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ABSTRACT

This issue paper provides vocational educators with a comparison of the 1998 Carl D. Perkins Vocational and Applied Technology Education Act regarding gender equity and the 1990 act of the same name. It includes a four-page chart that compares key gender equity provisions from the 1990 act with the 1998 act that are most critical to local school districts. In addition, it outlines implications for vocational educators as they develop their local plans to serve single parents, displaced homemakers, and individuals entering nontraditional training and employment. Finally, it discusses the programs and services offered throughout the past 8 years of funding from these acts. Student participation and outcomes, resources available, and materials developed are highlighted. (KC)

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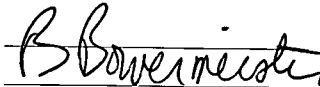
Equity Issues

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Gender Equity and the New Perkins Act: Implications for Vocational Educators

The Carl D. Perkins Vocational and Applied Technology Education Amendments of 1998 go into effect July 1, 1999, reauthorizing vocational and technical education programs through 2003. The legislation's intent is to improve vocational and technical education by strengthening academics, broadening vocational opportunities for students, sending more money to the local level, and increasing flexibility for state and local program needs. It allows states to continue the vital work they are doing to support gender equity, single parents, and displaced homemakers.

However, the 10.5% set-aside for equity and single parent grants have been eliminated under the new legislation. While there will still be an emphasis on serving single parents (including single pregnant women), displaced homemakers and individuals entering nontraditional employment and training under the new legislation, most of the responsibility for serving these special populations will be placed at the local level. Local districts will need to make many decisions in the next several months regarding how they will serve these targeted populations. In addition, initiatives to increase the numbers of students enrolled in nontraditional training programs will be held more accountable in regard to performance and outcomes.

Effects on Current Programs and Initiatives

Historically, Ohio has used the Perkins set-aside to provide grant funding for programs and initiatives that were designed to reduce sex bias and stereotyping, increase the numbers of secondary and adult students enrolled in nontraditional vocational training programs, and assist single parents and displaced homemakers in making the transition from

homemaking to economic self-sufficiency. These grants included Nontraditional Education for Teens/Work (NETWork), Displaced Homemakers, Ventures in Business Ownership (VBO), Orientation to Nontraditional Occupations for Women (ONOW), Comprehensive Support Services (CSS), Building an Equitable School-to-Work System, Equity/Tech Prep, Promoting Access to Technical Education (PATE), and Technical Assistance Grants (TAG). With the elimination of the Perkins set-aside, it will be up to the local Vocational Education Planning Districts (VEPDs) to decide how to support existing programs and how to address the requirements of the 1998 Perkins Act.

During FY00, some carry-over dollars may be used to help ease the transition from the old Perkins Act to the new Act. VEPDs also have the ability to access alternative funds such as Temporary Assistance to Needy Families (TANF) and Workforce Investment Act (WIA) dollars from county departments of Human Services and Employment Services. Partnering with local agencies can reduce duplication of effort and use existing resources more effectively. For examples of effective partnerships already in place, contact the Vocational Sex Equity office for more information.

The purpose of this issue paper is to provide vocational educators with a clear understanding of the 1998 Perkins Act regarding gender equity as it compares to the 1990 Perkins Act. The chart on pages 2-5 compares key gender equity provisions from the Perkins Act of 1990 with the Perkins Act of 1998 that are most critical to local school districts. In addition, it outlines implications for vocational educators as they develop their local plans to serve single parents, displaced homemakers, and individuals entering nontraditional training and employment. Finally, it discusses the programs and services offered throughout the past eight years of Perkins funding. Student participation and outcomes, resources available, and materials developed are highlighted. Local school districts can continue to use many of the materials and resources as they serve single parents, displaced homemakers, and individuals entering nontraditional training and employment.

