

Senator Hirono's Equity in Career and Technical Education Act (ECTEA)

Supported by the National Alliance for Partnerships in Equity (NAPE), a consortium of state CTE equity coordinators, colleges, agencies, and nonprofits. Check your state's members [here](#).

Background: The Carl D. Perkins Act, last reauthorized in 2006, is the main law addressing career and technical education (CTE) in the United States. It represents the largest federal investment in secondary education and one of the largest sources of federal institutional support for community colleges. The Perkins Act provides funding and strengthens CTE programs in all 50 states and territories, ensuring that programs are rigorous and that academic and technical content is linked across secondary and postsecondary education.

The Problem: There is presently a large gap in who has access to skill-building education and training for high-wage and high-demand jobs of the future, particularly in science, technology, engineering, and mathematics (STEM) fields. Strengthening the enrollment and completion of women, minorities, the disabled, the economically disadvantaged, single parents, displaced homemakers, individuals pursuing nontraditional careers, and English language learners in CTE courses is key for furthering diversity and equity in education.

How Sen. Hirono's ECTEA Will Help:

- **Strengthens equity provisions** in the Carl V. Perkins Act of 2006 for women, racial and ethnic groups, the disabled, the economically disadvantaged, single parents, displaced homemakers, individuals pursuing nontraditional careers, and English language learners.
- Requires states and local educational agencies (LEAs) to conduct an **annual equity gap assessment** on each of the core indicators of performance by program. This analysis can help determine where to focus resources to close performance and participation gaps.
- Require states to **reserve more state leadership funds** to provide state level professional development and technical assistance to help LEAs close equity gaps.
- Requires that state and local data be reported **disaggregated by gender, race, and special populations**.
- **Requires that states and LEAs conduct equity gap assessments and make a plan** to use funds to close identified equity gaps.
- Provides **technical assistance and professional development** to LEAs and schools to assist them in conducting annual equity gap assessments and closing identified gaps.
- Includes **pre-service education** for career and technical education teachers that includes pedagogy and best practices for closing equity gaps.
- Publicizes **studies and analysis of effective strategies** for closing equity gaps.