Executive Summary

The *Carl D. Perkins Career and Technical Education Act of 2006 (Perkins IV)* requires, in Sec. 113(c)(5)(C), that the secretary of education provide the appropriate committees of Congress copies of the annual reports received by the U.S. Department of Education (Department), from each eligible agency that receives an allotment under Title I (Career and Technical Education [CTE]) Assistance to the States (Perkins IV). Sec. 113(c)(5)(A) of Perkins IV further requires the secretary to make the information contained in such reports available to the general public through a variety of formats, including electronically.

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1 On Jan. 18, 2014, the name of the Department’s Office of Vocational and Adult Education (OVAE) was officially changed to the Office of Career, Technical, and Adult Education (OCTAE). This was the office that received these reports.

2 The United States Virgin Islands received its allotted Perkins IV funds consolidated with funds allotted under other formula grant programs and used some of the funds in the consolidated grant for Perkins IV, Title I, purposes. American Samoa and the Commonwealth of the Northern Mariana Islands consolidated their Perkins IV, Title I, funds with funds under other formula programs and used these funds for other allowable program purposes rather than for CTE.

3 The term “career and technical education” (CTE) in Sec. 3(5) of Perkins IV means “organized educational activities that—(A) offer a sequence of courses that—(i) provides individuals with coherent and rigorous content aligned with challenging academic standards and relevant technical knowledge and skills needed to prepare for further education and careers in current or emerging professions; (ii) provides technical skill proficiency, an industry-recognized credential, a certificate, or an associate degree; and (iii) may include prerequisite courses (other than a remedial course) that meet the requirements of this subparagraph; and (B) 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, occupation-specific skills, and knowledge of all aspects of an industry, including entrepreneurship, of an individual.”

4 The term “state” in Sec. 3(30) of Perkins IV 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 50 states of the United States, the District of Columbia, the Commonwealth of Puerto Rico; and the outlying areas of the United States Virgin Islands, Guam, American Samoa, the Commonwealth of the Northern Mariana Islands, and the Republic of Palau. Each of these 57 states was allotted funds under Perkins IV, Title I. Of the 57 states, 54 submitted CTE data to the Department for this report. The Republic of Palau did not submit data because it did not have a fully approved state plan. American Samoa and the Commonwealth of the Northern Mariana Islands were not required to report data because they consolidated their Perkins IV, Title I, funds with funds under other formula programs and used these funds for other allowable program purposes rather than for CTE.
through the Internet. The Department is meeting this requirement by providing the data in
(1) digital formats on discs and on the Department website
at http://cte.ed.gov/accountability/reports/reportstocongress.cfm and (2) in hard copy text
format, on request.

Perkins IV requires states to report to the Department each year on their progress in
achieving their adjusted performance levels\(^5\)—negotiated with and approved by the
Department—on the core indicators of performance (core indicators) described in
Sec. 113(b)(2)(A) and (B) of Perkins IV. The Perkins IV Sec. 113(b)(2)(A) core indicators
for CTE students at the secondary level\(^7\) include measures of each of the following:

\((i)\) Student attainment of challenging academic content standards and student
academic achievement standards, as adopted by a State in accordance with
section 1111(b)(1) of the Elementary and Secondary Education Act of 1965\(^8\) and
measured by the State determined proficient levels on the academic assessments
described in section 1111(b)(3) of such Act.

(ii) Student attainment of career and technical skill proficiencies, including student
achievement on technical assessments that are aligned with industry-recognized
standards, if available and appropriate.

(iii) Student rates of attainment of each of the following:

(I) A secondary school diploma.

(II) A General Education Development (GED) credential, or other State-
recognized equivalent (including recognized alternative standards for
individuals with disabilities).

(III) A proficiency credential, certificate, or degree, in conjunction with a
secondary school diploma (if such credential, certificate, or degree is offered
by the State in conjunction with a secondary school diploma).

(iv) Student graduation rates (as described in section 1111(b)(2)(C)(vi) of the

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\(^5\) Performance levels for the Perkins IV Sec. 113(b) core indicators are referred to as “adjusted” after a state and the
Department have negotiated and reached agreement on them per the requirements in Sec. 113(b)(3) of Perkins IV.

