



Perkins V Comprehensive Local Needs Assessment Equity and Access

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In This Webinar...

...We will cover Equity and Access:

- State Definitions
- Special Populations
- Achievement Gap Analysis
- Questions



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CLNA

CLNA Requirements

- Size, Scope, and Quality
 - **QUALITY: Access and Equity**
 - Provide a summary description for how your LEA's middle grades exploratory courses implement measures to eliminate barriers and create opportunities for all students to succeed in CTE.
 - Provide a summary description for how your CTE programs implement measures to eliminate barriers and create opportunities for all students to succeed in CTE.

CLNA Requirements

- **Evaluation of performance on Perkins Accountability measures**
 - Analyze and describe any gaps in performance outcomes for Perkins using the following definition of an achievement gap:
 - Any disparities and gaps in performance on the local determined levels of performance between the special populations or subpopulations and the performance of all CTE concentrators.

CLNA Requirements

- **Progress toward implementation of equal access to high-quality career and technical education courses and programs of study for all students**
 - Provide a narrative response on implementation strategies and policies to provide the resources, social services, and academic support that certain students need to succeed in school. This includes the removal of barriers, both intentional and unintentional that prevent some students from equitable participation in programs.

Special Populations Identified in Perkins V

- individuals with disabilities;
- individuals from economically disadvantaged families, including low-income youth and adults;
- individuals preparing for non-traditional fields;
- single parents, including single pregnant women;
- out-of-workforce individuals;
- English learners;
- **homeless individuals described in section 725 of the McKinney-Vento Homeless Assistance Act (42 U.S.C.11434a);**
- **youth who are in, or have aged out of, the foster care system; and**
- **youth with a parent who—**
 - **is a member of the armed forces (as such term is defined in section 101(a)(4) of title 10, United States Code); and**
 - **is on active duty (as such term is defined in section 101(d)(1) of such title).**



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Equity and Perkins V

Equity

- When students receive the resources they need to be successful
- Ensuring equity in education is a necessary component in narrowing the achievement gap. Teachers and school leaders ensure equity by recognizing, respecting, and attending to the diverse strengths and challenges of the students they serve. High-quality schools are able to differentiate instruction, services, and resource distribution to respond effectively to the diverse needs of their students, with the aim of ensuring that *all* students are able to learn and thrive (CA Department of Education)
- How can we even the playing field?

http://www.centerforpubliceducation.org/system/files/Equity%20Symposium_0.pdf

Types of Inequity

- Programmatic- offerings are limited at certain schools, or programs within schools are structured in a way that they may be perceived to be unfair because they contribute to inequitable or unequal educational results for some students
- Staffing- Wealthier schools located in more desirable communities may be able to hire more teachers and staff, while also providing better compensation that attracts more experienced and skilled teachers

<https://www.edglossary.org/equity/>

Types of Inequity

- Instructional- Students may be enrolled in courses taught by less-skilled teachers, who may teach in a comparatively uninteresting or ineffective manner, or in courses in which significantly less content is taught. Students may also be subject to conscious or unconscious favoritism, bias, or prejudice by some teachers, or the way in which instruction is delivered may not work as well for some students as it does for others
- Assessment- Students may be disadvantaged when taking tests or completing other types of assessments due to the design, content, or language choices, or because they have learning disabilities or physical disabilities that may impair their performance

Ways to evaluate equity

- What is our performance by school and by student group?
 - Are there underrepresented groups
- Do all schools have adequate funding? Do funds flow to schools according to need?
- Do we provide high-level curriculum in all of our schools? Do we provide extra supports to struggling students and have policies in place to make sure they get the benefit of these supports?
- Do all students have the opportunity to enroll in programs leading to high skill/ high wage occupations
- Where can barriers be removed that prevent special populations within programs from being successful

http://www.centerforpubliceducation.org/system/files/Equity%20Symposium_0.pdf

Ways to evaluate equity

- What are the qualifications of our teaching staff? Is teacher quality distributed equitably among schools as well as within the school building? Do all student groups have fair access to the best teachers? Are teachers well-supported? Do we reward teachers who serve the neediest students?
- How do our overall discipline rates compare to other districts? Are discipline rates similar for all student groups? Do we have enough school counselors and trained mentors to support students and work in partnership with families?
- Do we monitor our progress? Do we make adjustments when needed? Are all of our students learning, engaged and on track to graduate or complete career-ready?

Equity for Special Populations Definition

Definition for Equity of Special Populations in Perkins V

- Utilizing resource distribution to ensure that students have access to high quality instruction, services, and support resources based on the diverse needs of their students, with the aim of ensuring that *all* students are able to be successful.



