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

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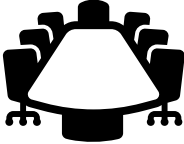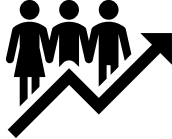
January 13, 2021

ADVANCE CTE
State Leaders Connecting Learning to Work
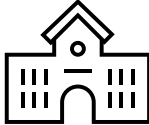
Speakers

- **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

ADVANCE CTE
State Leaders Connecting Learning to Work

New Opportunities within Perkins V

Stakeholder Engagement	Expanded Focus on Equity
Additional set-aside for equity purposes	**Expansion of funding to middle grades**

ADVANCE CTE
State Leaders Connecting Learning to Work

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

ADVANCE CTE CELEBRATING **100** YEARS

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)

PrepareRI's cross-agency action plan

Exploration — Career exploration helps students discover their passions and create an Individual Learning Plan (ILP).

Expertise — Career and Technical Education (CTE) programs and college-level coursework help students build industry-specific expertise.

Experience — Work-based learning, such as internships or industry projects, allow students to learn in an authentic work setting.

Career — Students enter the workforce in a priority sector aligned to their passions.

- 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
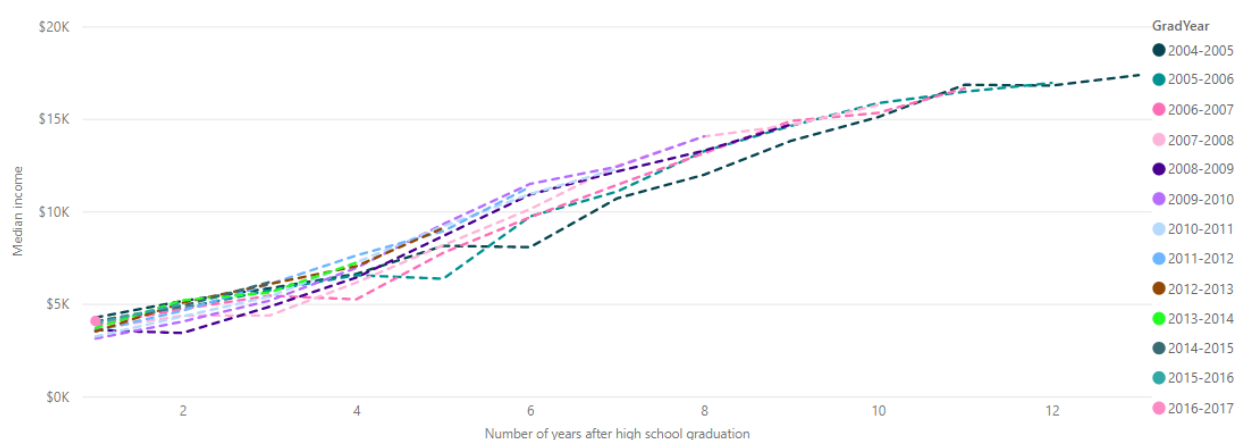
#2: Data is the first step (but it's not the last step)

