CTE and Equity: The work of intentionally embedding equity in CTE programming

Jeren Culina
Senior Policy Associate, Advance CTE
January 13, 2021
Speakers

• **Spencer Sherman**, Chief for Innovation, Rhode Island Department of Elementary and Secondary Education

• **Chrystal Seeley-Schreck**, Associate Vice President, Office of Instructional Services, Wisconsin Technical College System

• **Stephanie Glynn**, Education Director, Office of Student Success, Wisconsin Technical College System

• **Christina Dukes**, Deputy Director, Partnerships and Policy, National Center for Homeless Education
## New Opportunities within Perkins V

<table>
<thead>
<tr>
<th>Stakeholder Engagement</th>
<th>Expanded Focus on Equity</th>
</tr>
</thead>
<tbody>
<tr>
<td>Additional set-aside for equity purposes</td>
<td>Expansion of funding to middle grades</td>
</tr>
</tbody>
</table>
Advance CTE’s work on Equity

- Changed aspects of hiring
- Improved onboarding of new staff
- Updated performance evaluation system with attention to DEI
- New policies and protocols including telework policy and style guide updates on accessible and inclusive language
- Embedded racial equity into Strategic Planning
- Launched internal DEI Advisory Group
- Developing Core Values – Organizational commitments with a specific focus on DEI
Rhode Island’s Focus on Equity in CTE

Spencer Sherman
Chief for Innovation
Rhode Island Department of Education
1/13/21
Background

- The Rhode Island Department of Education (RIDE) has focused on preparing all students for success in college and career, through its PrepareRI initiative

- In the three years since PrepareRI launched (2017-2020):
  - Student participation in CTE programs has more than doubled
  - Percentage of students graduating with an industry-recognized credential has increased 67%
  - Percentage of schools offering students a high-quality Individual Learning Plan increased from less than 1% to over 95%
  - Work-based learning expanded through new standards and new programs (launched statewide internship program, apprenticeship program, computer science industry project course, etc.)
  - Institutionalized these new policies in RI’s Perkins V State Plan

- Equity has been at the center of this work.
  - Four lessons we’ve learned...
#1: Systemic problems require systemic solutions

Example: Cross-agency career readiness initiative (PrepareRI)

- Connections within our agency
  - Career exploration grants
  - School counseling
- Connections across agencies
  - Governor’s Workforce Board, public colleges, Office of Postsecondary Commissioner, RI Commerce, and Governor’s Office
#2: Data is the first step (but it’s not the last step)

Examples: defining Priority Sectors, connecting to accountability systems, data dashboards, strategic planning

- Use data to inform state-level policies
  - State CTE dollars now only go to Priority Sectors (high skill, high growth), as defined by RI Commerce’s analysis of the state’s labor market

- Make it easy for schools and districts to see their data
  - Diploma Plus: school report cards now include a metric for the percent of graduating seniors that earned a diploma plus an industry-recognized credential or college credit
  - RI Talent Dashboard: interactive dashboards that allow schools to see their long-term student outcomes, broken down by subgroup. (Leverages RI’s longitudinal data system, RI DataHub.)

- Guide schools in using their data
  - Comprehensive Local Needs Assessments (strategic planning document for districts required in Perkins V) asked schools to analyze their data to create SMART goals for improvement
#2: Data is the first step (but it’s not the last step)

Screenshot from one of the interactive dashboards on the RI Talent Dashboard
#3: Focus on support, not compliance

Example: CTE Equity Grants

A focus on support, rather than compliance, will lead to better results

Equity grants

- Offering competitive grants to schools to close equity gaps in their CTE programs
  - Application asks them to use data to identify an equity gap in their school, conduct a root cause analysis, and propose an evidence-backed solution to close that gap.
  - Aim is to not just help awardees, but also to develop a library of best practices that other schools can copy.
- Going forward, using Perkins V Reserve Funds to make this an annual program.
#4: Be user-friendly

Example: unified enrollment system (EnrollRI)

- Students in RI can enroll in any CTE program in the state—even ones in other towns
- Rhode Island now has the nation’s first statewide unified enrollment system: EnrollRI
  - EnrollRI is the hub for enrollment for CTE, charter schools, and All Course Network (free statewide course catalog).
  - More coming soon!

