Comprehensive Local Needs Assessment Equity and Access & Open Mic

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March 11, 2020

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In This Webinar…

…We will cover Equity and Access:

- State's approach to analyzing equity and access
  - Statewide trends in enrollment and performance by special populations and subgroups
  - Stakeholder engagement to identify challenges and barriers for special populations and subgroups and gather information on possible solutions

- Questions and Open Mic on CLNA

Purpose of Focus on Equity and Access for Special Populations and Subgroups

- To evaluate the barriers and opportunities that influence their access to enroll, performance, retention as well as completion of CTE programs.
- To provide “strategies” “programs,” and “activities” that allow full participation in all forms of CTE, particularly those leading to competitive, integrated, high-skill, high-wage, in-demand occupations.
- To take active measures to achieve “progress towards” equal access and continuous improvement in performance.

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Statewide Trends for Special Populations and Subgroups

Steps to Assess Equity and Access

- Technical assistance process with Advance CTE
  - Analyze data across special populations to identify equity gaps in enrollment and performance
  - Root Cause analysis for each gap of 10% or more
    - Review additional data
    - Talk to stakeholders
    - Examine causes identified in other states
  - Identify best practices to address most pressing equity and access challenges (through stakeholders, other states, current research)
  - Develop a mechanism to have on-going stakeholder involvement

Steps to Assess Equity and Access

- Stakeholder Engagement: talk with sections in FDOE that work the various special populations and subgroups
  - Provided information on CTE
  - Barriers and challenges to the populations they work with on:
    - Access
    - Outcomes
    - Discrimination
    - Accommodations and supports

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Trends in Enrollment of Special Populations and Subgroups

Example: Cluster Analysis by Economically Disadvantaged

Cluster	Secondary Enrollment Gap for Economically Disadvantaged
Agriculture, Food, and Natural Resources	10-20 % overrepresentation
Architecture & Construction	-
Arts, A/V Technology & Communication	-
Business Management and Administration	-
Education & Training	10-20 % overrepresentation
Energy	10-20 % overrepresentation
Finance	-
Government & Public Administration	10-20 % underrepresentation
Health Science	-
Hospitality & Tourism	10-20 % overrepresentation
Human Services	20+ % overrepresentation
Information Technology	-
Law, Public Safety & Security	10-20 % overrepresentation
Manufacturing	-
Marketing, Sales & Services	-
Transportation, Distribution & Logistics	10-20 % overrepresentation

Example: Program within Health Science Cluster by Economically Disadvantaged with Entry Salary

Program	Secondary Enrollment Gap for Economically Disadvantaged	Entry Salary (U.S. B.L.S 2020)
Allied Health Assisting		$37,710
Dental Aide		$37,710
Dental Laboratory Assisting	20+ % underrepresentation	$37,160
Electrocardiograph Aide	10-20 % overrepresentation	$37,710
Electrocardiograph Technician		$47,820
Emergency Medical Responder	10-20 % overrepresentation	$25,260
Exercise Science	10-20 % overrepresentation	$38,190
Health Unit Coordinator	10-20 % overrepresentation	$32,540
Home Health Aide	10-20 % overrepresentation	$23,110
Nursing Assistant (Acute and Long-Term Care)		$26,020
Pharmacy Technician		$31,390
Practical Nursing	20+ % overrepresentation	$44,210
Vision Care Assisting	20+ % overrepresentation	$38,420

Example: Root Cause Analysis for Major Gaps

- Why are economically disadvantaged students more likely to be in certain programs than others?
  - How does it vary by district and by high school?
  - Are there differences in how each program is promoted? Are some more likely to be promoted to economically disadvantaged students? By counselors or teachers?
  - Is it based on type of county the schools are in – rural, suburban or urban?
  - Is there something about the academic requirements that varies between programs that attract certain groups of students?
  - Are some more appealing than others in terms of the duties the jobs entail?

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Stakeholder Engagement on Equity and Access

Stakeholders Interviewed

- Individuals with disabilities: Bureau of Exceptional Education and Student Services (BEESS); Vocational Rehabilitation; Blind Services; equity at secondary and postsecondary and several associations
- Economically disadvantaged: dropout prevention; equity; Title I – disadvantaged and Title VII – Rural and low income schools; neglected and delinquent youth; Florida Governor's Council on Indian Affairs
- Preparing for non-trad fields, out-of-workforce individuals: Title I and Title VII
- English learners: Title III – English language acquisition
- Homeless (McKinney Vento)
- Youth in or aged out of foster care: Dept. of Children and Families and Positive Pathways
- Youth in military family: BEESS and Veteran's Affairs

Interview Questions

- Barriers and challenges to the populations they work with on:
  - Access to CTE
  - Outcomes from CTE programs
  - Discrimination they might face in CTE programs
  - Accommodations and supports needed to assist these groups
- Asked to complete a ranking sheet of common barriers