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Access and Perkins V

Access

- Refers to the ways in which educational institutions and policies ensure—or at least strive to ensure—that students have equal and equitable opportunities to take full advantage of their education.
- Meeting the needs of a student within a program
- Typically refers to school strategies or policies designed to remove institutional disincentives, impediments, or barriers to academic success, whether intentional or unintentional, or to provide the resources, social services, and academic support that certain students may need to succeed in school
- Increasing *access* generally requires schools to provide additional services or remove any actual or potential barriers that might prevent some students from equitable participation in certain courses or academic programs.

(<https://www.edglossary.org/access/>)

Examples of Access

- Access to assistive technologies, accommodations, or modified school facilities and transportation vehicles that make full participation in school programs possible for students with various forms of disability
- Access to equal opportunities in educational programs and activities regardless of gender, race, sexual orientation, or other perceived barrier
- Access to counseling, social services, academic support, and other resources that can help students who are at risk of failure or dropping out remain in school, succeed academically, graduate with a diploma, or postsecondary credential

Examples of Access

- Access to mainstream classrooms and academically challenging content through inclusion strategies, which includes access to any trained professionals or specialized educational resources that may be needed to ensure that the needs of special-education students are being met
- Access to technology, including high-speed internet connections and adequate hardware (computers, laptops, tablets) and software (particularly learning applications) so that students have equitable access to the same digital and online learning opportunities regardless of their family's income level or ability to pay for these technologies
- Removal of barriers that prevent special populations within programs from being successful

<https://www.edglossary.org/access/>

Access for Special Populations Definition

Definition for Access of Special Populations in Perkins V

- Implementing strategies and policies to provide the resources, social services, and academic support that certain students need to succeed in school. This can include the removal of barriers, both intentional and unintentional that prevent some students from equitable participation in programs.



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Achievement Gap and Meaningful Progress

Achievement Gap Definition

Definition of an Achievement Gap in Perkins V

Any disparities and gaps in performance on the local determined levels of performance between the special populations or subpopulations and the performance of all CTE concentrators

Achievement Gap Meaningful Progress Definition

Definition of Meaningful Progress in Perkins V

- For special populations and subpopulations 10 or less, the agency should implement strategies related to equity and access to increase the overall number of students included in the cohort.
- For special populations and subpopulations greater than 10, meaningful progress is defined as all groups must make progress in closing the achievement gap and the groups with the greatest gaps must progress at a faster rate in closing the gap.

Achievement Gap Analysis Example

	Agency Level- Secondary Graduation Rate Perkins IV 4S1		
	Numerator	Denominator	Rate
Agency Level	4,695	4,825	97%
Male	2,170	2,250	96%
Female	2,525	2,575	98%
Native American	21	26	81%
Asian	155	170	91%
Black	1,900	1,970	96%
Hispanic	1,275	1,300	98%
Pacific Islander	6	9	67%
White	1,200	1,300	92%
More than one Race	135	140	96%
Individuals with Disabilities	250	300	83%
Economically Disadvantaged	260	295	88%
Non-Traditional	440	460	96%
Single Parent/ Single Pregnant	0	0	
Out-of-Workforce	0	0	
English Learners	40	50	80%
Homeless Individuals	0	0	
Youth who are in or have aged out of foster care	0	0	
Youth with a parent is active duty military	0	0	

Achievement Gap Analysis - Populations less than 10

	Agency Level- Secondary Graduation Rate Perkins IV 4S1		
	Numerator	Denominator	Rate
Pacific Islander	6	9	67%
Single Parent/ Single Pregnant	0	0	
Out-of-Workforce	0	0	
Homeless Individuals	0	0	
Youth who are in or have aged out of foster care	0	0	
Youth with a parent is active duty military	0	0	

- Focus should be on looking at populations within the district to see if they are proportionate with CTE enrollment.
- Development of strategies to increase access and address any issues of equity that may be preventing populations from enrolling in CTE programs or becoming concentrators.

Achievement Gap Analysis

	Numerator	Denominator	Rate	Difference from agency level
Agency Level	4,695	4,825	97%	
Male	2,170	2,250	96%	-1%
Female	2,525	2,575	98%	1%
Native American	21	26	81%	-17%
Asian	155	170	91%	-6%
Black	1,900	1,970	96%	-1%
Hispanic	1,275	1,300	98%	1%
White	1,200	1,300	92%	-5%
More than one Race	135	140	96%	-1%
Individuals with Disabilities	250	300	83%	-14%
Economically Disadvantaged	260	295	88%	-9%
Non-Traditional	440	460	96%	-2%
English Learners	40	50	80%	-17%

Links to Resources

- **FDOE Perkins**
 - <http://www.fldoe.org/academics/career-adult-edu/funding-opportunities/PerkinsV.shtml>
- **CLNA Site:** <http://fldoe.org/academics/career-adult-edu/Perkins/clna.shtml>
- **ACTE**
 - <https://www.acteonline.org/professional-development/high-quality-cte-tools/>

Submit additional questions to:

- Email: perkins@fldoe.org



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