

EQUITY AND ACCESS IN CAREER AND TECHNICAL EDUCATION (CTE) PROGRAMS

January 2021

AGENDA

- Review the shifts in Perkins V related to Special Populations
- Address the significance of equity and access
- Share how data may be used to evaluate progress in improving outcomes for Special Populations
- Describe resources and supports for improving equity and access to Career and Technical Education (CTE) Programs for all students, especially Special Populations

SHIFTS IN PERKINS V

FROM PERKINS IV TO PERKINS V

Perkins V specifies that funds be expended

- "For the recruitment of special populations to enroll in career and technical education programs, which shall be not less than the lesser of— (i) an amount equal to 0.1 percent; or (ii) \$50,000." Sec. (112 (a)(2)(C)(i)(ii))
- To support reduction or elimination of "out-of-pocket expenses for special populations participating in career and technical education, including those participating in dual or concurrent enrollment programs or early college high school programs, and supporting the costs associated with fees, transportation, child care, or mobility challenges for those special populations. (Sec. 135 (b)(5)(S))

Special Population Subgroups expands from six (6) to nine (9)

- Previous subgroups included English Learners, Individuals from Economically Disadvantaged Families, Individuals with Disabilities, Individuals Preparing for Nontraditional Fields, Single Parents, Displaced Homemakers
- **New subgroups** include Homeless, Out of Workforce Individuals, Youth in Foster Care, and Youth with Parents in Active Military. Louisiana's State Plan adds justice involved youth.
- Groups removed include **Displaced Homemakers**

FROM PERKINS IV TO PERKINS V (CONTINUED)

Perkins V requires a Comprehensive Local Needs Assessment which includes evaluation of the performance of special populations to describe progress toward

- Overcoming barriers to access to courses and programs
- Identifying and eliminating gaps in performance to support special populations with meeting local levels of performance
- Providing activities to prepare special populations for engaging with high-skill, high-wage, in-demand occupations

The Local Application, in Perkins V, includes narratives describing, each year, how will address disparities between groups of students and how all students, including Special Populations,

- Will learn about CTE programs and activities
- Will engage in activities to prepare to engage with high-skill, high-wage, in-demand occupations leading to self-sufficiency
- Will prepare for participation in nontraditional fields
- Will have equal access unlimited by status as members of a Special Population

EQUITY AND ACCESS

EQUITY AND ACCESS

There are two primary drivers for the focus on equity and access:

1. Data indicating that workforce needs are evolving exponentially with at least 50% of current workforce needing reskilling by 2025.
2. Methods of Administration

With the passage in 1979 of the “Guidelines for Eliminating Discrimination and Denial of Services on the Basis of Race, Color, National Origin, Sex, and Handicap...” in Vocational Education Programs ([Federal Register, Vol. 44, No. 56](#)), the USDOE began monitoring CTE programs for compliance with these guidelines as well as Title II, Title VI,, Section 504 of Rehabilitation Act of 1973, and Title IX. While the physical focus may appear to be on sections related to access for those with physical disabilities, the references to Title IX and Title VI indicate its broad reference to access and equity.

THE FUTURE IS NOW

For the past twenty years, workforce data depicts a growing demand for technical skills by providing data

- That 65% of today and tomorrow's workforce needs require technical education and training after high school, but not a four-year degree
- That the labor market needs an additional 3.4 million workers with technical skills by **2022**

In its most recent *Future of Jobs Report*, the World Economic Forum's top skills ([What are the top 10 job skills for the future? | World Economic Forum \(weforum.org\)](https://www.weforum.org/publications/future-of-jobs-report-2020)) align just as closely with technical skills as with academic skills and can be grouped into four categories:

- Problem-solving
- Self-management
- Working with people
- Technology use and development

Ensuring that all students have access and equitable opportunities is essential to meeting these needs.

USING DATA TO EVALUATE PROGRESS

DATA DRIVEN DECISIONS

- Louisiana's State Plan requires Perkins funding to align with regional high-skill, high-wage, in-demand workforce needs.
- Additionally, that funding must be aligned to approved Perkins Eligible CTE Programs of Study within the clusters.
- With Perkins V, eligible recipients are required to evaluate CTE programs and activities for size, scope and quality each year. Included in that evaluation is identifying gaps in performance across the program activities and when progress is not made to address those gaps strategically
 - Academic disparities that hinder subgroup access and participation
 - Technical skill attainment disparities that limit subgroup access and participation in high-skill, high-wage, in-demand occupations
 - Equity disparities that reflect limiting opportunities for subgroups