\(^6\) The core indicators of performance described in Sec. 113(b)(2)(A) and (B) of Perkins IV are hereinafter referred to as the
“Perkins IV Sec. 113(b) core indicators” or “core indicators.”

\(^7\) Perkins IV Sec. 113(b)(2)(A) indicates that each eligible agency shall identify in the state plan “core indicators of
performance for career and technical education students at the secondary level” that are valid and reliable.

\(^8\) The Elementary and Secondary Education Act of 1965, as amended by the No Child Left Behind Act of 2001 (NCLB), is
hereinafter referred to as ESEA.
The Perkins IV Sec. 113(b)(2)(B) core indicators for CTE students at the postsecondary level\(^9\) include, at a minimum, a measurement of each of the following:

\begin{itemize}
  \item [(i)] Student attainment of challenging career and technical skill proficiencies, including student achievement on technical assessments, that are aligned with industry-recognized standards, if available and appropriate.
  \item [(ii)] Student attainment of an industry-recognized credential, a certificate, or a degree.
  \item [(iii)] Student retention in postsecondary education or transfer to a baccalaureate degree program.
  \item [(iv)] Student placement in military service or apprenticeship programs or placement or retention in employment, including placement in high skill, high wage, or high-demand occupations or professions.
  \item [(v)] Student participation in, and completion of, career and technical education programs that lead to employment in nontraditional fields.”
\end{itemize}

Some states operate separate adult-level programs that are not included in community college settings. Six states—Florida, Louisiana, Missouri, Ohio, Oklahoma, and Tennessee—negotiate separate performance levels and report data for their adult-level CTE students using the Perkins IV Sec. 113(b)(2)(B) postsecondary core indicators.

For data collection and reporting purposes, the Department divides the Perkins IV Sec. 113(b) core indicators into eight core indicators at the secondary level and six core indicators at the postsecondary level. The Department labels the Perkins IV Sec. 113(b) core indicators as shown in table ES-1.\(^{10}\) Program year (PY)\(^{11}\) 2010–11 (which corresponds to funds appropriated for federal fiscal year [FY] 2010), the fourth PY of Perkins IV,\(^{12}\) was the third year of five-year plans, submitted to the secretary, pursuant to Sec. 122(a)(1) of

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\(^9\) Perkins IV Sec. 113(b)(2)(B) indicates that each eligible agency shall identify in the state plan “core indicators of performance for career and technical education students at the postsecondary level” that are valid and reliable.

\(^{10}\) The eight secondary core indicators reflect the language of Sec. 113(b)(2)(A) of Perkins IV, and the six postsecondary core indicators reflect the language of Sec. 113(b)(2)(B) of Perkins IV.

\(^{11}\) The PY generally operates July 1–June 30.

\(^{12}\) PY 2010–11, the fourth PY of Perkins IV, also is referred to as “PY four” of Perkins IV.
Perkins IV, and each state was required by the secretary to report student data on all the core indicators of performance under Sec. 113(b) of Perkins IV. Each state defines CTE students as CTE participants and CTE concentrators, and annually submits CTE student data to the Department based on its definitions of CTE concentrators and CTE participants.

Table ES-1. Perkins IV Sec. 113(b) core indicators for career and technical education students at secondary and postsecondary levels

<table>
<thead>
<tr>
<th>Perkins IV Sec. 113(b)(2)(A)</th>
<th>Perkins IV Sec. 113(b)(2)(B)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Secondary core indicators</td>
<td>Postsecondary core indicators</td>
</tr>
<tr>
<td>Academic attainment—reading/language arts</td>
<td>Technical skill attainment</td>
</tr>
<tr>
<td>Academic attainment—mathematics</td>
<td>Credential, certificate, or degree</td>
</tr>
<tr>
<td>Technical skill attainment</td>
<td>Student retention or transfer</td>
</tr>
<tr>
<td>Secondary school completion</td>
<td>Student placement</td>
</tr>
<tr>
<td>Student graduation rates</td>
<td>Nontraditional participation</td>
</tr>
<tr>
<td>Secondary placement</td>
<td>Nontraditional completion</td>
</tr>
<tr>
<td>Nontraditional participation</td>
<td>Nontraditional completion</td>
</tr>
</tbody>
</table>