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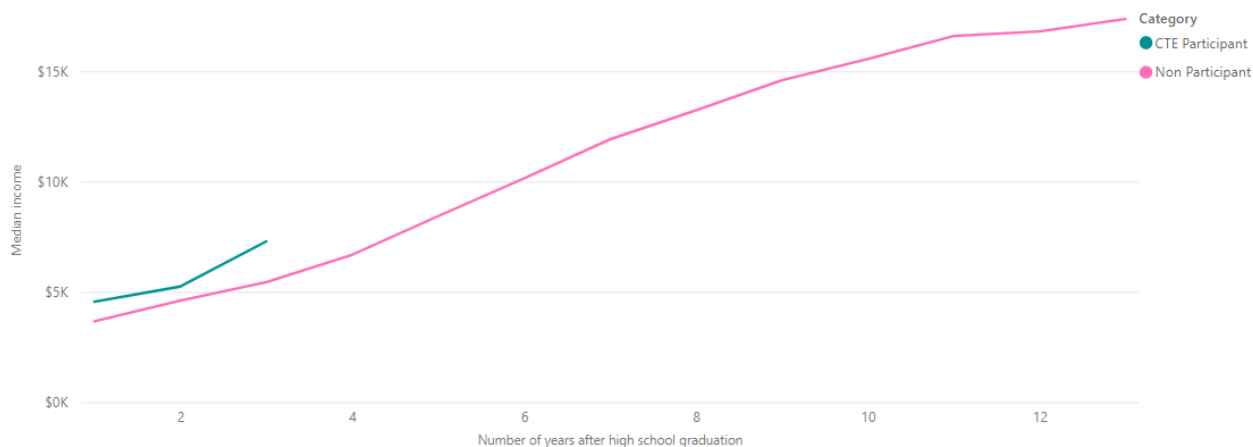
#3: Focus on support, not compliance

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.

- Launched 2-year pilot in 2018.

- 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

Career Field	CTE Program Name	Program Location	School Name
(All)	(All)	(All)	(All)

Career and Technical Education Programs in RI Public Schools

School Name	School CTE Program Title	CTE Program Name	Learn More Here
Woonsocket Area Career and Technical Center	Automotive Technology	Transportation -- Automotive Service Technician	http://wactc.woonsocketschools.com/
	Biotechnology	Environment -- Bioscience	http://wactc.woonsocketschools.com/
	Child Studies & Human Services	Education -- Education (Education, Child Care, Teacher Assistant)	http://wactc.woonsocketschools.com/
	Computer Science/ Game Design - P-TECH**	IT -- Information Technology Specialist	http://wactc.woonsocketschools.com/

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

- RIDE CTE website: 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

MISSION

The Wisconsin Technical College System (WTCS) provides comprehensive education opportunities that position students and employers to thrive in the face of rapid changes in the workplace, creating economic vitality for individuals and communities throughout the state.

VISION

We empower technical colleges to recognize and meet the unique needs of individuals and employers in driving economic prosperity for all and promoting lifelong learning [..] model for the advancement of [..]munities throughout

VALUES

Diversity

We believe in individual and collective[..] diversity, and we commit to respecting [..] the traditions, heritage and experiences o[..]

Equity

Our work is not complete until every person – atte[..] or employed by a technical college, or by the Syste[..] has the opportunities and support needed to be successful.

Inclusion

We envision, create and foster access to and success in work and learning spaces where every person has a sense of safety, belonging, value and purpose.

Innovation

We believe that for technical colleges to adapt and thrive, we must listen to our stakeholders and continuously refine our processes, structures and offerings.

Collaboration

We actively cultivate a "culture of collaboration" to advance our work – within our office and with our colleges, students, employers and a wide variety of local, state and national partners.

Inspiration

To successfully convey that lifelong learnin[..] essential, we must inspire students and [..] to recognize its rewards, and how tech[..] support it in every phase.

Transformation

We believe that if w[..] our mission [..]

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.

WISCONSIN
TECHNICAL
COLLEGE
SYSTEM

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

System-wide Equity Report
❧ December 2018 ❧

Local Implementation

- Perkins Grant Flex Funds

  - Capacity Building for Equity and Inclusion

- Grant Deliverable: Local Equity Report

- COVID-19 Grant Revisions

Equity Leadership Academy for States
Amplify Equity in Perkins V

- 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

Particular subpopulations are at higher risk for homelessness

346%
Youth with less than a high school diploma or GED had a 346% higher risk

162%
Youth reporting annual household income of less than $24,000 had a 162% higher risk

