Welcome to
Teaching + Learning Tuesdays

March 26, 2019

3:00 PM

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Teaching + Learning Tuesday

SCTCS plugged IN
REBOOT. REDEFINE. RECONNECT.

Advancing Equity through Perkins V

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and Brianna McCain, Policy Associate
Advance CTE
March 26, 2019
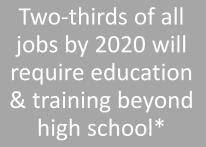
Agenda

- Discuss the **major tenets** of the Strengthening Career and Technical Education for the 21st Century Act (Perkins V)

- Examine Perkins V's **focus on equity and access** for underserved populations

- Explore **opportunities to leverage Perkins V to advance equity** in South Carolina Technical Colleges

- Highlight **promising state and local practices** for advancing equity in CTE

CTE's Role in Putting Learner Success First

| Two-thirds of all jobs by 2020 will require education & training beyond high school* | → | CTE prepares learners for lifelong career success | → | State and federal policymakers are all in on CTE |

* https://cew.georgetown.edu/wp-content/uploads/2014/11/Recovery2020.ES_.Web_.pdf
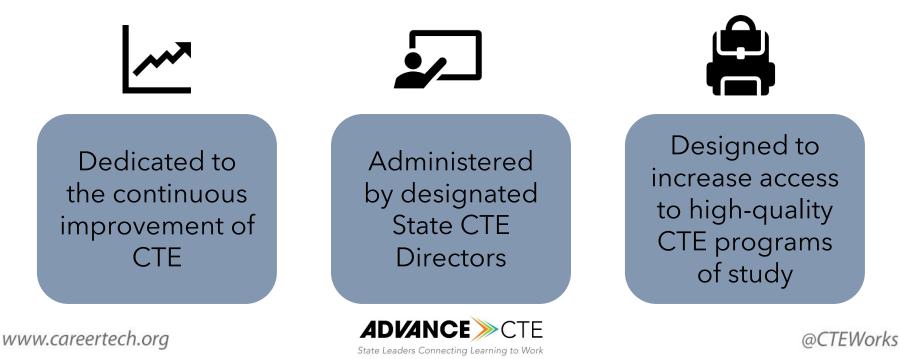
The Perkins Act

- Perkins is a federal education program that invests in secondary, postsecondary and adult CTE programs in all 50 states, the District of Columbia and the territories

- Perkins is:

Dedicated to the continuous improvement of CTE	Administered by designated State CTE Directors	Designed to increase access to high-quality CTE programs of study

Perkins V

The Perkins Act was reauthorized with bipartisan support on July 31, 2018 as the **Strengthening Career and Technical Education for the 21st Century Act** (Perkins V)
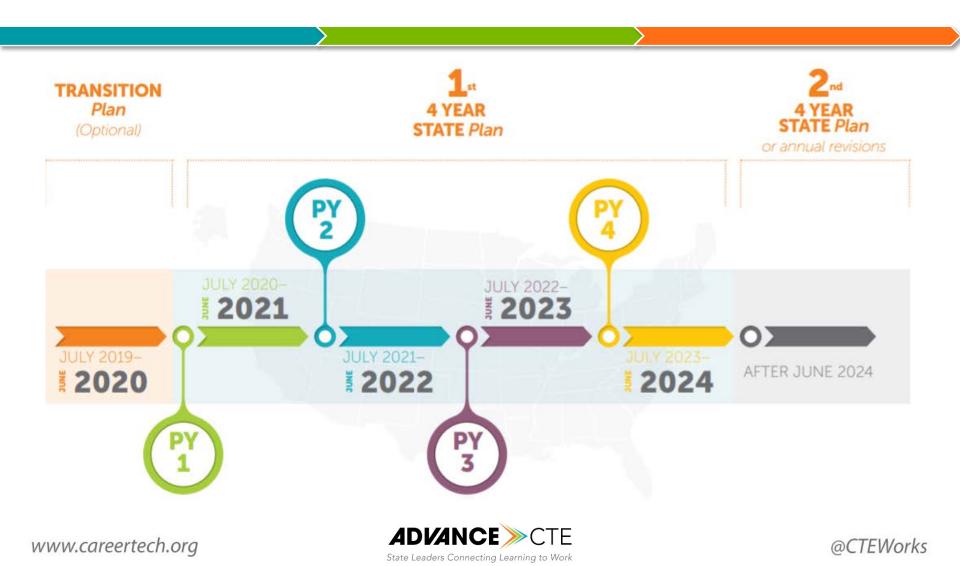

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Perkins V Timeline

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State Plan Development & Submission Process

DEVELOP A FOUR-YEAR STATE PLAN IN CONSULTATION WITH STAKEHOLDERS.

