Perkins IV Reauthorization

Current Status of the Legislation and its Potential Impact on Performance Accountability

Presenters:

Division of Academic and Technical Education
- Sharon Miller, Director
- John Haigh, Branch Chief

Division of Adult Education and Literacy
- Lekesha Campbell, Management and Program Analyst

Advance CTE
- Steve Voytek, Government Relations

Association for Career and Technical Education
- Alisha Hyslop, Director of Public Policy
Overview

- Perkins reauthorization status
- Review of indicators
- Perspectives from the field
- Q & A
One Hundred Ninth Congress of the United States of America

AT THE SECOND SESSION

Began and held at the City of Washington on Tuesday, the third day of January, two thousand and six

An Act

To amend the Carl D. Perkins Vocational and Technical Education Act of 1998 to improve the Act.

Be it enacted by the Senate and House of Representatives of the United States of America in Congress assembled,

SECTION 1. SHORT TITLE; AMENDMENT.

(a) SHORT TITLE.—This Act may be cited as the “Carl D. Perkins Career and Technical Education Improvement Act of 2006”.
(b) AMENDMENT.—The Carl D. Perkins Vocational and Technical Education Act of 1998 (20 U.S.C. 2301 et seq.) is amended to read as follows:

"SECTION 1. SHORT TITLE; TABLE OF CONTENTS.
(a) SHORT TITLE.—This Act may be cited as the ‘Carl D. Perkins Career and Technical Education Act of 2006’.
(b) TABLE OF CONTENTS.—The table of contents for this Act is as follows:

Sec. 1. Short title; table of contents.
Sec. 2. Purpose.
Sec. 3. Definitions.
Sec. 4. Transition provisions.
Sec. 5. Privacy.
Sec. 6. Limitations.
Sec. 7. Special rules.
Sec. 8. Prohibitions.
Sec. 9. Authorization of appropriations.

"TITLE I—CAREER AND TECHNICAL EDUCATION ASSISTANCE TO THE STATES

PART A—ALLOTMENT AND ALLOCATION

AMENDMENT IN THE NATURE OF A SUBSTITUTE TO H.R. 5587
OFFERED BY MR. THOMPSON OF PENNSYLVANIA

Strike all after the enacting clause and insert the following:

1 SECTION 1. SHORT TITLE.
2 This Act may be cited as the “Strengthening Career and Technical Education for the 21st Century Act”.
4 SEC. 2. TABLE OF CONTENTS.
5 The table of contents for this Act is as follows:

Sec. 1. Short title.
Sec. 2. Table of contents.
Sec. 3. References.
Sec. 4. Effective date.
Sec. 5. Table of contents of the Carl D. Perkins Career and Technical Education Act of 2006.
Sec. 6. Purpose.
Sec. 7. Definitions.
Sec. 8. Transition provisions.
Sec. 9. Prohibitions.
Sec. 10. Authorization of appropriations.

TITLE I—CAREER AND TECHNICAL EDUCATION ASSISTANCE TO THE STATES

PART A—ALLOTMENT AND ALLOCATION

Sec. 111. Within State allocation.
Sec. 112. Accountability.
Student Populations

Participant

– An individual who completes not less than 1 course or earns not less than 1 credit in a CTE program or program of study of an eligible recipient

Concentrator

Secondary

– A student served by an eligible recipient who has,
  • completed 3 or more CTE courses (a.k.a., explorer); or
  • completed at least 2 courses in a single CTE program or program of study (a.k.a., Investor)

Postsecondary

– A student enrolled in an eligible who has,
  • earned at least 12 cumulative credits within a CTE program or program of study; or
  • completed such a program if the program encompasses fewer than 12 credits or the equivalent in total
Secondary Indicators

Each eligible agency shall identify in the State plan core indicators of performance for CTE concentrators at the secondary level that are valid and reliable, and that include, at a minimum, measures of each of the following:

• **Graduation:** The percentage of CTE concentrators who graduate high school, as measured by—
  – the four-year adjusted cohort graduation rate (defined in section 8101 of the Elementary and Secondary Education Act of 1965 (20 U.S.C. 7801)); and
  – at the State’s discretion, the extended-year adjusted cohort graduation rate defined in such section 8101 (20 U.S.C. 7801).

**Academic Attainment:** CTE concentrator attainment of challenging State academic standards adopted by the State under section 1111(b)(1)(A) of the Elementary and Secondary Education Act of 1965 (U.S.C. 6311(b)(1)(A)), and measured by the academic assessments described in Section 111(b)(2) of such Act (20 U.S.C. 6311(b)(2)).
Secondary Indicators

- **Placement**: The percentage of CTE concentrators who, in the second quarter following the program year after exiting from secondary education, are in postsecondary education or advanced training, military service, or unsubsidized employment.

- **Nontraditional**: The percentage of CTE concentrators in CTE programs and programs of study that lead to nontraditional fields.

- **Other**: States may include any other measure of student success in CTE that is statewide, valid, and reliable.
Secondary Indicators

**Program Quality:** Not less than one indicator of CTE program quality that shall include—

- **Credential Attainment:** the percentage of CTE concentrators graduating from high school having attained recognized postsecondary credentials;

- **Postsecondary Credits** the percentage of CTE concentrators graduating from high school having attained postsecondary credits in the relevant CTE program or program of study earned through dual and concurrent enrollment or another credit transfer agreement; or

- **Work-based Learning:** the percentage of CTE concentrators graduating from high school having participated in work-based learning.
Postsecondary Indicators

Each eligible agency shall identify in the State plan core indicators of performance for CTE concentrators at the postsecondary level that are valid and reliable, and that include, at a minimum, measures of each of the following:

• The percentage of CTE concentrators, who, during the second quarter after program completion, are in education or training activities, advanced training, or unsubsidized employment.