83%
Black or African American youth had an 83% higher risk

120%
LGBT youth had a 120% higher risk

33%
Hispanic, non-White youth had a 33% higher risk

200%
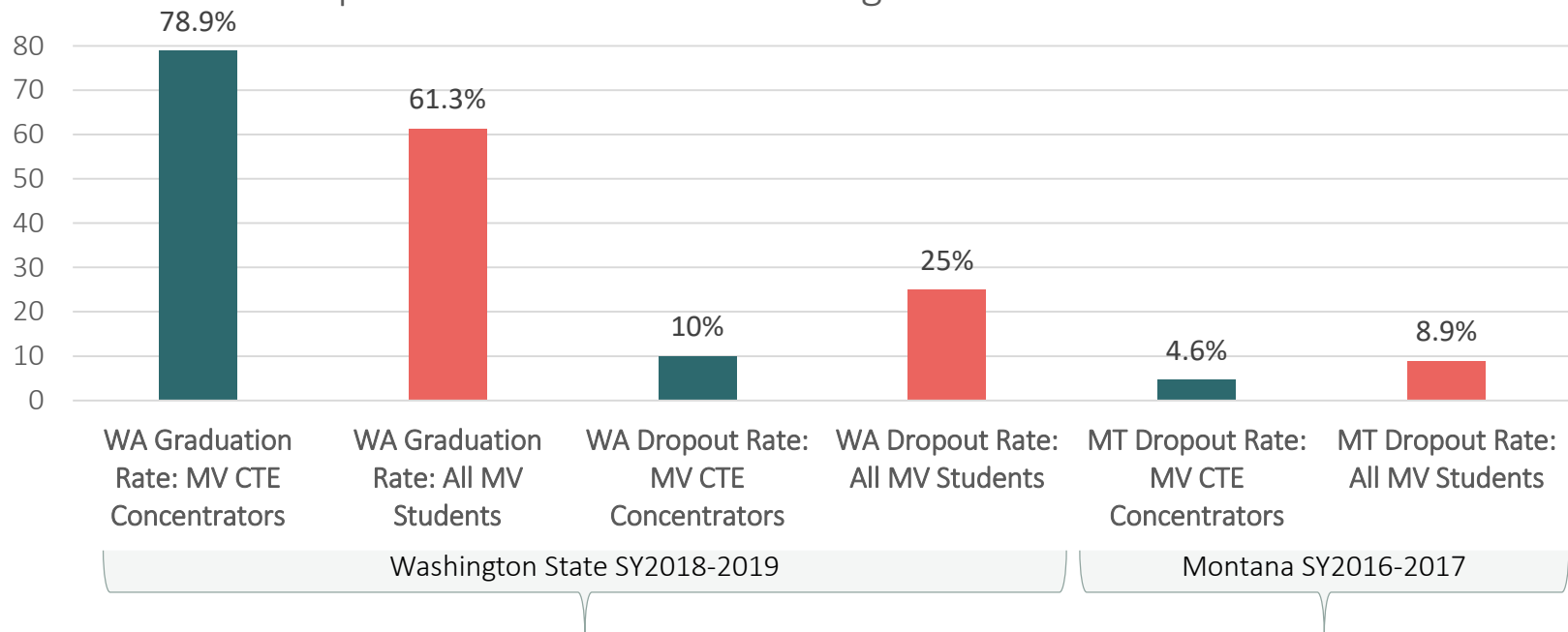Unmarried parenting youth had a 200% higher risk

Findings from Voices of Youth Count, an initiative of Chapin Hall at the University of Chicago | voicesofyouthcount.org

Source: *Missed Opportunities: Youth Homelessness in America: National Estimates*
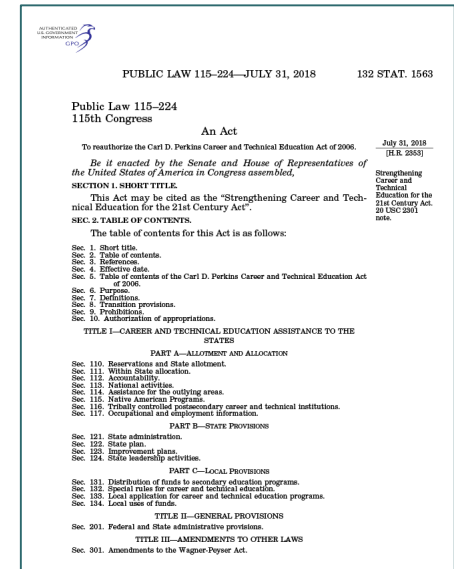
Students Experiencing Homelessness and CTE

