



Perkins Reauthorization 2005: Examining Gender Equity Provisions in Current House and Senate Proposals

CURRENT LAW	HOUSE BILL – H.R. 366	SENATE BILL – S. 250
DEFINITIONS		
Defines 'displaced homemaker.'	Defines 'displaced homemaker.'	Defines 'displaced homemaker.'
Defines 'nontraditional training and employment.'	Defines 'nontraditional fields.'	Defines 'nontraditional fields.'
Defines 'special populations,' includes: <ul style="list-style-type: none"> ▪ Displaced homemakers; ▪ Single parents and single pregnant women; ▪ Individuals preparing for nontraditional training and employment. 	Defines 'special populations,' includes: <ul style="list-style-type: none"> ▪ Displaced homemakers; ▪ Single parents and single pregnant women; ▪ Individuals preparing for nontraditional fields. 	Defines 'special populations,' includes: <ul style="list-style-type: none"> ▪ Displaced homemakers; ▪ Single parents and single pregnant women; ▪ Individuals preparing for nontraditional fields.
Defines 'support services' as curriculum and equipment modification, etc.	Defines 'supportive services' to include transportation, child care, dependent care and needs-based payments.	Defines 'support services' to include work supports.
		Defines 'self-sufficiency.'
		Defines 'graduation and career plan' as including relevant information on high skill, high wage, or high demand occupations and nontraditional fields.
AUTHORIZATION OF APPROPRIATIONS		
Such sums as may be necessary for FY 1999-2003.	\$1.307 billion for FY 2005 and such sums as may be necessary for FY 2006-2010.	Such sums as may be necessary for FY 2005-2010.
WITHIN STATE ALLOCATION		
≥ 85% - to the local level. 10% - Reserve.	≥ 88% - to the local level. 10% - Reserve.	≥ 85% - to the local level. 10% - Reserve.
≤ 10% - State Leadership activities. \$60,000-150,000 for NTO.	≤ 10% - State Leadership activities. \$60,000-150,000 for NTO.	≤ 15% - State Leadership activities. Not less than \$60,000 for NTO.
5% - administration of State Plan.	≤ 2% - Administration of State Plan.	Administration of State Plan.
ACCOUNTABILITY		
4 'core indicators of performance' for secondary and post secondary students.	4 'core indicators of performance' for secondary students—	5 'core indicators of performance' for secondary students—

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<p>4th core indicator measures students’ participation in and completion of CTE programs that lead to nontraditional training and employment.</p> <p>States required to submit report to ED regarding progress and performance of CTE students and programs. No disaggregation of data required.</p>	<p>4th core indicator measures students’ participation in and completion of CTE programs that lead to nontraditional fields.</p> <p>4 ‘core indicators of performance’ for postsecondary students—</p> <p>4th core indicator measures students’ participation in and completion of CTE programs in nontraditional fields.</p> <p>States required to submit report to ED regarding progress and performance of special populations students Disaggregation of data required by special populations, race, ethnicity, gender, disability status, migrant status, English proficiency, and status as economically disadvantaged.</p>	<p>5th core indicator measures students’ participation in and completion of CTE programs that lead to employment in nontraditional fields.</p> <p>6 ‘core indicators of performance’ for postsecondary students—</p> <p>4th core indicator measures students’ participation in and completion of CTE programs that lead to employment in nontraditional fields.</p> <p>States required to submit report to ED regarding progress and performance of CTE students and programs. Disaggregation of data required by special populations, race, ethnicity, gender, disability status, migrant status, English proficiency, and status as economically disadvantaged.</p>
NATIONAL ACTIVITIES		
<p>ED required to report to Congress on the effectiveness of CTE programs, including an analysis of special populations performance data.</p> <p>Creates incentive grant program for states. A state’s progress in assisting special populations participation in CTE programs receives special consideration.</p>	<p>ED required to report to Congress on the effectiveness of CTE programs, including an analysis of special populations performance data.</p> <p>Creates incentive grant program for states. A state’s progress in assisting special populations participation in CTE programs receives special consideration.</p>	<p>ED required to report to Congress on the effectiveness of CTE programs, including an analysis of performance data disaggregated by special populations, race, ethnicity, gender, disability status, migrant status, English proficiency, and status as economically disadvantaged.</p> <p>NAVE report required to analyze how CTE programs prepare special populations for high skill, high wage occupations or postsecondary education.</p> <p>National Research Center required to conduct research on special populations.</p>
OCCUPATIONAL AND EMPLOYMENT INFORMATION		
<p>Grants funds to states to:</p> <ul style="list-style-type: none"> ▪ distribute career guidance and academic 	<p>Grants funds to states to:</p> <ul style="list-style-type: none"> ▪ support career guidance and academic counseling 	<p>Grants funds to states to</p> <ul style="list-style-type: none"> ▪ distribute career guidance and academic

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counseling information to students, parents, teachers, administrators, and counselors;

- help teachers, administrators and counselors in assisting students with career exploration, etc.

information regarding preparations for high skill, high wage occupations.

counseling information regarding high skill, high wage, high demand and nontraditional fields to students, parents, teachers, administrators, and counselors;

- help teachers, administrators and counselors in assisting students with career exploration, etc., in particular special populations underrepresented in certain careers;
- tailor resources and training with an emphasis on high skill, high wage, or high demand occupations.