NOTE: Each state reports data on CTE students based on the state’s definitions of CTE concentrators or CTE participants. See Appendix A, table A-1, for each state’s definition of CTE concentrator and table A-2 for each state’s definition of CTE participant. Perkins IV means the Carl D. Perkins Career and Technical Education Act of 2006. PY 2010–11, the fourth PY of Perkins IV, is the third year states are required to report on all of the core indicators of performance under Sec. 113(b) of Perkins IV.

Sec. 113(c)(2)(A) of Perkins IV further requires states to provide disaggregated data on the progress of CTE students in each of the special population categories listed in Sec. 3(29) of Perkins IV and in each of the student categories listed in Sec. 1111(h)(1)(C)(i) of ESEA.

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13 Although the definitions of CTE participants vary among states, generally states define CTE participants as students who have completed one or more CTE courses at the secondary level or one or more credits at the postsecondary level. See Appendix A, table A-2, for each state’s definition of CTE participant.

14 See Appendix A, table A-1, for each state’s definition of CTE concentrator.


16 See the Glossary of Terms in this report for the definitions of each special population category.

17 Sec. 3(29) of Perkins IV defines the term “special populations” as meaning—“(A) individuals with disabilities; (B) individuals from economically disadvantaged families, including foster children; (C) individuals preparing for non-traditional fields; (D) single parents, including single pregnant women; (E) displaced homemakers; and (F) individuals with limited English proficiency.”

18 Sec. 1111(h)(1)(C)(i) of ESEA requires that “The State shall include in its annual State report card—(i) information, in the aggregate, on student achievement at each proficiency level on the State academic assessments described in subsection (b)(3) (disaggregated by race, ethnicity, gender, disability status, migrant status, English proficiency, and status as economically disadvantaged).”
To avoid states reporting duplicative data, the secretary requires states to disaggregate data only in the following categories:\footnote{19}{The categories in which states must report disaggregated data reflect the requirement of Sec. 113(c)(3) of Perkins IV that the secretary ensures that states do not report duplicative data under Sec. 113(c) of Perkins IV.}

- Race/ethnicity;
- Gender;
- Individuals with disabilities (American with Disabilities Act of 1990 [ADA]);
- Individuals with disabilities (ESEA and the Individuals with Disabilities Education Act [IDEA]; secondary level only);
- Individuals from economically disadvantaged families, including foster children;
- Individuals preparing for nontraditional fields;
- Single parents, including single pregnant women;
- Displaced homemakers;
- Individuals with limited English proficiency; and
- Migrant students (secondary level only).

