

# The Carl D. Perkins Career and Technical Education Improvement Act of 2006

## Summary

In July 2006, the reauthorization of the Perkins Act was amended and approved. This reauthorization act H.R. 4496 “*Vocational and Technical Education for the Future Act*,” replaces the H.R. 7 Carl D. Perkins Vocational and Applied Technology Education Act of 2005. This new act authorizes the legislation to provide secondary, postsecondary, and adult vocational education programs with federal assistance until Fiscal Year 2013, for a total of six years instead of the current five years.

The purpose of this Act is to develop more fully the academic and career and technical skills of secondary education students and postsecondary students who elect to enroll in career and technical education programs, by:

- building on the efforts of States and localities to develop challenging academic and technical standards and to assist students in meeting such standards, including preparation for high skill, high wage, or high demand occupations in current or emerging professions;
- promoting the development of services and activities that integrate rigorous and challenging academic and career and technical instruction, and that link secondary education and postsecondary education for participating career and technical education students;
- increasing State and local flexibility in providing services and activities designed to develop, implement, and improve career and technical education, including tech prep education;
- conducting and disseminating national research and disseminating information on best practices that improve career and technical education programs, services and activities;
- providing technical assistance that—
  - promotes leadership, initial preparation, and professional development at the State and local levels; and
  - improves the quality of career and technical education teachers, faculty, administrators, and counselors;
  - supporting partnerships among secondary schools, postsecondary institutions, baccalaureate degree granting institutions, area career and technical education

schools, local workforce investment boards, business and industry, and intermediaries; and

- providing individuals with opportunities throughout their lifetimes to develop, in conjunction with other education and training programs, the knowledge and skills needed to keep the United States competitive.”

### **Accountability**

The 2006 Act adds a section on local accountability that will require local programs to set specific performance targets on teach performance indicator and will be responsible for meeting those targets, which are set by the state. If local programs fail to meet at least 90 percent of the targets, they will have to develop and implement an improvement plan. If no improvement plan is implemented or programs fail to meet at least the 90 percent of a performance level for 3 years in a row, then a portion of Perkins funding could be withheld.

Also, another change under the 2006 Perkins Act focuses on the secondary level. Academic attainment will have to be measured by an academic assessment a state has approved under No Child Left Behind (NCLB). Graduation rates are also reported and factored by NCLB, and technical proficiency should be including student achievement on technical assessments that are aligned with industry-recognized standards (Section 113b).

#### Core Performance Indicators at the Secondary Level

<b>Academic Attainment – Reading/Language Arts</b>	<b>Required 2007 - 2013</b>
<b>Academic Attainment – Mathematics</b>	<b>Required 2007 - 2013</b>
<b>Technical Skill Attainment</b>	<b>Required Beginning in 2008-2013</b>
<b>Secondary School Completion (e.g. diploma, GED or other-recognized credential, proficiency credential including industry certificate, etc.)</b>	<b>Required Beginning in 2008-2013</b>
<b>Student Graduation Rates</b>	<b>Required 2007 - 2013</b>
<b>Student Placement</b>	<b>Required Beginning in 2008-2013</b>
<b>Nontraditional Participation Rates</b>	<b>Required Beginning in 2008-2013</b>
<b>Nontraditional Completion Rates</b>	<b>Required Beginning in 2008-2013</b>

## **Academic and Technical Integration**

With NCLB and the 2006 Perkins Act, integrating the core content areas and CTE accountability system at the secondary level is the center of attention. Academic integration needs to be occurring continuously between the core content areas and CTE teachers. Also, professional development needs to address the integration of core content and technical skills.

## **Connections between Secondary and Postsecondary Education**

The new law requires the development and implementation of “programs of study.” These programs of study must:

- Incorporate secondary education and postsecondary education elements;
- Include core content areas and career and technical content in a coordinated, nonduplicative progress of courses; and
- Lead to an industry-recognized credential or certificate at the postsecondary level, or dual credit by examination (Section 122c).

## **Link to Business and Industry**

Within the 2006 Perkins Act, a strong statement is made emphasizing for an increase in coordination with business and industry organizations to be linked with the secondary schools. The act supports partnerships developed amongst secondary schools, postsecondary institutions, business and industry, area career or technical education schools, local workforce organizations, and intermediaries (Section 124b).

## **The Evolution of Secondary Career and Technical Education**

- Focus on preparation *and* transition to postsecondary education *and* career/employment.
- CTE programming stressing academic, technical, and 21<sup>st</sup> century knowledge and skills.
- CTE programming emphasizing rigor, relevance and relationships.
- Emphasis on ultimate achievement of a degree, certificate and/or credential.
- Actively participate in education, workforce development and economic development efforts.

## Accountability Measures

For reporting purposes, the DOE will report numbers of participants, concentrators and completers, including the numbers of the special population students in each category. However, in order to measure a cause and effect linkage between Career and Technical Education programs of study and student achievement, the core indicators will be applied only to Career and Technical Education participants, concentrators and completers.