Graduation and Dropout Rates for Homeless (McKinney-Vento/MV) Students
Unpublished data from Washington State and Montana

	WA Graduation Rate: MV CTE Concentrators	WA Graduation Rate: All MV Students	WA Dropout Rate: MV CTE Concentrators	WA Dropout Rate: All MV Students	MT Dropout Rate: MV CTE Concentrators	MT Dropout Rate: All MV Students
Value	78.9%	61.3%	10%	25%	4.6%	8.9%

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.

Barriers to CTE for Learners Experiencing Homelessness

CTE provides an important education pathway option for learners experiencing homelessness, and yet these learners may face barriers to CTE access and success.
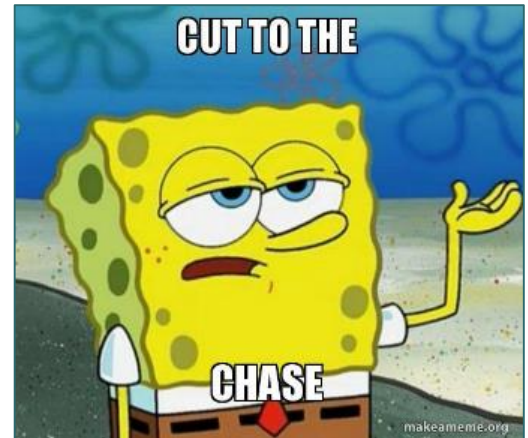
💬 *Chat: What might some of those barriers be?*

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.

Advance CTE/NCHE Resource
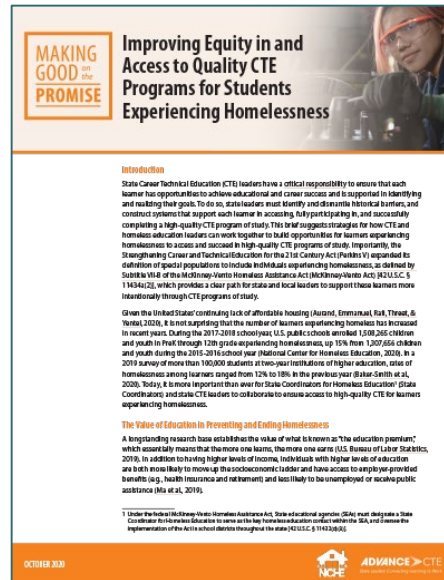
Making Good on the Promise: Improving Equity in and Access to Quality CTE Programs for Students Experiencing Homelessness

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

For Your Consideration
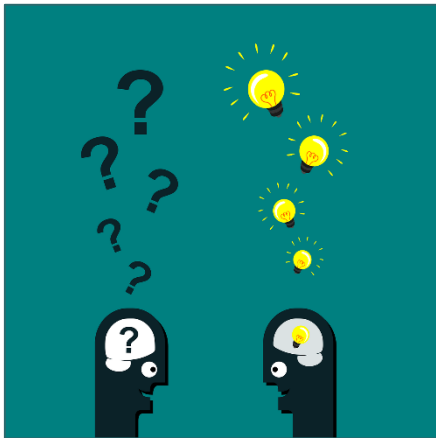
Chat: What is one next step you can take to support greater CTE access and success for learners experiencing homelessness in your area?

Questions?
Comments?

Thank you!

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Questions?

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Follow us @CTEWorks

ADVANCE >> CTE

RECONNECT. RESET. REIMAGINE.

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

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Registration opens
January 25, 2021.