Sec. 205 of Title II of Perkins IV (Tech Prep\footnote{20}{The term “tech prep program” in Sec. 3(32) of Perkins IV means a tech prep program described in Sec. 203(c) of Perkins IV. Sec. 203(c)(2)(A) and (B) of Perkins IV indicates that a tech prep program, among other things, shall consist of a program of study that (i) combines a minimum of two years of secondary education with a minimum of two years of postsecondary education in a nonduplicative, sequential course of study, or an apprenticeship program of not less than two years following secondary education instruction; and that (ii) integrates academic with career and technical education.} Education)\footnote{21}{FY 2010 is the last year for which funds were appropriated under Title II of Perkins IV for tech prep programs.} requires states that do not consolidate all of their Perkins IV funds\footnote{22}{Sec. 202(a) of Perkins IV enables states to consolidate all or a portion of their Perkins IV, Title II, funds with their Perkins IV, Title I, funds, but Sec. 202(c) of Perkins IV requires a state to consider its consolidated funds as if these funds were allotted under Title I of Perkins IV and to distribute these funds in accordance with the within-state allocations as required by Sec. 112 of Perkins IV. Except for the United States Virgin Islands, the outlying areas are not eligible for Title II, tech prep allotments under secs. 111(a) and 201(a) of Perkins IV.} for purposes authorized under Sec. 203(c) of Perkins IV to report to the secretary on the effectiveness of their tech prep programs.\footnote{23}{The states that did not consolidate their Perkins IV, Title II, funds with their Perkins IV, Title I, funds and operated Tech Prep programs were: Alaska, Arizona, California, Delaware, Illinois, Indiana, Iowa, Massachusetts, Michigan, Mississippi, Missouri, Montana, New Mexico, New York, North Carolina, Ohio, Oklahoma, Pennsylvania, South Dakota, Texas, Virginia, Washington, West Virginia, and Wisconsin. In addition, Alabama operated a Tech Prep program because it consolidated a portion of its Perkins IV, Title II, funds with its Perkins IV, Title I, funds.} Therefore, the secretary requires each of such states to report disaggregated data for its tech prep concentrators for each of the Perkins IV Sec. 113(b) core indicators separately in
addition to the 11 other indicators of performance listed in Sec. 203(e) of Perkins IV. For data collection and reporting purposes, the Department divides Perkins IV Sec. 203(e) indicators of performance into six indicators of performance at the secondary level and five indicators of performance at the postsecondary level. The Department labels the Perkins IV Sec. 203(e) indicators of performance as shown in table ES-2. Data for PY 2010–11, the third year of each state’s five-year plan, were submitted to the secretary, pursuant to Sec. 122(a)(1) of Perkins IV. Note that FY 2010 was the last year for which funds were appropriated for Tech Prep programs.

Table ES-2. Perkins IV Sec. 203(e) indicators of performance for tech prep students at secondary and postsecondary levels

<table>
<thead>
<tr>
<th>Perkins IV Sec. 203(e)</th>
<th>Perkins IV Sec. 203(e)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Secondary indicators of performance</td>
<td>Postsecondary indicators of performance</td>
</tr>
<tr>
<td>Number of tech prep(^a) students served</td>
<td>Number of tech prep students served</td>
</tr>
<tr>
<td>Postsecondary enrollment</td>
<td>Placement in related field of employment</td>
</tr>
<tr>
<td>Postsecondary enrollment in same field or major</td>
<td>Completion of state- or industry-recognized certificate or licensure</td>
</tr>
<tr>
<td>Completion of state(^c) or industry-recognized certificate or licensure</td>
<td>Completion of two-year degree or certificate</td>
</tr>
<tr>
<td>Completion of postsecondary course offering postsecondary credits</td>
<td>Completion of baccalaureate degree program</td>
</tr>
<tr>
<td>Enrollment in remedial courses in postsecondary education</td>
<td></td>
</tr>
</tbody>
</table>

\(^a\) The term “tech prep program” in Sec. 3(32) of Perkins IV means a tech prep program described in Sec. 203(c) of Perkins IV, regarding the contents of the tech prep program. Sec. 203(c)(2)(A) and (B) of Perkins IV indicates that a tech prep program, among other things, shall consist of a program of study that (i) combines a minimum of two years of secondary education with a minimum of two years of postsecondary education in a nonduplicative, sequential course of study, or an apprenticeship program of not less than two years following secondary education instruction; and that (ii) integrates academic with career and technical education.

\(^b\) A tech prep student is identified by the same set of criteria (Appendix A, table A-1) as a CTE concentrator and is in a tech prep program.

\(^c\) The term “state” in Sec. 3(30) of Perkins IV 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 50 states of the United States, the District of Columbia, the Commonwealth of Puerto Rico; and the outlying areas of the United States Virgin Islands, Guam, American Samoa, the Commonwealth of the Northern Mariana Islands, and the Republic of Palau. However, under secs. 111(a) and (d) and 201(a) of Perkins IV, the 50 states of the United States, the District of Columbia, the Commonwealth of Puerto Rico, and the United States Virgin Islands are eligible for tech prep allotments, but a state does not have to report data on the Perkins IV Sec. 203(e) indicators if the state consolidates all of its Title II funds with its Title I funds as permitted by Sec. 202(a) of Perkins IV.