**CORE INDICATOR 1:** *Student attainment of challenging academic content standards and student academic achievement standards as adopted by the State under the Elementary and Secondary Education Act (ESEA).*

### **1S1 Academic Attainment—Reading/Language Arts**

*Percent of concentrators who met proficiency for Reading/Language Arts based on the Hawaii State Assessment.*

#### **Numerator:**

Number of concentrators who have met the proficient or advanced level on the Statewide high school reading/language arts assessment administered by the State under Section 1111(b)(3) of the ESEA as amended by the No Child Left Behind Act based on the scores that were included in the State's computation of adequate yearly progress (AYP) and who, in the reporting year, left secondary education.

#### **Denominator:**

Number of concentrators who took the ESEA assessment in reading/language arts whose scores were included in the State's computation of AYP and who, in the reporting year, left secondary education.

### **1S1 Academic Attainment—Mathematics**

*Percent of concentrators who met proficiency for Mathematics based on the Hawaii State Assessment.*

#### **Numerator:**

Number of concentrators who have met the proficient or advanced level on the Statewide high mathematics assessment administered by the State under Section 1111(b)(3) of the ESEA as amended by the No Child Left Behind Act based on the scores that were included in the State's computation of adequate yearly progress (AYP) and who, in the reporting year, left secondary education.

#### **Denominator:**

Number of concentrators who took the ESEA assessment in mathematics whose scores were included in the State's computation of AYP and who, in the reporting year, left secondary education.

**CORE INDICATOR 2:** *Student attainment of career and technical proficiencies, including student achievement on technical assessments that are aligned with industry recognized standards, if available and appropriate during the reporting year.*

**2S1 Technical Skill Attainment**

*Percentage of concentrators who passes technical skill assessments that are aligned with industry-recognized standards, if available and appropriate during the reporting year.*

**Numerator:**

Number of concentrators who pass technical skill assessments that are aligned with industry-recognized standards, if available and appropriate during the reporting year.

**Denominator:**

Number of concentrators who took the assessments during the reporting year.

**CORE INDICATOR 3:** *Student rates of attainment of each of the following: A secondary school diploma, a General Education Development (GED) credential or other state-recognized equivalent, a proficiency credential, certificate or degree in conjunction with a secondary school diploma.*

**3S1 Secondary School Completion**

*Percentage of students earned a diploma, GED or other state-recognized credential.*

**Numerator:**

Number of concentrators who earned a regular secondary school diploma, earned a General Education Development (GED) credential as a State-recognized equivalent, or earned proficiency credential, certificate, or degree, in conjunction with a secondary school diploma during the reporting year.

**Denominator:**

Number of concentrators who left secondary education during the reporting year.

**CORE INDICATOR 4:** *Student graduation rates as described in the ESEA.*

**4S1 Student Graduation Rates**

*Percent of students who graduated based on the State's computation of graduation rates as described in Section 1111(b)(2)(C)(vi) of the ESEA.*

**Numerator:**

Number of concentrators who, in the reporting year, were included as graduated in the State's computation of its graduation rate as described in Section 1111(b)(2)(C)(vi) of the ESEA.

**Denominator:**

Number of concentrators who, in the reporting year, were included in the State's computation of its graduation rate as defined in the State's Consolidated Accountability Plan.

**CORE INDICATOR 5:** *Students placement in postsecondary education or advanced training, in military service, or in employment.*

**5S1 Postsecondary Placement**

*Percentage of CTE completers with a high school diploma who are placed in postsecondary education or training, military service or employment.*

**Numerator:**

Number of concentrators who left secondary education during the reporting year and responded to the placement survey that were placed in postsecondary education or advanced training, in the military service, or employment in the second quarter following the program year in which they left secondary education.

**Denominator:**

Number of concentrators who left secondary education during the reporting year and responded to the placement survey.

**CORE INDICATOR 6:** *Student participation in and completion of career and technical education programs that lead to non-traditional fields.*

**6S1 Participation in Non-Traditional Programs**

*Percentage of nontraditional females/males enrolled in identified Career and Technical Education Programs of Study.*

**Numerator:**

Number of participants from underrepresented gender groups who participated in a program that leads to employment in nontraditional fields during the reporting year.

**Denominator:**

Number of participants who participated in a program that leads to employment in nontraditional fields during the reporting year.

**6S2 Completion of Non-Traditional Programs**

*Percentage of nontraditional female/male career and technical education concentrators who complete the identified Career and Technical Education Programs of Study.*

**Numerator:**

Number of concentrators from underrepresented gender groups who completed a program that leads to employment in nontraditional fields during the reporting year.

**Denominator:**

Number of concentrators who completed a program that leads to employment in nontraditional fields during the reporting year.