolled in a program for the past 10 years (student records are not maintained at the state level for more than 10 years). A cohort of these students is created each year and followed for three years for outcomes; students remain in their cohort even if they take less than 24 credits during the second or third year that their cohort is followed.
Wyoming	A student who takes three or more semester courses in a vocational program, including those who may be currently enrolled in their third course.	A student who takes six or more semester courses in a vocational program, including those who may be currently enrolled in their sixth course.

Appendix C. States' Measurement Approaches for *Perkins III* Secondary and Postsecondary Academic Skills and Vocational Skills Attainment

Figure 10. Measurement Approaches Used by States* for Secondary Academic Skills Attainment

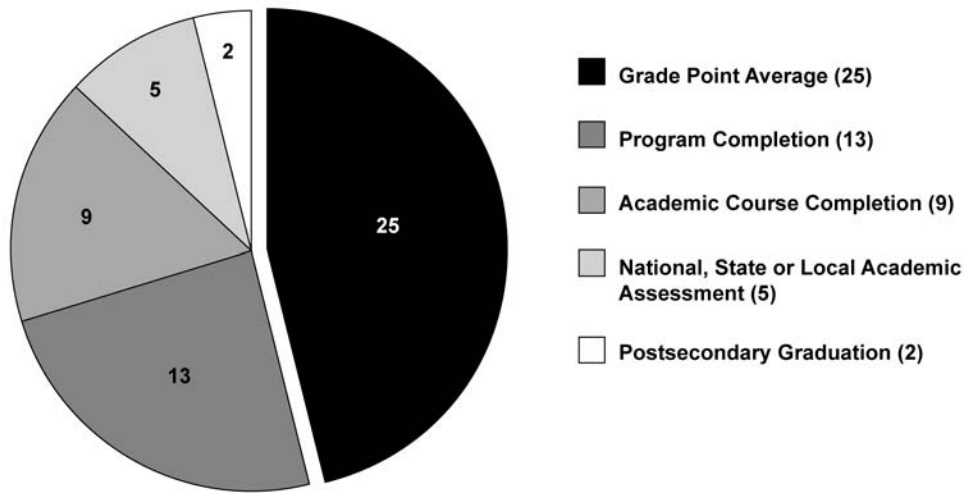


* The term "state" under Sec. 3(24) of *Perkins III* means, unless otherwise specified, each of the 50 states of the United States, the District of Columbia, the Commonwealth of Puerto Rico, and each outlying area. The term "state" as it is used in this report consists of each jurisdiction of the United States, including the Virgin Islands and Guam.

Note: States add up to 52. Puerto Rico and Virgin Islands did not submit any measurement approaches for PY 2005–06.

Source: U. S. Department of Education, Office of Vocational and Adult Education, Consolidated Annual Performance, Accountability, and Financial Status Report for the State Basic Grant and Tech Prep Grant Programs under the *Carl D. Perkins Vocational and Technical Education Act of 1998*, FY 2005–06 (OMB Number 1830-0503).

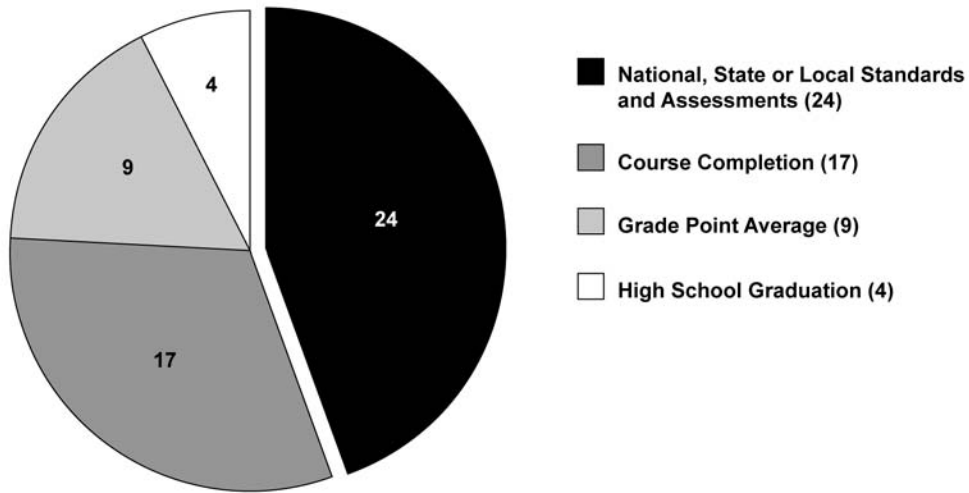
Figure 11. Measurement Approaches Used by States* for Postsecondary Academic Skills Attainment



* The term "state" under Sec. 3(24) of *Perkins III* means, unless otherwise specified, each of the 50 states of the United States, the District of Columbia, the Commonwealth of Puerto Rico, and each outlying area. The term "state" as it is used in this report consists of each jurisdiction of the United States, including the Virgin Islands and Guam.