YEARLY EVALUATION OF LEVELS OF PERFORMANCE

Secondary:

1. Four-year graduation rate
2. Academic proficiency in
 - reading/language arts
 - mathematics
 - science
3. Nontraditional programs enrollment
4. Program quality
 - Attained recognized postsecondary credentials
 - Attained postsecondary credits
 - Participation in work-based learning

Postsecondary:

1. Retention and placement
2. Credential, certificate or diploma
3. Nontraditional program enrollment

DISAGGREGATING THE DATA

- Identify subgroups within each Core Indicator and each Level of Performance
- Track rates and disparities, including enrollment, participation, completion, and certificate attainment
- Provide focused strategies to address gaps and disparities, including barriers to access and success
 - Adjustments to policies, programs and local interventions
 - Develop tools and materials to support subgroups
 - Provide targeted professional development
 - Collaborate and Coordinate with system's Office dedicated to equity, such as Division of Equity, Inclusion, and Opportunities
- Evaluate strategies' results

METHODS OF ADMINISTRATION (MOA)

Together, the USDOE Office of Civil Rights and Office of Career, Technical and Adult Education

- oversee the civil rights compliance programs of 68 state agencies that administer the CTE MOA program at the secondary and post-secondary levels. (Appendix B to 34 CFR Parts 100 and 104 and Appendix A to 34 CFR Part 106). • The MOA's Memorandum of Procedures (MOP) ensures students have equal access to Career and Technical Education (CTE) programs and activities regardless of race, color, national origin, sex, or disability.
- Support LCTCS and LDOE with monitoring postsecondary and secondary programs
- Updated, with Perkins V, the MOA guidelines to allow state agencies to align their civil rights work under both the MOA and Perkins programs

MEMORANDUM OF PROCEDURES (MOP)

- The MOP sets forth the procedures and minimum requirements for state agencies to uphold the commitment and partnership with the Office for Civil Rights (OCR), to ensure students have equal access and opportunities to Career and Technical Education (CTE) Programs. The MOP is applicable to all subrecipients that conduct CTE activities, whom receive Federal financial assistance. (34 C. F. R. Part 100, Appendix B Sec. II B).
 - LDOE reviews high school students' civil rights categorical information, high school student enrollment, and performance data.
 - LCTCS's Civil Rights Data Analysis process includes analyzing data provided in the Perkins CLNA to identify post-secondary institutions with the most significant performance gaps on the nine Perkins V special populations.

USING MOA TO ACCESS EQUITY AND ACCESS

Maryland Methods of Administration (MOA) Plan

Table 5: Selection criteria for local school system and community colleges

ACCESS	I	CTE Disproportionate Gender Enrollment Enrollment percentage of students based on gender compared to recipient's total enrollment percentage (+/-20% or greater).	+2 points assigned to each CTE cluster that is disproportionate by gender.
	II	CTE Disproportionate Disability Enrollment Enrollment percentage of students with disabilities in CTE programs compared to the recipient's total enrollment percentage of students with disabilities (+/-5% or greater).	+2 points assigned to each CTE cluster having a disproportionate enrollment of students with disabilities.
	III	CTE Disproportionate Minority Enrollment Enrollment percentage of students with minority status* in CTE programs compared to recipient's total enrollment percentage of students with minority status (+/-10% or greater).	+2 points assigned to each CTE cluster having a disproportionate minority student enrollment.
	IV	CTE Disproportionate Economically Disadvantaged Enrollment Enrollment percentage of economically disadvantaged students compared to recipient's total enrollment percentage of economically disadvantaged students (+/-10% or greater).	+2 points assigned to each CTE cluster having a disproportionate enrollment of students from economically disadvantaged backgrounds.
	V	CTE Disproportionate English Learner Enrollment Enrollment percentage of English Learner students compared to recipient's total enrollment percentage of English Learner students (+/-5% or greater).	+2 points assigned to each CTE cluster having a disproportionate English Learner student enrollment.
EQUITY	VI	CTE Disproportionate Performance for Gender For each CTE cluster, the gender student group not meeting target for each performance indicator once target was met in the cluster.	+1 point assigned for each CTE cluster where a gender student group did not meet performance target for each performance indicator. (Non-traditional concentrator enrollment indicator excluded)
	VII	CTE Disproportionate Performance for Race For each CTE cluster, the racial student group not meeting target for each performance indicator once target was met in the cluster.	+1 point assigned for each CTE cluster where a racial student group did not meet performance target for each performance indicator.
	VIII	CTE Disproportionate Performance for Economically Disadvantaged For each CTE cluster, the economically disadvantaged student group not meeting performance target for each performance indicator once target was met in the cluster.	+1 point assigned for each CTE cluster where the economically disadvantaged student group did not meet performance target for each performance indicator.