**TABLE 1. COMPARISON OF THE CARL D. PERKINS VOCATIONAL AND APPLIED TECHNOLOGY EDUCATION ACT OF 1990 AND THE CARL D. PERKINS VOCATIONAL AND APPLIED TECHNOLOGY EDUCATION ACT OF 1998
GENDER EQUITY PROVISIONS**

Topic	Carl D. Perkins Applied Technology Education Act of 1990	Carl D. Perkins Applied Technology Education Act Amendments of 1998	Implications for Vocational Educators
Basic grant funds	75% of the basic grant to be sent directly to the locals by allocation	85% of the basic grant to be sent to the locals by allocation	VEPDs will receive 10% more funding than in the past.
Reserve of basic grant funds	<p>10.5% for single parent/displaced homemaker/single pregnant women and sex equity programs</p> <p>No comparable provision for similar purposes</p>	<p>States will be able to reserve up to 10% of the 85% to award grants to eligible recipients for local vocational and technical education activities in:</p> <ul style="list-style-type: none"> • rural areas. • areas with high percentages of vocational education students. • areas with high numbers of vocational education students. • communities negatively impacted by the changes being made in the secondary school funding formula. <p>If States choose to reserve any funds under this provision, the State must distribute funds based on at least 2 of the 4 categories.</p>	<p>There will be no more grant funding for sp/dh/spw and sex equity programs and initiatives such as CSS, Displaced Homemaker, GOALS, ONOW, Ventures in Business Ownership, Equity in School-to-Work Grants, and Tech-Prep Equity Grants. The extra 10% that VEPDs will receive may not make up for the equity/single parent grant dollars that VEPDs were awarded in the past. VEPDs are now required to address very specific needs of these special populations without state grant funding, but within their 85% funding.</p>
Core indicators of performance	<p>State board shall develop system of core standards and measures of performance for secondary and postsecondary programs that includes:</p> <ul style="list-style-type: none"> • measures of learning and competency gains, including student progress in achievement of basic and advanced academic skills • 2 or more measures of performance, which shall include only <ol style="list-style-type: none"> a) competency attainment 	<p>State board, with input from local recipients, shall identify in the State plan core indicators of performance that include, at a minimum, measures of each of the following:</p> <ul style="list-style-type: none"> • student attainment of challenging State-established academic, and vocational and technical, skill proficiencies. • student attainment of a secondary school diploma or its recognized equivalent, a proficiency credential in conjunction with a secondary school diploma, or a postsecondary degree or credential. 	<p>States will move from funding programs and services through grants to holding VEPDs accountable without special grant funding. Accountability will become more outcome-oriented and specific rather than process-oriented. Collecting just enrollment and completion data will no longer suffice. More outcome measures will be required. Specific outcome goals, data, and assessment will be necessary for serving the special populations, including their participation in and completion of vocational and technical education programs that lead to nontraditional training and employment.</p>

Comparison of 1990 and 1998 Perkins Act (continued)

Topic	Carl D. Perkins Applied Technology Education Act of 1990	Carl D. Perkins Applied Technology Education Act Amendments of 1998	Implications for Vocational Educators
Core indicators of performance (continued)	<ul style="list-style-type: none"> b) job or work skill attainment or enhancement, including progress in achieving occupational skills c) retention in school or completion of secondary school or its equivalent d) placement into additional training or education, military service, or employment <ul style="list-style-type: none"> • incentives or adjustments that are designed to encourage service to targeted groups or special populations 	<ul style="list-style-type: none"> • placement in, retention in, and completion of, postsecondary education or advanced training, placement in military service, or placement or retention in employment. • student participation in and completion of vocational and technical education programs that lead to nontraditional training and employment. <p>State may identify additional performance indicators in its State plan.</p> <p>Previously identified State performance measures that meet the requirements of the Act may be used.</p>	
Funds for single parents, displaced homemakers, single pregnant women (sp/dh/spw) programs at the local level	<p>7-7.5% for programs for single parents, displaced homemakers, and single pregnant women</p>	<p>Locals are required in their local plans to describe how they will</p> <ul style="list-style-type: none"> • involve sp/dh/spw in the implementation and evaluation of vocational and technical education programs. • identify and adopt strategies to overcome barriers that result in lowering rates of access to or lowering success in the programs for sp/dh/spw. • provide programs that are designed to enable sp/dh/spw to meet the State adjusted levels of performance. • ensure that sp/dh/spw will not be discriminated against. <p>Locals are required to develop and implement evaluations of the vocational and technical education programs, including an assessment of how the needs of sp/dh/spw are being met.</p> <p>Locals may use funds to provide programs for sp/dh/spw.</p> <p>The 10% reserve funds awarded to eligible recipients in the targeted geographic areas may be used to provide programs for sp/dh/spw.</p>	<p>VEPDs will be more accountable in how they serve sp/dh/spw. Specific actions for recruitment, retention, and completion must be documented. Locals can use their 85% funds to support programs for these populations. However, their funds will probably not cover program costs. For districts that currently operate grant-funded equity/single parent programs, secondary and adult unit funding may be available to fund these programs. Most likely, the unit funds will cover less than the true cost of the program. Therefore, collaboration with other agencies in program delivery and services is necessary. In essence, there is more accountability, more flexibility in using funds, and less designated funding for sp/dh/spw.</p>