Source: U. S. Department of Education, Office of Vocational and Adult Education, Consolidated Annual Performance, Accountability, and Financial Status Report for the State Basic Grant and Tech Prep Grant Programs under the *Carl D. Perkins Vocational and Technical Education Act of 1998*, FY 2005–06 (OMB Number 1830-0503).

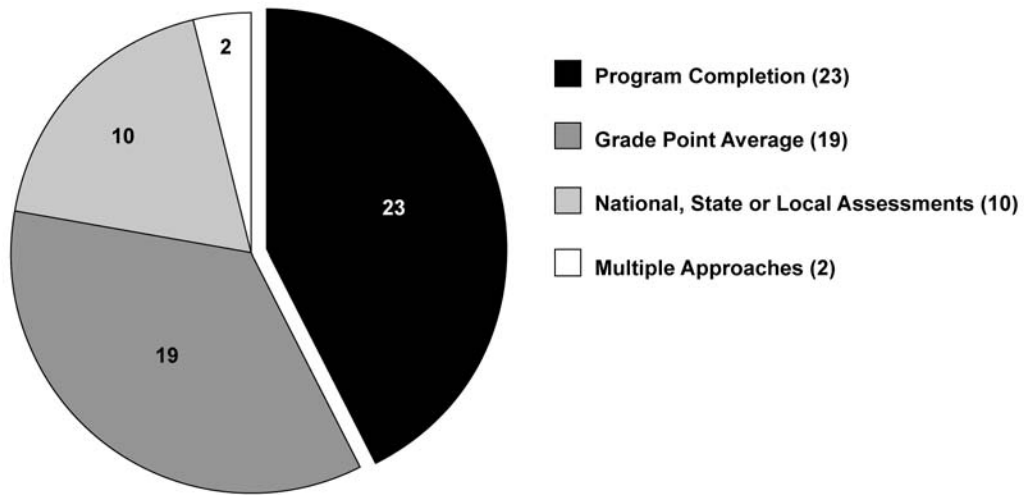
Figure 12. Measurement Approaches Used by States* for Secondary Vocational Skills Attainment



* The term "state" under Sec. 3(24) of *Perkins III* means, unless otherwise specified, each of the 50 states of the United States, the District of Columbia, the Commonwealth of Puerto Rico, and each outlying area. The term "state" as it is used in this report consists of each jurisdiction of the United States, including the Virgin Islands and Guam.

Source: U. S. Department of Education, Office of Vocational and Adult Education, Consolidated Annual Performance, Accountability, and Financial Status Report for the State Basic Grant and Tech Prep Grant Programs under the *Carl D. Perkins Vocational and Technical Education Act of 1998*, FY 2005–06 (OMB Number 1830-0503).

Figure 13. Measurement Approaches Used by States* for Postsecondary Vocational Skills Attainment



* The term "state" under Sec. 3(24) of *Perkins III* means, unless otherwise specified, each of the 50 states of the United States, the District of Columbia, the Commonwealth of Puerto Rico, and each outlying area. The term "state" as it is used in this report consists of each jurisdiction of the United States, including the Virgin Islands and Guam.

Source: U. S. Department of Education, Office of Vocational and Adult Education, Consolidated Annual Performance, Accountability, and Financial Status Report for the State Basic Grant and Tech Prep Grant Programs under the *Carl D. Perkins Vocational and Technical Education Act of 1998*, FY 2005–06 (OMB Number 1830-0503).

Appendix D. Individual State Data Profiles, PY 2005–06

Appendix D provides state profiles containing performance data submitted by the states²³ to the Department for PY 2005–06 for students identified by each state as concentrators at the secondary and postsecondary levels. State profiles are also provided for the adult level based on data submitted by eight states that include—California, Florida, Louisiana, Ohio, Oklahoma, Pennsylvania, Rhode Island, and Utah. Each state provided measurement approaches and measurement definitions for each sub-indicator. The targets and results data are reported for each state by each sub-indicator. The results data are disaggregated for each state by: (1) gender; (2) ethnicity; (3) special populations, as that term is defined in the Glossary of Terms section of this report; and (4) tech prep.