Screenshot from the search tool on EnrollRI’s CTE page

<table>
<thead>
<tr>
<th>Career Field</th>
<th>CTE Program Name</th>
<th>Program Location</th>
<th>School Name</th>
</tr>
</thead>
<tbody>
<tr>
<td>[All]</td>
<td>[All]</td>
<td>[All]</td>
<td>[All]</td>
</tr>
</tbody>
</table>

Career and Technical Education Programs in RI Public Schools

<table>
<thead>
<tr>
<th>School Name</th>
<th>School CTE Program Title</th>
<th>CTE Program Name</th>
<th>Learn More Here</th>
</tr>
</thead>
<tbody>
<tr>
<td>Woonsocket Area Career and Technical Center</td>
<td>Automotive Technology</td>
<td>Transportation -- Automotive Service Technician</td>
<td><a href="http://wactc.woonsocketschools.com/">http://wactc.woonsocketschools.com/</a></td>
</tr>
<tr>
<td></td>
<td>Biotechnology</td>
<td>Environment -- Bioscience</td>
<td><a href="http://wactc.woonsocketschools.com/">http://wactc.woonsocketschools.com/</a></td>
</tr>
<tr>
<td></td>
<td>Child Studies &amp; Human Services</td>
<td>Education -- Education (Education, Child Care, Teacher Assistant)</td>
<td><a href="http://wactc.woonsocketschools.com/">http://wactc.woonsocketschools.com/</a></td>
</tr>
<tr>
<td></td>
<td>Computer Science/ Game Design - P-TECH***</td>
<td>IT -- Information Technology Specialist</td>
<td><a href="http://wactc.woonsocketschools.com/">http://wactc.woonsocketschools.com/</a></td>
</tr>
</tbody>
</table>
Summary

Lessons

• **Systemic problems require systemic solutions**
  • Examples: PrepareRI cross-agency initiative, career exploration grants, school counseling

• **Data is the first step (but it’s not the last step)**
  • Example: Priority Sector definition, accountability, dashboards, strategic planning

• **Focus on support, not compliance**
  • Example: CTE Equity Grants

• **Be user-friendly**
  • Example: unified enrollment platform (EnrollRI)

Learn more

• PrepareRI (cross-agency career readiness initiative): [www.prepare-ri.org](http://www.prepare-ri.org)

• RIDE CTE website: [www.ride.ri.gov/cte](http://www.ride.ri.gov/cte)

• Email Spencer: Spencer.Sherman@ride.ri.gov
Emphasizing Equity and Inclusion
Across Wisconsin’s Technical Colleges

Chrystal Seeley-Schreck, Associate Vice President – Office of Instructional Services
Stephanie Glynn, Education Director – Student Success
It's In Our Values

- 16 technical colleges
- 300,000 students
- Success for all students
Innovate, Collaborate, Inspire, Transform

**INNOVATE**
Innovate to increase college access, inclusion and success for all students

- Identify, advance, support and continuously improve teaching and learning strategies that meet the needs of each student.
- Emphasize delivery of student support services that make Wisconsin’s technical colleges consistently inclusive and student ready.

**TRANSFORM**
Transform the delivery of postsecondary education and training

- Position the colleges to best meet the needs of the diverse communities they serve, with a particular focus on students and employers, by making clear the purpose and value of a broad range of diversity, equity and inclusion efforts.
WTCS Systemwide Equity Report

- System-wide DEI group
  - Combination of two existing groups focused on DEI
    - HR, DEI for Employees + Student Services, DEI for Students
      = Institution wide view of DEI

- System-wide Equity Report
  - Data driven report to illustrate the equity gaps experienced by students and employees
Local Implementation

- Perkins Grant Flex Funds
  - Capacity Building for Equity and Inclusion
- Grant Deliverable: Local Equity Report
- COVID-19 Grant Revisions
• Strengthen our Equity Lens
• Revise the Comprehensive Local Needs Assessment (CLNA)
• Center student voice & community engagement in Perkins work
• Equity Alignment Tool
Supporting CTE Access and Success for Learners Experiencing Homelessness

Christina Dukes, Deputy Director, Partnerships and Policy
National Center for Homeless Education (NCHE)
cdukes@serve.org
About NCHE

NCHE operates the U.S. Department of Education’s technical assistance center for the federal Education for Homeless Children and Youth (EHCY) Program.

- Website: http://nche.ed.gov
- Helpline: 800-308-2145 or homeless@serve.org
- Products: https://nche.ed.gov/resources/
- Webinars: https://nche.ed.gov/group-training/
- Listserv: https://nche.ed.gov/resources/ (click Listserv tab)
- Twitter: @NCHEducation | Facebook: facebook.com/NCHEducation
Where We’re Headed

- The case for career and technical education (CTE)

- Perkins Career and Technical Education Act (Perkins V) homeless/special populations provisions