Comparison of 1990 and 1998 Perkins Act (continued)

Topic	Carl D. Perkins Applied Technology Education Act of 1990	Carl D. Perkins Applied Technology Education Act Amendments of 1998	Implications for Vocational Educators
<p>Funds for sex equity programs at the local level</p>	<p>3-3.5% for sex equity programs</p>	<p>Locals are required in their local plans to describe how they will</p> <ul style="list-style-type: none"> • involve individuals preparing for nontraditional training and employment in the implementation and evaluation of vocational and technical education programs. • identify and adopt strategies to overcome barriers that result in lowering rates of access to or lowering success in the programs for individuals preparing for nontraditional training and employment. • provide programs that are designed to enable individuals preparing for nontraditional training and employment to meet the State adjusted levels of performance. • ensure that individuals preparing for nontraditional training and employment will not be discriminated against. <p>Funds will be used to promote preparation for nontraditional training and employment.</p> <p>Locals are required to develop and implement evaluations of the vocational and technical education programs, including an assessment of how the needs of individuals preparing for nontraditional training and employment are being met.</p> <p>Locals may use funds to provide programs for individuals preparing for nontraditional training and employment.</p> <p>Locals may use funds to support nontraditional training and employment.</p>	<p>VEPDs will be more accountable in how they serve individuals preparing for nontraditional training and employment. Specific actions for recruitment, retention, and completion must be documented. Locals can use their 85% funds to support programs for these populations. However, their funds will probably not cover program costs. For districts that currently operate grant-funded equity/single parent programs, secondary and adult unit funding may be available to fund these programs. Most likely, the unit funds will cover less than the true cost of the program. Therefore, collaboration with other agencies in program delivery and services is necessary. In essence, there is more accountability, more flexibility in using funds, and less designated funding for individuals preparing for nontraditional training and employment.</p>

Comparison of 1990 and 1998 Perkins Act (continued)

Topic	Carl D. Perkins Applied Technology Education Act of 1990	Carl D. Perkins Applied Technology Education Act Amendments of 1998	Implications for Vocational Educators
Funds for sex equity programs at the local level (continued)		<p>The 10% reserve funds awarded to eligible recipients in the targeted geographic areas may be used to provide programs for individuals preparing for nontraditional employment.</p> <p>Of the State leadership funds, not less than \$60,000 and not more than \$150,000 shall be available for services that prepare individuals for nontraditional training and employment.</p>	
State sex equity administrator	<p>5% for state administration of which \$60,000 is to be used for a full-time individual to fulfill the (b)(1)(A)-(L) requirements of Sec. 111 State Administration</p>	<p>The responsibilities of the State Sex Equity Administrator are integrated in State Administration and State Leadership.</p>	<p>No one person will be responsible for sex equity issues. Instead, the entire state vocational staff will have responsibility for ensuring that equity issues are addressed.</p>
State sex equity administrators responsibilities	<p>Administering the program of vocational education for single parents and homemakers and sex equity programs</p>	<p>The state must administer the \$60,000-\$150,000 for services that prepare individuals for nontraditional training AND any additional state leadership funds it will use to fulfill the mandated requirements for</p> <ul style="list-style-type: none"> • providing preparation for nontraditional training and employment. • support for programs for sp/dh/spw to meet or exceed State adjusted levels of performance, prepare for future learning and that lead to high skill, high wage careers. • support for programs for individuals pursuing nontraditional training and employment to meet or exceed State adjusted levels of performance, prepare for future learning and that lead to high skill, high wage careers. <p>The State must administer the reserve funds awarded to eligible recipients in the targeted geographic areas. These funds may be used for programs for sp/dp/spw and individuals pursuing nontraditional training and employment.</p>	<p>This area is currently under consideration.</p>