- Meet with the Governor during state plan development.
- Consult with other State agencies with CTE authority.

STATE PLAN OUT FOR AT LEAST 30-DAY PUBLIC COMMENT.

SUBMIT PLAN TO U.S. DEPARTMENT OF EDUCATION.

- Secretary approves or disapproves plan within 120 days of submission.

4 Year State Plan

1 DEVELOP 2 SET TARGETS 3 REVIEW 4 FINALIZE 5 SUBMIT

STATE DETERMINED PERFORMANCE TARGETS OUT FOR UP TO A 60-DAY PUBLIC COMMENT.

- Respond to public comments and incorporate into state plan.

FINALIZE YOUR STATE PLAN.

- Meet with Governor prior to state plan submission.
- Governor has 30 days to sign state plan.
- Activate state processes for plan approval (state board, etc.).

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Major Tenets of Perkins V

Program Improvement

- Comprehensive local needs assessment
- New national competitive grant program
- Focus on labor market alignment

Flexibility

- Retains governance structure
- Expands support to middle grades
- Alignment to ESSA and WIOA

Data & Accountability

- State-determined performance levels
- Focus on equity
- Shifts in accountability indicators

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Perkins V Data & Accountability

- New accountability requirements

- More robust requirements for state and local reporting
  - By core indicator, by subgroup and subpopulation
  - By core indicator and CTE program or program of study; if that is not practical, then by Career Cluster

- New special populations

Secondary
- Graduation rates
- Academic proficiency
- Student placement
- A measure of "CTE program quality"
- Nontraditional enrollment

Postsecondary
- Retention and placement
- Attainment of a credential, certificate or diploma
- Nontraditional enrollment

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Special Populations

- In addition to reporting by racial and ethnic groups and gender as required under the Every Student Succeeds Act, states are further required to report data by the following special populations:
  - Individuals with disabilities;
  - **Individuals from economically disadvantaged families**;
  - Individuals preparing for non-traditional fields;
  - Single parents, including single pregnant women;
  - **Out-of-workforce individuals**;
  - **English learners**;
  - **Homeless individuals;**
  - **Youth who are in or have aged out of the foster care system; and**
  - **Youth with a parent who is an active duty member of the armed forces.**

Language has been changed   New subpopulation

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Comprehensive Local Needs Assessment

- When initially submitting local application and then at least once every two years
- List of groups to consult with for needs assessment and "continued consultation" as determined by the eligible agency
- Key areas
  - Student performance (including subpopulations)
  - Size, scope and quality of programs
  - Labor market alignment
  - Programs/Programs of study implementation progress
  - Improving educator recruitment, retention and training
  - Strategies for special populations

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Perkins V's Focus on Equity and Access

- Expressly stated in the purpose of the Act

- Included as an allowable activity for the state reserve fund

- Priority in stakeholder engagement

- Required focus of state leadership funds

- Focus of national evaluation

- Focus of innovation and modernization grants

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Equity in CTE

"State leaders have a critical responsibility to ensure each learner has opportunities for career success and is supported in identifying and realizing his or her goals. State leaders must identify and dismantle historical barriers and construct systems that support each learner in **accessing**, **feeling welcome in**, **fully participating** in and successfully completing a high-quality CTE program of study."

- Advance CTE's Statement on Equity in CTE

https://careertech.org/career-technical-education-equity-statement

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Making Good on the Promise Series

Understand the History → Explore the Data → Build Trust → Expand Opportunity → Ensure Success

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To build trust, CTE leaders should…

1. Acknowledge that inequity is a problem;

2. Promote a culture that values equity and diversity;

3. Commit to transparency and advancing only high-quality CTE programs of study;

4. Implement strategies to gain buy-in from communities and stakeholders; and

5. Celebrate, lift up and replicate successful programs of study and practices.

https://careertech.org/resource/building-trust-promote-equity-cte

Acknowledge that Inequity is a Problem in CTE

*"Communities have been burned by misinformation. Young people **were historically tracked into low-quality vocational education programs**. The first step to building trust in these communities is to acknowledge the history and why there is some mistrust."*

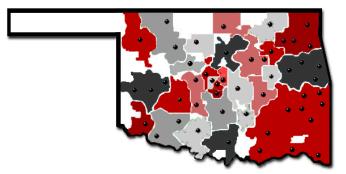*- Adenike Huggins, National Urban League*