- CTE/homeless education partnership strategies and examples

Q&A and discussion
## Risk Factors for Youth Homelessness

<table>
<thead>
<tr>
<th>Subpopulation</th>
<th>Higher Risk</th>
</tr>
</thead>
<tbody>
<tr>
<td>Youth with less than a high school diploma or GED</td>
<td>346%</td>
</tr>
<tr>
<td>Youth reporting annual household income of less than $24,000</td>
<td>162%</td>
</tr>
<tr>
<td>Black or African American youth</td>
<td>83%</td>
</tr>
<tr>
<td>LGBT youth</td>
<td>120%</td>
</tr>
<tr>
<td>Hispanic, non-White youth</td>
<td>33%</td>
</tr>
<tr>
<td>Unmarried parenting youth</td>
<td>200%</td>
</tr>
</tbody>
</table>

Source: [Missed Opportunities: Youth Homelessness in America: National Estimates](https://voicesofyouthcount.org)
Students Experiencing Homelessness and CTE

Graduation and Dropout Rates for Homeless (McKinney-Vento/MV) Students

Unpublished data from Washington State and Montana

Washington State SY2018-2019

Montana SY2016-2017
Perkins V Special Populations

- Perkins V designates *individuals experiencing homelessness and youth who are in, or have aged out of, the foster care system* as special populations.

- This designation requires **intentional focus** in the areas of state CTE plans, local CTE applications and plans, CTE funding usage, and CTE data and accountability.

- This designation also paves the way for **greater partnership** in support of populations who can benefit from CTE pathways but may face unique barriers to CTE access and success.
CTE provides an important education pathway option for learners experiencing homelessness, and yet these learners may face barriers to CTE access and success.

Chat: What might some of those barriers be?
Takeaway Point

CTE holds promise for learners experiencing homelessness to advance educationally, secure living-wage employment, and make sustainable exits from homelessness; but intentional partnership between CTE, homeless education, and the homeless response system will help make good on the promise of CTE.
Making Good on the Promise: Improving Equity in and Access to Quality CTE Programs for Students Experiencing Homelessness
CTE Access and Success Strategies

• Leverage **Perkins V special populations provisions** to support CTE access and success for McKinney-Vento students

• Collaborate across homeless education and CTE to identify CTE **barriers** and develop tailored, innovative **strategies**

• Develop intentional **outreach and recruitment strategies** for connecting McKinney-Vento students with CTE

• Leverage **data** to identify and close gaps for McKinney-Vento students and other special populations

• Provide **professional development** to relevant education and service provider staff
Next Steps

• **Reach out:** Connect with your CTE counterpart and learn about each other’s work.

  • Contact your State Coordinator for Homeless Education or local homeless education liaison
  
  • Contact your State CTE Director

• **Focus on concrete efforts with mutual benefit:** Seek to build a give-and-take relationship that adds value to each partner’s work. Move from abstract discussion to concrete action steps to ensure progress towards shared goals.
Next Steps

• **Start somewhere and build:** Focus first on “low-hanging fruit” (goals that may be achieved with relatively limited effort). Over time, take on more complex issues that require more effort but yield greater impact.

• **Continue to invest:** Establish ongoing communication with your partner across the aisle (whether education or youth homelessness response) to assess the effectiveness of joint efforts, consider additional needed action, and discuss emerging issues.
CTE/Homeless Education Partnership Examples

• **Arizona:** Arizona hired a *special populations/grant program specialist* to serve as a statewide resource for secondary/postsecondary CTE services for special populations.

• **Montana:** Montana established a *State CTE Data Review Board* — which includes the State Coordinator for Homeless Education and state foster care point of contact — that meets twice a year to review disaggregated CTE data, share program updates, and plan needed technical assistance to the field.
CTE/Homeless Education Partnership Examples

• **Kentucky:** Kentucky’s **Perkins V State Steering Committee** included both state- and local-level homeless stakeholder representation.

• **Prince George’s County (MD):** PGC youth homeless response, CTE, and homeless education stakeholders meet regularly as part of PGC’s **Youth Homelessness Demonstration Program (YHDP)** to focus on **greater CTE access and success** for learners experiencing homelessness.
Chat: What is one next step you can take to support greater CTE access and success for learners experiencing homelessness in your area?
Thank you!

Christina Dukes
Deputy Director, Partnerships and Policy
National Center for Homeless Education (NCHE)
cdukes@serve.org
Questions?

Jeren Culina
Senior Policy Associate, Advance CTE
jculina@careertech.org
Follow us @CTEWorks
Reconnect: Interactive problem-solving sessions for states on hot button CTE topics and networking event with state and industry counterparts
Reset: Dynamic speakers and sessions on equity and CTE, the future of work, CTE data, communicating CTE, and more!
Reimagine: Vision deep dive and implementation sessions

….and much more!

www.careertech.org/spring-meeting

Save the Date!