



## Equity and Accountability in the Perkins Act

### “You Measure What You Treasure”

Why include accountability provisions in the Perkins Act that address issues of access and inclusion?

- Career and technical education (CTE) at the secondary and postsecondary level is the pathway for many students to employment and economic self-sufficiency.
- By the year 2042 the U.S. population will become majority non-white – ensuring that students of color participate in CTE will be critical to the nation’s economic growth.<sup>1</sup>
- Business continues to identify a workforce shortage in STEM where women and individuals of color are underrepresented potentially constraining innovation and productivity.
- Men are underrepresented in CTE programs leading to health care fields (20%) during a time when these careers are growing and there is a projected workforce shortage<sup>2</sup>.
- Women are underrepresented in CTE programs leading to high wage careers in STEM, including: information technology (26%); manufacturing (12%); architecture and construction (14%); transportation, distribution and logistics (10%) and STEM (27%)<sup>3</sup>.

Addressing these identified gaps is critical to the future economic security and growth of the United States. Ensuring that CTE is responsive to closing these gaps requires that we measure and hold ourselves accountable for making progress.

Recommendations to address accountability for equity in Perkins Reauthorization:

- Continue to require accountability for states and locals to increase the participation and completion of students in programs nontraditional for their gender
- Build into the accountability system the requirement that states and locals conduct a gap analysis of all the core indicators of performance to determine where to focus program improvement activities to close achievement and participation gaps of student groups based on race, gender and special population status as compared to all students.
- Require states and locals to include in their state and local plans the results of their gap analysis and needs assessment and how state administration and leadership funds and local funds will be used to provide technical assistance, professional development and incentive funding to close identified gaps.
- Require states to provide technical assistance and professional development to locals to assist them in conducting annual participation and achievement gap analysis and needs assessment and develop effective policies, practices and programs to close the identified gaps.
- When states or locals are not able to show a closing of their annual reported gaps in participation or achievement 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 gaps and monitored through an annual improvement plan and progress report.
- Require that all data be reported disaggregated by gender, race and each of the special population groups.

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<sup>1</sup> U.S. Census Bureau

<sup>2</sup> Data from the U.S. Department of Education, Office of Career and Adult Education from the State Consolidated Annual Reports

<sup>3</sup> Same as Footnote 1 . Data not available disaggregated by race or socio-economic status.