Additionally, the appendix uses the following terms which require the following clarifications:

- **Completer**

The meaning of the term “completer” is a student who attained the academic and technical knowledge, skills, or proficiencies within a program, sequence of courses, or instructional units that provides an individual with the academic and technical knowledge, skills, or proficiencies to prepare the individual for employment, further education, or both as defined in the state’s *Perkins III* state plan (Source: U. S. Department of Education, Office of Vocational and Adult Education, Consolidated Annual Performance, Accountability, and Financial Status Report for the State Basic Grant and Tech Prep Grant Programs under the *Carl D. Perkins Vocational and Technical Education Act of 1998*, FY 2005–06 [OMB Number 1830-0503, p.4]).

- **Concentrator**

The meaning of the term “concentrator” is defined by each state as included in Appendix B, regarding the definitions of “concentrator” in career and technical education,²⁴ of this report.

²³ The Virgin Islands Department of Education did not submit student performance data for PY 2005–06 to the Office of Vocational and Adult Education, Division of Career and Technical Education.

²⁴ Vocational and technical education is also called career and technical education (CTE). Sec. 3(29) of *Perkins III* defines vocational and technical education as organized educational activities that offer a sequence of courses that provides individuals with the academic and technical knowledge and skills the individuals need to prepare for further education and for careers in current or emerging employment sectors; and include competency-based applied learning that contributes to the academic knowledge, higher-order reasoning and problem-solving skills, work attitudes, general employability skills, technical skills, and occupation-specific skills, of an individual. Career and technical education is offered in middle schools, high schools, community and technical colleges, and other postsecondary institutions. Eight states have separate adult programs, and Table 3 summarizes data regarding postsecondary and adult enrollment.

GLOSSARY OF TERMS

Definitions of Special Populations Under *Perkins III*

The statutory *Perkins III* definitions for each of the special populations that states are required to provide data are as follows:

Displaced Homemaker

The term “displaced homemaker” means an individual who:

- (A)(i) has worked primarily without remuneration to care for a home and family, and for that reason has diminished marketable skills;
 - (ii) has been dependent on the income of another family member but is no longer supported by that income; or
 - (iii) is a parent whose youngest dependent child will become ineligible to receive assistance under Part A of Title IV of the *Social Security Act* (42 U.S.C. 601 et seq.) not later than two years after the date on which the parent applies for assistance under this title; and
- (B) is unemployed or underemployed and is experiencing difficulty in obtaining or upgrading employment. [Sec. 3(7) of *Perkins III*]

Economically Disadvantaged

The term “economically disadvantaged” means individuals from economically disadvantaged families, including foster children. [Sec. 3(23)(B) of *Perkins III*]

Individual With Limited English Proficiency

The term “individual with limited English proficiency” means a secondary school student, an adult, or an out-of-school youth, who has limited ability in speaking, reading, writing, or understanding the English language, and:

- (A) whose native language is a language other than English; or
- (B) who lives in a family or community environment in which a language other than English is the dominant language. [Sec. 3(13) of *Perkins III*]

Individual With a Disability

(A) In general the term “individual with a disability” means an individual with any disability (as defined in Sec. 3 of the *Americans with Disabilities Act of 1990* (42 U.S.C. 12102).

(B) The term “individuals with disabilities” means more than one individual with a disability. [Sec. 3(14) of *Perkins III*]

Individuals With Other Barriers to Educational Achievement

The term “individuals with other barriers to educational achievement” is defined by each state as part of its *Perkins III* state plan. Each state includes those categories or groups of students identified in its state plan as “individuals with other barriers to educational achievement.” [Sec. 3(23) of *Perkins III*]

Individuals Preparing for Nontraditional Training and Employment

Individuals preparing for nontraditional training and employment (Sec. 3(23)(C) of *Perkins III*) are preparing for occupations or fields of work, including careers in computer science, technology, and other emerging high-skill occupations, for which individuals from one gender comprise less than 25 percent of the individuals employed in each such occupation or field of work, as the term “nontraditional training and employment” is defined in Sec. 3(17) of *Perkins III*.

Single Parents

The term “single parents” includes single pregnant women. [Sec. 3(23) of *Perkins III*]