NOTE: Perkins IV means the Carl D. Perkins Career and Technical Education Act of 2006. PY 2010–11, program year four of Perkins IV, is the third year states are required to report on all of the Perkins IV indicators of performance. The 25 states that elected to offer tech programs in PY 2010–11 were Alabama, Alaska, Arizona, California, Delaware, Illinois, Indiana, Iowa, Massachusetts, Michigan, Mississippi, Missouri, Montana, New Mexico, New York, North Carolina, Ohio, Oklahoma, Pennsylvania, South Dakota, Texas, Virginia, Washington, West Virginia, and Wisconsin.

\(^{24}\) The 11 indicators of performance listed in Sec. 203(e) of Perkins IV are hereinafter referred to as the “Perkins IV Sec. 203(e) indicators of performance.”

\(^{25}\) The six secondary indicators reflect the language of Sec. 203(e)(1)(A) and (B) of Perkins IV, and the five postsecondary indicators reflect the language of Sec. 203(e)(1)(A) and (C) of Perkins IV.
This report is the Department’s fourth annual report to Congress under Perkins IV. It presents data that states submitted to the Department for PY 2010–11. State directors submitted their data electronically to the Department and certified the accuracy and completeness of their data using an electronic personal identification number (PIN).

For PY 2010–11, each state, operating under the third year of its five-year plan pursuant to Sec. 122(a)(1) of Perkins IV, was also required by the secretary to report the following, as instructed in the Consolidated Annual Report (CAR) for the Carl D. Perkins Career and Technical Education Act of 2006 for PY 2010–11:

- Enrollment data for CTE participants in CTE programs, including disaggregated data for CTE students by gender, race/ethnicity, and special population and other student categories.
- Enrollment data for CTE concentrators in CTE programs, including disaggregated data for CTE students by gender, educational level, and the career clusters recognized by the Department.
- Enrollment data for CTE participants in tech prep programs funded under Title II of Perkins IV, including disaggregated data for CTE students by gender, race/ethnicity, and special population and other student categories, and participation in a tech prep program if the state implemented such a program under Perkins IV, Title II, tech prep.
- Performance data for CTE concentrators on the Perkins IV Sec. 113(b)(2)(A) and (B) core indicators.

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26 When completing the CAR enrollment and accountability forms, a state must use its definitions for a CTE participant and CTE concentrator at the secondary and postsecondary levels. Unless otherwise specified, the data in this report are for CTE concentrators.
27 See Appendix A, table A-2, for each state’s definition of CTE participant.
28 See Appendix A, table A-1, for each state’s definition of CTE concentrator.
29 The Department recognizes career clusters in the National Career Clusters Framework (http://www.careertech.org/career-clusters/glance/clusters.html). Each career cluster represents a distinct grouping of occupations and industries based on the knowledge and skills CTE students require.
Among the highlights of this report are the following:

- **States reported a reduction in the number of students enrolled in career and technical education courses in PY 2010–11 from the previous program year.** Enrollment figures for PY 2010–11 reflect a 3.74 percent decrease from the previous year. States reported a reduction in the number of students enrolled in career and technical education courses in PY 2010–11 from the previous program year. Enrollment figures for PY 2010–11 reflect a 3.74 percent decrease from the previous year. CTE student enrollment in PY 2010–11 was 8.1 percent lower than it was in the year with highest enrollment (PY 2006–07) during the past nine years (PYs 2001–02 through 2009–10) of Perkins III and Perkins IV implementation (figure 1).

- **Eighty-seven percent, or 45 of the 52 states** that reported complete data on statewide and CTE graduation rates, reported having higher secondary graduation rates for CTE students (i.e., CTE concentrators) than for all students in their respective states (table 9).

- The three highest enrollment percentages for secondary CTE concentrators were in the following career cluster areas: (1) business management and administration; (2) human services; and (3) health science (table 5).

- Secondary career and technical education student enrollment decreased by approximately 2 percent in PY 2010–11 when compared to PY 2009–10 (table 3).

- Postsecondary career and technical education student enrollment decreased 6 percent in PY 2010–11, when compared to PY 2009–10 (table 3).

- Adult career and technical education student enrollment decreased in excess of 16.59 percent in PY 2010–11, when compared to PY 2009–10 (table 4).