Promote a Culture that Values Equity and Diversity

State-level Equity and Diversity Specialist at the **Oklahoma** Department of Career and Technology Education

- Provides trainings to staff, teachers, instructors, administrators and CTSOs

- Provides trainings across the secondary and postsecondary system

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Commit to transparency and advancing only high-quality CTE programs of study

Wisconsin Diversity, Equity and Inclusion Work Group

- In 2017, the President's Committee of the Wisconsin Technical College System (WTCS) formed the Diversity, Equity and Inclusion Work Group

- The work group developed the WTCS System-wide Equity Report using equity data from the state and system to identify equity gaps and determine strategies WTCS can implement to address those gaps

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Implement strategies to gain buy-in from communities and stakeholders

- Uplift and Engage CTE Champions

- Message CTE to Appeal to Various Populations

- Elevate the Voices of Community Members in Policy and Programmatic Decisions and Solutions
    - Perkins V Stakeholder Engagement

- Ex: Fox Valley Technical College's Cultural Support Specialists

Celebrate, lift up and replicate successful programs of study and practices

- Celebrating successes allows leaders to:
  - Recognize the accomplishments of local leaders in closing equity gaps
  - Provide an incentive and motivation for local leaders to prioritize equity
  - Elevate relevant practice that other leaders can replicate

It's Time to Double the Investment in CTE

- Signature **campaign focused on employers**
- Shows Congress the **support for CTE**
- **Promote** with your networks and ask supporters to sign on at www.ISupportCTE.org
- **Engage** on social media: #ISupportCTE
- **Share** a story about the impact of CTE

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Questions?

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https://careertech.org/resource/series/making-good-promise

Perkins V Transition Updates & Reminders

- State Department of Education is writing the transition plan
  - Expected to make a copy available for public comment
- All Perkins V definitions go into effect July 1, 2019 even though SC is submitting a transition year plan
  - Training for special populations in 2019-2020
- Institutional Effectiveness (IE) Peer Group will be convened to discuss new indicators
- Local process determines funded activities

Considerations for Identifying Vulnerable Students

Admissions

- Create notification process for high school counselors to identify students who are homeless or have histories of housing insecurity

- Admissions Application
  - (Re)consider the address field requirement for a complete application
    - Consider adding a checkbox: Can you receive mail at this address?
    - Are the applications of homeless students lingering in your prospective student pool because they are incomplete?
  - Add an optional question that invites students to self-disclose homelessness or any other vulnerable life stations

Financial Aid

- Partner with financial aid to identify students who identify as independent and to identify support triggers for recent high school grads struggling and at risk of homelessness, like questions 50-58 on the FAFSA. Examples of questions include, in yes/no format, ask:
  - #51 - Do you now have or will you have children who will receive more than half of their support from you[insert date range]?
  - #56 - At any time on or after July 1, 2017, did your high school or school district homeless liaison determine that you were an unaccompanied youth who was homeless or were self-supporting and at risk of being homeless?
  - #57 - At any time on or after July 1, 2017, did the director of an emergency shelter or transitional housing program funded by the U.S. Department of Housing and Urban Development determine that you were an unaccompanied youth who was homeless or were self-supporting and at risk of being homeless?
  - #58 - At any time on or after July 1, 2017, did the direct of a runaway or homeless youth basic center or transitional living program determine that you were an unaccompanied youth who was homeless

- Older students struggling with housing insecurity will likely have considerable challenges providing documentation for Financial Aid verification

Collaboration

- Cultivate and sustain conversation between offices and areas who address vulnerable populations
  - Services for Veterans
  - Title IX Office
  - TRiO
  - Counseling
- Implement a referral/alert process where members of the campus community can express concern for a students
  - Consider how students express concern for their peers

Awareness

- Note the availability of resources for addressing special student population needs on course syllabi

- Promote peer support frameworks wherein students are encouraged to express concerns about fellow students

- Pay attention to the news and happenings in your service area

- Participate in Homelessness & Hunger Awareness Week and other initiatives that bring awareness to critical issues, their solutions, and resources available for those confronted with the issue.

Upcoming TLT Sessions

- April 16, 2019 - Identifying and Responding to Mental Health Issues in Community College Students

- May 21, 2019 - Technology (AI/VR)

Want to showcase your expertise? Is there a teaching technique that has been effective in the classroom? Apply to be a TLT presenter!

For more information and full schedule: www.sctechsystem.edu/tlt

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Give us your feedback

- https://www.surveymonkey.com/r/march19tlt