STATE ADMINISTRATION

States required to evaluate nontraditional training.

States required to evaluate preparation for nontraditional fields.

States required to evaluate training in nontraditional fields.

STATE PLAN

States required to consult with representatives of special populations in the development of the state plan.

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Contents include a description of how the state will:

- prepare members of special populations for high skill, high wage jobs;
- provide equal access to members of special populations;
- ensure that members of special populations will not be discriminated against;
- report data regarding the performance of special populations;
- promote preparation for nontraditional training and employment.

Contents include a description of how the state will:

- prepare members of special populations for high skill, high wage jobs;
- provide equal access to members of special populations;
- ensure that members of special populations will not be discriminated against;
- report data regarding the performance of special populations;
- promote preparation for nontraditional fields

Contents include a description of how the state will:

- use programs to prepare CTE students including special populations for entry into high skill, high wage or high demand occupations;
- equip teachers and instructors with skills needed to improve instruction for special populations;
- expose all CTE students to comprehensive career and guidance information regarding high skill, high wage, or high demand occupations and nontraditional fields;
- provide equal access to members of special populations;
- ensure that members of special populations will not be discriminated against;
- measure and report data on the performance of secondary and postsecondary students,

<p>Required Uses of Funds:</p> <ul style="list-style-type: none"> ▪ Assess how the needs of special populations are being met; ▪ Provide preparation for nontraditional training and employment; ▪ Provide support for programs for special populations that lead to high skill, high wage careers. <p>Permissible Uses of Funds:</p> <ul style="list-style-type: none"> ▪ Support to increase the participation of special populations students in student organizations. 	
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disaggregated by special populations, race, ethnicity, gender, disability status, migrant status, English proficiency, and status as economically disadvantaged;

- promote preparation for high skill, high wage, or high demand occupations and nontraditional fields.

<p>Required Uses of Funds:</p> <ul style="list-style-type: none"> ▪ Assess how the needs of special populations are being met; ▪ Provide preparation for nontraditional fields, and high skill, high wage jobs; ▪ Provide support for programs for special populations that lead to high skill, high wage or high demand occupations. <p>Permissible Uses of Funds:</p> <ul style="list-style-type: none"> ▪ Support to increase the participation of special populations students in student organizations. ▪ Adopting, calculating or commissioning a self-sufficiency standard. 	
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LOCAL PLAN

<p>Contents include a description of how the eligible recipient will:</p> <ul style="list-style-type: none"> ▪ Involve various CTE stakeholders, including representative of special populations, in the development, implementation and evaluation of the law; ▪ Develop strategies that reduce barriers and increase access to programs for special populations; ▪ Ensure that members of special populations will not be discriminated against; ▪ Promote preparation for nontraditional training 	
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and employment.

- and employment;
- Provide activities to prepare special populations, including single parents and displaced homemakers, for high skill, high wage occupations that will lead to self-sufficiency.

- Provide programs designed to prepare special populations for high skill, high wage or high demand occupations, including those that lead to self-sufficiency.

LOCAL USES OF FUNDS

Required Uses of Funds:

- Assess how the needs of special populations are being met.
- Permissive Uses of Funds:
- Provide programs for special populations;
 - Support nontraditional training and employment activities;
 - Mentoring and support services.

Required Uses of Funds:

- Assess how the needs of special populations are being met;
- Provide activities to prepare special populations, including single parents and displaced homemakers, for high skill, high wage occupations that will lead to self-sufficiency.

Permissive Uses of Funds:

- Provide programs for special populations;
- Support nontraditional training and employment activities;
- Information and referrals to supportive services.

Required Uses of Funds:

- Assess how the needs of special populations are being met;
- Provide activities to prepare special populations, including single parents and displaced homemakers, for high skill, high wage or high demand occupations, including those that lead to self-sufficiency.

Permissive Uses of Funds:

- Provide programs for special populations;
- Support nontraditional training and employment activities;
- Mentoring and support services.

TECH-PREP EDUCATION

Title II of Perkins.

Separate title repealed; tech-prep program retained and funding protected under “hold harmless” provision.

Retained as Part D of Title I of Perkins.