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30 States report data based on their definitions of CTE participant and CTE concentrator. See Appendix A, table A-2, for each state’s definition of CTE participant and table A-1 for each state’s definition of CTE concentrator.


32 Only the 50 U.S. states, the District of Columbia, and the Commonwealth of Puerto Rico were required to and did report on academic achievement and general statewide graduation rates under the Elementary and Secondary Education Act (ESEA) to the Office of Elementary and Secondary Education in the Education Data Exchange Network (EDEN).

33 Guam and United States Virgin Islands were not required to submit secondary graduation data under the ESEA.

34 For general information related to states’ secondary performance levels for the Perkins IV Sec. 113(b) core indicators, see figures 6 through 8 and tables 8 and 9 of this report and the related information for each of the figures and tables. For specific data for each state, see Appendix B of this report.

35 For general information related to states’ postsecondary performance levels for the Perkins IV Sec. 113(b) core indicators, see figures 9 and 10 and table 10 of this report and the related information for each of the figures and the table. For specific data for each state, see Appendix B of this report.

36 Florida, Louisiana, Missouri, Ohio, Oklahoma, and Tennessee provided performance levels and report data for their adult-level CTE concentrators using the Perkins IV Sec. 113(b) (2) (B) postsecondary core indicators and performance levels.

37 For PY 2009–10, the adult career and technical education student enrollment was 175,399.
Eighty-five percent, or 46 of 54 states\footnote{The 50 U.S. states, the District of Columbia, the Commonwealth of Puerto Rico, and three of the outlying areas—the United States Virgin Islands, Guam, and the Republic of Palau—were required to report data on the Perkins IV Sec. 113(b) core indicators for PY 2010–11. The Republic of Palau did not submit data because it did not have a fully approved state plan. American Samoa and the Commonwealth of the Northern Mariana Islands do not submit data for CTE programs because they consolidated their Perkins IV, Title I, allotments with funds under other formula programs and used these funds for allowable program purposes rather than for career and technical education. Fifty-four states in this report refer to the 50 U.S. states, the District of Columbia, the Commonwealth of Puerto Rico, the United States Virgin Islands, and the outlying area of Guam.} that reported data on their Perkins Sec. 113(b) core indicators of performance, reported that they met or exceeded their performance levels for secondary student graduation rates (table 8).

Eighty-one percent, or 44 of 54 states that reported on secondary school completion, met or exceeded their performance levels (table 8).

Sixty-seven percent, or 36 of 54 states that reported data on secondary technical skill attainment, met or exceeded their performance levels (table 8).

Sixty-nine percent, or 37 of 54 states that reported data on academic attainment in reading and language arts, met or exceeded their performance levels (table 8).

Forty-four percent, or 24 of 54 states, met or exceeded all of their secondary performance levels by at least 90 percent (table 8).

The three highest enrollment percentages for CTE postsecondary concentrators were in the following career cluster areas: (1) health science; (2) business management and administration; and (3) law, public safety, and security (table 5).

Seventy-eight percent, or 42 of the 54 states that reported data on postsecondary technical skill attainment, met or exceeded their performance levels (table 10).

Seventy-four percent, or 40 of the 54 states that reported data on postsecondary student retention or transfer, met or exceeded their performance levels (table 10).

Seventy-four percent, or 40 of the 54 states that reported postsecondary nontraditional participation, met or exceeded their performance levels (table 10).

Sixty-three percent, or 34 of 54 states, met or exceeded all of their postsecondary performance levels by at least 90 percent (table 10).

This report to Congress contains four sections. The introduction section describes the Perkins IV accountability requirements and describes efforts by the Department to help states establish valid and reliable measures, and rigorous performance levels for the Perkins IV Sec. 113(b) core indicators. The state performance data section discusses states’ progress in meeting their performance levels for the required Perkins IV Sec. 113(b) core...
indicators for PY 2010–11. The data quality section discusses issues pertaining to the validity, quality, and comparability of states’ Perkins IV performance data. The final section offers conclusions regarding the implementation of CTE under Perkins IV. Individual state data profiles are provided in Appendix B of this report.