Programs and Outcomes

For the past nine (FY90-98) years, Ohio Vocational Sex Equity Grants and VEPDs have provided many programs and services to adult and secondary students. Displaced homemakers, single-parents, and single pregnant women have received training to become economically self-sufficient. Over 131,330 nontraditional students (FY 90-97) have received training and support to lead them to employment in their industry area. This includes both males and females enrolled in nontraditional job training programs at secondary and adult levels. Table 2 indicates the number of the students served in various vocational sex-equity programs conducted since 1990 and the outcome of the students' participation. Educators and administrators have also received training, support, and resources to work with these populations and to provide the necessary programs and services for the students. The Sex Equity Speaker's group and state sex equity staff have inserviced over 33,905 educators on gender equity issues during FY 90-97. The following information highlights critical resources educators have used in reaching and teaching these populations.

Educational Resources Library. The library has a collection of nearly 2,000 items for loan to Ohio's educators. The collection contains books, curriculum guides, posters, reports, and videotapes. Author, title, and subject searches are available on site for use by patrons. Major subject headings include: Career Education; Communication and Language; Counseling and Guidance; Culturally Diverse Populations; Disability Issues, Health, Domestic Violence, and Sexual Abuse; Laws and Legal Issues; Mathematics; Nontraditional Occupations; Physical Education; Poverty and Low-Income Females; Science and Technology; Sex-Fair Education; Sexual Harassment; Single Parents and Displaced Homemakers; Teenage Pregnancy and At-Risk Females; Television/Media; Women's History; and Working Women and Men.

Currently, an annotated bibliography of the library's nearly 400 videotapes is being compiled by Ohio State University graduate students. The bibliography reviews each video's purpose, content, strengths, and limitations. Each video is assessed for its appropriateness for classroom use.

The Educational Resources Library Catalog can also be found on the Ohio Department of Education's web page. The address is: www.ode.ohio.gov/www/equity/resource.htm

To borrow materials from the library, contact:

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800-848-4815, extension 2-6991
614-292-6991
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Gender Equity Competencies. The Ohio Department of Education, Division of Vocational and Career Education and The Ohio State University Department of Home Economics Education worked together to develop a competency-based curriculum on gender-equity issues. Through a review of literature, 130 competencies were identified as essential to the development of gender bias-free individuals. National gender equity experts validated the importance of the competencies. Then Ohio teachers validated the competencies to establish grade level appropriateness: Prekindergarten and Kindergarten, Grades 1-3, Grades 4-5, Grades 6-8, Grades 9-12, and Adult/Post Secondary Vocational Education. Of the 130 competencies, 69 competencies were validated as essential to the development of gender bias-free individuals. Nine of the 69 competencies were identified as common to at least four of the six grade levels designated in the study; these were designated core competencies. Competencies specific to each identified grade level were also established.

Secondary Teaching Modules: Developing Gender Equity (GEMs). These teaching modules for secondary students help teachers integrate gender-equity concepts into subject matter. The modules are based on 19 validated gender equity competencies that were clustered into 11 topics. Developed by The Ohio State University, each module includes competency lists, classroom activities and handouts, teaching strategies, and assessment instruments. Modules include:

- Ability to Learn
- Attitudes about Women and Men
- Decision Making
- Educational Achievement
- Freely Associating with Both Females and Males
- Non-stereotypical Roles
- Personal Responsibility and Good Work Habits
- Problem Solving
- Balancing Paid and Family Work Responsibilities
- Selection of Careers/Jobs: Gender Roles, Stereotypes, and Biases
- Self Concept

