OBAMA-BIDEN TRANSITION PROJECT

THIS DOCUMENT WAS PRODUCED BY AN OUTSIDE PARTY AND SUBMITTED TO THE OBAMA-BIDEN TRANSITION PROJECT.

Women, Work and Family

Strategies for the Administration

A Briefing to the Transition Team of the President Elect

December 17, 2008

The Role of Education in Supporting Women, Work and Family

Ensure that women have access to high quality education and job training for careers that pay a self-sufficiency wage and good benefits and increase women's access to those high wage/high demand jobs where women represent less than 25% of the workforce (nontraditional occupations).

Career and Technical Education

- Office of Vocational and Adult Education Staff
  - Appoint an Assistant Secretary of the Office of Vocational and Adult Education and other appointees who have experience in career and technical education and a track record of supporting programs at the local, state and national level that support educational equity for women and girls. This agency needs a leader who will reinvent career and technical education to meet the needs of an increasingly diverse 21st Century workforce.
- Perkins IV Accountability
  - Enforce the accountability provisions in Perkins IV, particularly the measures to increase the participation and completion of underrepresented gender students in nontraditional career and technical education programs. This includes the review of states reported accountability data and implementation of the improvement planning and sanctions provisions in Perkins IV.
  - Require all states to collect and report Perkins IV mandated disaggregated data requirements for gender, race/ethnicity and special populations. Support this effort by implementing federal policy that supports data sharing across agencies (i.e. UI wage data for placement measures and clarification of FERPA for educational accountability) at the national and state level.
- OVAE Technical Assistance to States
  - Implement effective monitoring techniques and tools that hold states accountable for providing programs and services that lead to increased success of special population students, including students pursuing nontraditional careers, single parents and displaced homemakers.
  - Fund technical assistance to state and local education agencies on implementing effective programs to increase gender equity in career and technical education
- Program and Policy Implementation
  - Appoint an individual to serve as the equity liason for the Office of Vocational and Adult Education to work with national, state and local groups to review programs and policy and recommend action.

THIS DOCUMENT WAS PRODUCED BY AN OUTSIDE PARTY AND SUBMITTED TO THE OBAMA-BIDEN TRANSITION PROJECT.

- Release guidance to states about the administrations concern regarding the lack of participation of women in high skill/high wage and nontraditional career preparation programs and the opportunities in the Perkins Act to affect change in this important workforce and economic development effort. Remind states of their role in enforcing the provisions in Perkins that support gender equity in career and technical education and give them guidance to
  - identify an equity coordinator at the state level and integrate the responsibility for ensuring equity in program monitoring, technical assistance and professional development with all state staff.
  - use the full $150,000 set aside of state leadership funds to support programs for students pursuing nontraditional careers
  - use the 10% reserve fund to target funding at the local level to rebuild support service programs for single parents, displaced homemakers and women pursuing nontraditional careers.
  - measure the expenditure of funds and the level of effort at the local level for programs and services for special population students as required in Perkins IV.
  - provide clarification to states and locals that Perkins funds can be used to provide support services such as child care, transportation, tutoring, financial aid and more.
  - Release guidance to states allowing education and job training as eligible work activities for up to two years for TANF recipients
- Research
  - Give explicit direction in the contract to the National Research Center on Career and Technical Education to conduct research on best practices for increasing the engagement of women and girls in high skill/high wage and nontraditional career preparation programs as required in Perkins IV.

Workforce Development

- Hasten Congress' reauthorization of the Workforce Investment Act (WIA) with stipulations that help low-income women access WIA services. Such stipulations include:
  - Requiring localities to describe how they will fund and provide unrestricted access to critical support services such as child care and transportation
  - Eliminating the "sequence of services" requirement (which requires individuals to access WIA services in a particular order)
  - Improving data collection and amending WIA performance measures to eliminate disincentives against serving less-skilled participants, such as TANF recipients
  - Requiring localities to spend a certain percentage of funds on training women for nontraditional careers
- Make sure that all innovative workforce development strategies, such as sector projects, actively promote gender equity as an outcome goal.
- Recruitment, training, job placement and support, and evaluation components should be gender-responsive
- Include training funds, incentives and targets for hiring and promoting women in any economic stimulus package. It is recommended that funds for job training program

THIS DOCUMENT WAS PRODUCED BY AN OUTSIDE PARTY AND SUBMITTED TO THE OBAMA-BIDEN TRANSITION PROJECT.

development and access be administered by the Department of Labor and provided to organizations with a successful track record in implementing programs of this kind.

Higher Education

- The 2008 Higher Education Opportunity Act authorized innovative programs that would help nontraditional (e.g. parenting or part-time) students achieve success in higher education. These should be fully funded:
  - Student Success Grants
  - Performance-based Scholarships ("Pilot Program to Increase Persistence and Success in Community Colleges")
- The HEOA also authorized grants for innovative partnerships between higher education institutions and employers, which should be fully funded AND in which gender-responsive components should be supported:
  - "Business Workforce Partnerships for Job Skill Training in High-Growth Occupations or Industries"
  - "Grants to Create Bridges from Jobs to Careers"
- Support the expansion of the Pell grant to include part time returning students

Monitor and act to remedy education discrimination particularly in career and technical education where sex-segregation continues to exist.

Office of Civil Rights

- OCR monitoring of Title IX
  - Have OCR become an agency of action rather than reaction by investigating and enforcing Title IX as it applies to education programs. Part of OCR's investigations should focus on the continuing sex segregation of career and technical education
  - Have OCR develop a public awareness campaign about the relevance of Title IX to education programs. The public is primarily aware of Title IX's application to athletics.
- OCR enforcement of Title IX
  - Have OCR respond to pending requests for investigation of Title IX infractions immediately and respond quickly to any new complaints.

Reopen and support interagency collaboration where common missions concerning equity in education and workforce development creates opportunities for leveraging federal resources.

Data Sharing for Accountability

- Remove artificial barriers between agencies for sharing data for accountability purposes across all education and workforce development programs. These barriers have made it impossible to determine the impact these programs are having on women
- Work to clarify FERPA to improve the reliability and stop the underreporting of single parents, displaced homemakers and economically disadvantaged women in education and workforce development data collection systems

Joint Agency Program Development

OBAMA-BIDEN TRANSITION PROJECT

THIS DOCUMENT WAS PRODUCED BY AN OUTSIDE PARTY AND SUBMITTED TO THE OBAMA-BIDEN TRANSITION PROJECT.

- Create an interagency council focused on improving the responsiveness of federal education and workforce development policy and programs to the needs of women.

Rebuild federal support programs that provide a clearinghouse of the national knowledge on research-based strategies for building the capacity of local education agencies and community based organizations to create programs that increase the participation of women and girls in high skill/high wage careers, especially in STEM fields.

Research, Resources and Technical Assistance

- Create a national education and workforce development equity resource center funded to:
    - create a knowledge center of research and resources to help inform the development of quality education and workforce development programs for women preparing for careers that lead to economic self-sufficiency
    - conduct research on best practices that informs future program implementation
    - provide technical assistance to education and workforce development agencies at the state and local level
    - monitors federal policy and program development for equity

Prepared by:
Mimi Lufkin
Chief Executive Officer
National Alliance for Partnerships in Equity
3157 Limestone Road, Suite 202
Cochranville, PA 19330
610-593-8038 phone
610-593-7283 fax
www.napequity.org
www.stemequitypipeline.org