

Vocational Education National Programs Demonstrations (CFDA Nos. 84.199D, 84.199E, 94.100, 94.244, 94.248)

I. Legislation

The Carl D. Perkins Vocational and Applied Technology Education Act, P.L. 101-392, Title IV, Section 418, 420A (20 U.S.C. 2420a) (expires September 30, 1997). Although appropriations are authorized in the statute only through FY 1995 (with a one-year extension under the General Education Provisions Act (GEPA) through September 30, 1996), the Omnibus Consolidated Appropriations Act, 1997 (P.L. 104-208) essentially authorized the act through FY 1997 and extended the availability of funds through September 30, 1998.

II. Funding History

<u>Fiscal Year</u>	<u>Appropriation</u>
1984	\$570,000
1985	143,000
1986	0
1987	450,000
1988	14,792,000
1989	14,594,000
1990	11,096,000
1991	12,970,000
1992	20,000,000
1993	16,705,000
1994	23,455,000
1995	0
1996	0

III. Analysis of Program Performance

A. Goals and Objectives

The goal of this program was to conduct model demonstration programs in vocational education, with priority given to demonstration grants that provided for the development of telecommunications materials for use in vocational education instruction and established demonstration centers for training dislocated workers. Other authorized demonstration programs include (1) grants for professional development; (2) grants for developing business and education standards for competencies in industries and trades; (3) regional centers that provide training for skilled trades; (4) projects that integrate vocational and academic instruction; and (5) cooperative demonstration programs that improve access to high-quality vocational education programs for special populations, demonstrate successful cooperation between public and private agencies, assist in overcoming national skill shortages, improve curriculum and instruction in consumer and homemaking education, help disadvantaged youths prepare for technical and professional health careers, and improve access to vocational education through "agriculture action centers."

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Program appropriations ended in FY 1994. In 1996, multiyear demonstrations, funded by these appropriations, were operational in the following areas:

Business and education standards. This demonstration provided financial assistance for organizing and operating business-labor-education technical committees to develop national skill standards for competencies in industries and trades. At a minimum, standards were to include (1) the number of hours of study needed to be competent in such divisions or specialty areas; (2) the minimum tools and equipment required in such divisions or specialty areas; (3) minimum qualification for instructional staff; and (4) minimum tasks to be included in any course of study purporting to prepare individuals for work in such areas.

Career academies. This was a joint initiative between the Department of Education and the Department of Defense to support the development of career-focused “schools within schools.” The objectives of the program were to improve students’ performance in school, increase students’ likelihood of graduating, and improve the quality of the nation’s workforce. To this model, the Department of Defense added the high school Junior Reserve Officer Training Corps (JROTC), which provides instruction in citizenship, leadership, and life skills.

Correctional education. This demonstration was designed to expand or improve existing vocational education programs in correctional institutions, use curricula that included literacy and basic skills training, integrate academic content with vocational content, and provide for “live work.” The program also included transitional services, such as coordinating services, provided by different community agencies.

Community education employment. Under this demonstration, the Department provided funds to establish centers to provide comprehensive vocational-technical education, in small-class-size settings, to youth in urban and rural areas that had a high concentration of low-income families. Centers were organized into one or more programs specializing in different areas of study of particular interest and employment opportunities for the student population. Centers operated on an extended-year and extended-day basis, and were designed to provide youth with the education, skills, and enrichment necessary to ensure graduation from secondary school and transition from secondary school to postsecondary school or employment.

Integration of vocational and academic learning. These demonstrations helped projects develop, implement, and operate programs using models of curricula that integrate vocational and academic learning. Projects were encouraged to (1) demonstrate strong ties with state’s school-to-work activities through the integration of academic and vocational skills at work-based learning sites; (2) demonstrate strong ties with the business and industry skill standards projects; (3) include both vocational and academic faculty and employers in the design of integrated curricula and courses that are targeted at the secondary and postsecondary levels of instruction ; (4) get the educational community and employers involved in providing in-service training for teachers of vocational education students, and administrators involved in planning, implementing, and operating integrated curricula or programs; (5) disseminate information and materials regarding effective strategies for integrating vocational and academic learning to national audiences; and (6) evaluate programs that integrate vocational and academic learning through the use of experimental and control group samples.

Manufacturing technologies. This demonstration supported a partnership of a university-based research institute and a training center in a two-year postsecondary vocational education institution to demonstrate the integration of technical research with vocational education in manufacturing

technology. The program also supported the development and demonstration of a national training model to overcome skill shortages in the application of new technologies to the manufacturing process within the American machine tool industry.

School-to-Work. The demonstration supported well-established and effective school-to-work transition programs to evaluate why these programs work and to share their success in helping vocational education students learn the advanced skills needed to move from the classroom to productive employment. Grants were awarded for three-year periods, and supported program operations between 1992 and 1996. Projects were also designed to support submission and review for Program Effectiveness Panel (PEP) validation.

IV. Planned Studies

None.

V. Sources of Information

1. Program files.
2. Interim Report: Descriptive, comparative, analysis and evaluation of the business/education skill standards projects (Bethesda, MD: Aguirre International, 1995).
3. Occupational Skill Standards Projects (Washington, DC: U.S. Departments of Education and Labor).
4. Synthesis of conversations with Skill Standards Pilot Projects (Washington, DC: Institute for Educational Leadership).
5. The Integration of Academic and Vocational Education: Lessons from the Field (Washington, DC: U.S. Department of Education, 1996).

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