• The median earnings of CTE concentrators in unsubsidized employment two quarters after program completion.

• The percentage of CTE concentrators who receive a recognized postsecondary credential during participation in or within 1 year of program completion.

• The percentage of CTE concentrators in CTE programs and programs of study that lead to non-traditional fields.
## Secondary Academic Attainment

<table>
<thead>
<tr>
<th>Current Perkins</th>
<th>Blueprint</th>
<th>ESSA</th>
<th>House Bill Draft</th>
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</thead>
<tbody>
<tr>
<td>Academic Attainment – Reading/Language Arts</td>
<td>Academic credit earned towards high school graduation requirements from high school career and technical education courses. (RI)</td>
<td>“(I) the four-year adjusted cohort graduation rate; and (II) at the State's discretion, the extended year adjusted cohort rate</td>
<td>State challenging academic standards</td>
</tr>
<tr>
<td>Academic Attainment – Mathematics</td>
<td>Academic achievement, as measured by proficiency on the annual assessments required under subsection (b)(2)(B)(v)(I);</td>
<td>State challenging academic standards</td>
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</table>

**ESSA**

- "(I) the four-year adjusted cohort graduation rate; and (II) at the State's discretion, the extended year adjusted cohort rate"
## Secondary Technical Skills Assessment

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<tr>
<td>Technical Skill Attainment</td>
<td>Rates of attainment of industry-recognized certificates. (AI)</td>
<td></td>
<td>Graduating from high school having attained recognized postsecondary credentials; or attained postsecondary credits in the relevant POS; having participated in work based learning</td>
</tr>
<tr>
<td>Secondary School Completion</td>
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## Secondary Graduation and Placement

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<tbody>
<tr>
<td><strong>Student Graduation Rates</strong></td>
<td>High school graduation rates. (AI)</td>
<td>High school graduation rates including the four-year adjusted cohort graduation rate</td>
<td>The percentage of CTE concentrators who graduate high school</td>
</tr>
<tr>
<td><strong>Placement</strong></td>
<td>Rates of entry into unsubsidized employment. (AI)</td>
<td></td>
<td>Concentrators in postsecondary education or advanced training, in military service, or in unsubsidized employment second quarter after exit</td>
</tr>
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### Secondary Nontraditional

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<tbody>
<tr>
<td>Nontraditional Participation</td>
<td></td>
<td></td>
<td>The percentage of CTE concentrators in career and technical education programs and programs of study that lead to non-traditional fields.</td>
</tr>
<tr>
<td>Nontraditional Completion</td>
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The percentage of CTE concentrators in career and technical education programs and programs of study that lead to non-traditional fields.
Postsecondary Technical Skills and Skill Award

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<tbody>
<tr>
<td>Technical Skill Attainment</td>
<td>Rates of attainment of industry-recognized certifications. (Al)</td>
<td>(V) The percentage of program participants who, during a program year, are in an education or training program that leads to a recognized postsecondary credential or employment and who are achieving measurable skill gains toward such a credential or employment</td>
<td></td>
</tr>
<tr>
<td>Credential, Certificate, or Diploma</td>
<td>Rates of attainment of postsecondary certificates. (Al)</td>
<td>(IV) The percentage of program participants who obtain a recognized postsecondary credential, or a secondary school diploma or its recognized equivalent during participation in or within 1 year after exit</td>
<td></td>
</tr>
<tr>
<td>Student Retention or Transfer</td>
<td>Rates of attainment of postsecondary degrees. (Al)</td>
<td></td>
<td>The percentage of CTE concentrators who receive a recognized postsecondary credential during participation in or within 1 year of program completion;</td>
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## Postsecondary Placement and Nontraditional

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<tbody>
<tr>
<td>Student Placement</td>
<td>Rates of entry into unsubsidized employment. (AI)</td>
<td>(I) The percentage of program participants who are in unsubsidized employment during the second quarter after exit from the program; (II) the percentage of program participants who are in unsubsidized employment during the fourth quarter after exit from the program</td>
<td>The percentage of CTE concentrators, who, during the second quarter after program completion—are in education, advanced training, or unsubsidized employment</td>
</tr>
<tr>
<td>Nontraditional Participation</td>
<td></td>
<td></td>
<td>The percentage of CTE in non-traditional fields.</td>
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</table>
Secondary
Denominators for CTE measurement population will increase due to:
- Lowering threshold for CTE concentration to 2 courses in a sequence
- Including students who took three CTE courses in any content area

Postsecondary
Population sizes should remain unchanged in most states
Potential Implications: Secondary Indicators

Program Quality Indicators

New data collection methods will need to be identified for some of the suggested measures

Performance levels may be diminished for some measures
- Credential attainment, if concentrators are unable to attain required technical skill levels
- Postsecondary credits, if concentrators are unable to meet postsecondary requirements
- Work-based learning, if concentrators are not given employer placements
- Student placement, if concentrators are not taking adequate preparatory coursework for employment
  - Conversely, this could increase postsecondary enrollments

Nontraditional

- Options for identifying CTE concentrators in non-traditional coursework will need to be determined
- Concentrators need not complete a program preparing students for non-traditional careers, meaning that students may not be prepared for workforce entry
Potential Implications: Postsecondary Indicators

**Student Placement**
States may need to align to new quarterly reporting structure

**Employment and Earnings**
States may face challenges in collecting data on concentrators’ post-program employment and wages

**Postsecondary Credential**
Institutions may face challenges in identifying concentrators who receive postsecondary credentials, and in particular industry-recognized credentials following their program completion.

**Nontraditional**
- Options for identifying CTE concentrators in non-traditional coursework will need to be determined
- Concentrators need not complete a program preparing students for non-traditional careers, meaning that students may not be prepared for workforce entry
Questions?