Maryland Methods of Administration (MOA) Plan

EQUITY	IX	CTE Disproportionate Performance for Students with Disabilities For each CTE cluster, students with disabilities not meeting target for each performance indicator once target was met in the cluster.	+1 point assigned for each CTE cluster where students with disabilities did not meet performance target for each performance indicator.
	X	CTE Disproportionate Performance for English Learner Students For each CTE cluster, English Learner students not meeting target for each performance indicator once target was met in the cluster.	+1 point assigned for each CTE cluster where English Learner students did not meet performance target for each performance indicator.
QUALITY	XI	CTE Program Performance For each CTE program of study, students not meeting performance target within 90%.	+1 point assigned for each CTE program of study for every year target is not met in a three-year span for each performance indicator.
	XII	Time Since Last Review The number of years since the recipient's last on-site MOA review.	+1 Index Point assigned for each year. Recipient history is calculated directly into the Index Score

*Minority status percentage metric is defined as the combined percentages of African-American, Pacific Islander, Native American/Alaskan and Hispanic students enrolled in a sub-region.

https://s3.amazonaws.com/PCRN/file/DQI_2020_Aligning_Perkins_Data_and_MOA_Plans.pdf

RESOURCES AND SUPPORTS

ACCESS RESOURCES

Both the Louisiana Community and Technical College System (LCTCS) and the Louisiana Department of Education (LDOE) are in the forefront of efforts to expand equitable access. For LCTCS, the Louisiana's Perkins Regional Coalitions (PRCs) are the drivers. Each region is collaborating with regional workforce, educational, and community partners to ensure meeting the needs of the regional community as well as preparing students for the future. Each is creating regional Programs of Study that align to work for needs as well as include career ladders from entry through 4-year degree, where appropriate. For the LDOE, the Office of Career and College Readiness leads its efforts with Career and Technical Education.

Below are links to examples of resources created by PRCs and the Office of Career and College Readiness to support students with accessing CTE resources

- PRC 1 created both a regional catalog and flipchart
 - [PRC 1 Catalog](#)
 - PRC 1 [Map Your Career Pathway to Success](#)
- PRC 2 created a site to promote Career and Technical Education
 - [CareerWaves2](#)
- LDOE's Division of Career and College Readiness created a framework for supporting students with honing foundational, employability, and technical skills.
 - Destigmatizing CTE

EQUITY RESOURCES

Perkins Collaborative Resource Network

- [Accountability/Linking Data](#)
2020 Nontraditional Occupations Crosswalk.pdf
2020 Nontraditional Occupations Crosswalk.excel
- [Methods of Administration Resources](#)

[Office of Civil Rights \(OCR\) Methods of Administration \(MOA\);](#)

[National Alliance for Partnership in Equity \(NAPE\): Perkins V Resources](#)

- Perkins V At-A-Glance Sheets
 - Equity At-A-Glance – State (See How to Do a Gap Analysis on page 2)
<https://napequity.org/wp-content/uploads/NAPE-Perkins-V-State-Equity-Gap->
 - Local Equity Gap Analysis
<https://napequity.org/wp-content/uploads/NAPE-Perkins-V-Local-Equity-Gap->
 - Equity and Perkins V Comprehensive Local Needs Assessment
<https://napequity.org/wp-content/uploads/Perkins-V-Equity-Principles-for->

PERKINS V TEAM

- We are here to help you! Below is the contact information for our expanded team which includes a dedicated person to work with each region.
- This will help our team to stay up to date and keep abreast with what is happening in each of your regions.

Brittney Baptiste Williams
Assistant Executive Director for Career & Technical Education
bbaptistewilliams@lctcs.edu
(225) 308 - 4439

Tawn Augustus
Associate Director of Program Compliance
taugustus@lctcs.edu
(225) 308 – 4380

Lacey Hardy – Brown
Coordinator of Program Compliance
laceyhardybrown@lctcs.edu
(225) 308 – 4385

Martha Moore
Coordinator of Career & Technical Education
marthamoore2@lctcs.edu
(318) 834-9263

Tammy Terry
Coordinator of Career & Technical Education
tammyterry@lctcs.edu
(225) 308-4375

QUESTIONS

Either unmute your microphone to ask your question or type your question in the Chat Box.