



Perkins Reauthorization Recommendations

(April 2015)

NAPE's language recommendations for Perkins reauthorization language seeks to simplify the equity language in the Perkins Act and to provide incentives and accountability to close equity gaps in program participation, completion, achievement and transition in career and technical education (CTE) programs of study. These recommendations include references to current law and identify provisions that should be retained, modified and added. In summary, the new provisions include:

Purpose-

- Include the goal of career development that leads to economic self-sufficiency or family sustaining wages.

Definitions-

- Define *equity gaps* as gaps in participation and performance on the core indicators of performance in career and technical education programs of study between student groups based on *gender, race and special population status* as compared to all students served by the eligible agency.
- Include in the definition of high quality career and technical education programs of study as those which provide student support services that lead to closing equity gaps in participation and performance and include guidance and advisement that assists students in exploring nontraditional career options and making informed career choices based on labor market information
- Retain the current definitions for *special populations* and *nontraditional fields*.
- Modify the current definition for support services to include supportive services included in report language from Perkins IV such as transportation, child care, dependent care, tuition, books, and supplies and other services necessary to enable an individual to participate in career and technical education activities.
- Define self-sufficiency or family sustaining wages as those wages which enable households to meet the local costs of their basic needs and build sufficient savings for the future.

Within State Allocation-

- Change the current reserve fund from the basic state grant and allow states the flexibility to use it to incentivize local equity gap closing activities
- Require states to reserve at least \$100,000 of state leadership funds to provide state level professional development and technical assistance to help LEAs close equity gaps

Accountability-

- Continue to require accountability for states and locals to increase the participation and completion of students in programs nontraditional for gender, including women and girls in STEM related programs of study.
- Build into the accountability system the requirement that states and locals conduct an equity gap analysis of the core indicators of performance by program to determine where and with whom to focus program improvement activities to close performance and participation gaps.

- When states or locals are not able to show a closing of their annual reported equity gaps in participation or performance over three years, require that at least 25% of the federal funds under this grant be used to support activities specifically focused on the persistent equity gap and monitored through an annual improvement plan and progress report.

State and Local Reporting-

- Require that all data be reported disaggregated by gender, race and all special population groups
- Require states and locals to report on their equity gap analysis and how funds have been used to improve programs and close equity gaps

National Activities-

- Require that both the *National Research Center for Career and Technical Education* and the *National Assessment of Career and Technical Education* includes studies and analysis of effective strategies for closing equity gaps in CTE, especially for women and girls in nontraditional and STEM related programs of study.

State Administration, Planning and Leadership-

- Require states to conduct an *annual equity gap assessment* of the state accountability performance on each of the core indicators of improvement.
- Require states to include in their state plan the results of their equity gap assessment and how state administration and leadership funds will be used to provide technical assistance, professional development and incentive funding to close identified equity gaps.
- Require states to provide technical assistance and professional development to locals to assist them in conducting annual equity gap assessments and develop effective policies, practices and programs to close the identified gaps.

Local Plan-

- Require locals to conduct an annual equity gap assessment of student participation and performance on each of the core indicators of improvement and receive professional development on effective practices for closing equity gaps.
- Require locals to include in their local plans the results of their equity gap assessment and how local funds will be used to provide professional development and programs to close identified equity gaps.
- Include in the elements that define high quality implementation of career and technical education programs of study, activities and support services that close equity gaps in participation and on the core indicators of performance.

State and Local Uses of Funds-

- Require states to use state leadership funds to provide technical assistance and professional development to local education agencies to assist them in implementing effective programs for closing equity gaps.
- Include pre-service education for career and technical education teachers that includes pedagogy and best practices for closing equity gaps.
- Require locals to use funds to implement programs of study in high demand fields that lead to economic self-sufficiency, provide student support services and educator professional development to close equity gaps.