TABLE 2. Programs Conducted with the 1990 Perkins Set-aside Funding, FY 1990-98

Programs	Total Number of Students Served	Outcomes
Orientation to Nontraditional Occupations for Women (ONOW)	5,309	91% placed into nontraditional employment/training
Nontraditional Education for Teens/Work (NETWork)	808	77% of the completers enrolled in vocational education after completing the program
Displaced Homemaker	16,231	80% became employed, enrolled in further training, or received a GED
Graduation, Occupation, and Living Skills (GOALS)	4,417	87% enrolled in ABE/GED, vocational training, or became employed
Comprehensive Support Services—Adult	13,548	81% enrolled in occupational training programs
Comprehensive Support Services—Secondary	4,499	85% graduated from high school, promoted to the next grade, and/or completed the vocational program in which they were enrolled
Ventures in Business Ownership (VBO)	1,739	84% developed a business plan, started a business, increased personal income, and/or became self-sufficient

Modules may be ordered by calling the Vocational Instructional Materials Laboratory (VIML) at 614-292-4277 or 800-848-4815.

Gender Equity Newsletters and Issue Papers. Four newsletters and two issue papers have been published annually since 1990. Each publication was distributed to an average of 10,000 vocational teachers and administrators in Ohio and to State Sex Equity Coordinators and other interested professionals throughout the nation. As of Fall 1994, the newsletter, *Equity Exchange*, provided information on current issues, teaching tips for teachers, internet addresses for equity-related web sites, and a host of topics and strategies to aid teachers in working with nontraditional students and gender-equity issues. Also since Fall 1994, the fall and spring issues papers, *Equity Issues*, have covered critical gender-equity issues such as sexual harassment, gender-based violence, math, science, and technology issues, gender and employment, gender and family, and gender-equity issues related to School-to-Work and Career Pathways. Reprints of almost all newsletters and issue papers are still available through Vocational Sex Equity at 614-644-6238.

Nontraditional Employment for Women (NEW) Act Grant. The Ohio Department of Education, Division of Vocational and Adult Education, and the Ohio Bureau of Employment Services, Job Training Partnership Administration, jointly administered a statewide implementation grant from the U.S. Dept. of Labor, Women's Bureau. The grant's

intent was that all females served through the OBES, JTPA, Vocational Education, and Human Services systems would receive information on nontraditional career options and support services to enter and succeed in nontraditional careers. ODE and OBES developed and implemented a series of nontraditional career hands-on workshops for all local agency staff who were in a position to work directly with female clients. JTPA Service Delivery Areas (SDAs) received mini-grants to implement their own customized nontraditional activities for their female clients. Activities included nontraditional conferences, marketing activities, and joint ventures with nontraditional employers to increase the number of females entering specific fields.

Other Programs and Services. Space limits discussion of all programs and services provided through the 1990 Perkins funds. Many educators and students have benefited through the following grants, projects, programs, and activities.

- STW/Equity Grant
- Equity and Excellence Grant
- Promoting Access to Technical Education (PATE) Grants
- Sexual Harassment Poster Series
- Nontraditional Education and Training (NEAT) Grant
- Nontraditional Hands-On Workshops
- Equity Performance Standards
- Family and Career Transitions (FACT) Curriculum
- Orientation to Nontraditional Occupations for Women (ONOW) Curriculum



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Even though the set-aside has been eliminated in the 1998 Perkins funding, administrators and educators are still responsible for serving displaced homemakers, single parents, and single pregnant women. Efforts to increase the numbers of students enrolled in high-wage nontraditional training and employment programs are still mandated. More funds will be available at the local level to address these needs. However, collaboration with other state and local agencies is necessary to serve these populations. Much progress has been made in addressing gender-equity issues in the past eight years, but more work is needed. Armed with this information and a strong gender-equity program in place from the past eight years, administrators and educators can continue the vital work they are doing to support gender equity.

For more information about implications of the 1998 Perkins Act in regard to gender equity, contact Connie Blair, Vocational Gender Equity Supervisor, at 614-644-6238 or Sheila Thompson, ONOW State Supervisor, at 614-644-6830. They can also be reached at Division of Vocational and Adult Education, Department of Education, 65 S. Front St., Columbus, OH 43215-4183.

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