Stakeholder Perspectives on Barriers and Challenges for Special Populations

- One factor apparent during these discussions was the general lack of knowledge and some misconceptions about CTE across interagency program staff interviewed as well as groups they serve and school staff.
- Lack of communication across different federal and state programs regarding the needs of similar special populations.
- Need for improved career counseling for these groups to make smoother transitions into further education and/or employment after high school
- Groups shared some challenges but also had very divergent ones

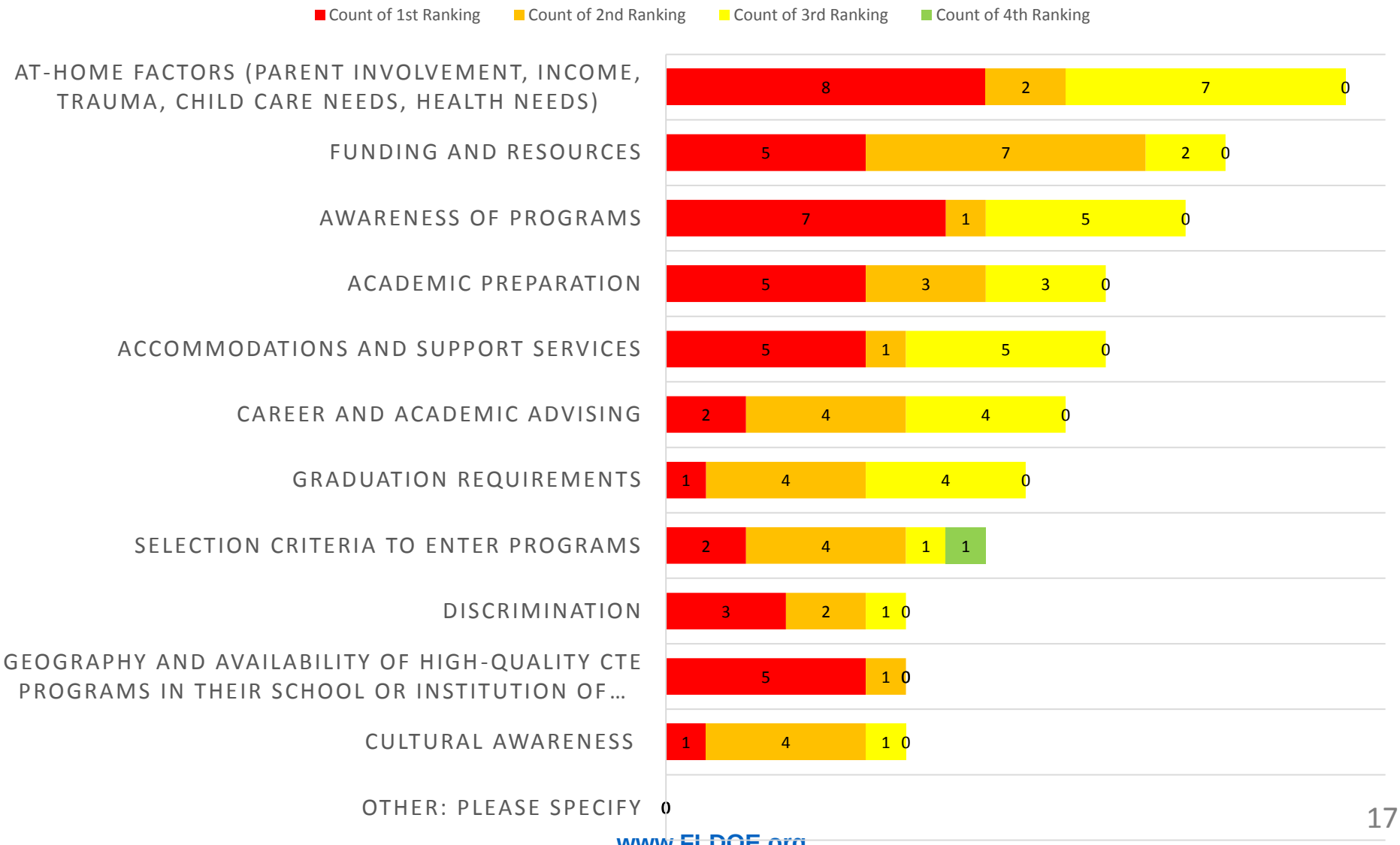
Ranking of Major Barriers and Challenges by Selected Groups

- Homeless: at-home factors; graduation requirements; awareness or programs
- Fostered youth: awareness of programs; frequent school transfer; at-home factors
- Students with disabilities: physical disability – at-home/health needs, transportation and availability of programs; developmental disabilities – academic preparation and accommodations and support
- Minority and disadvantaged: program quality and lack of resources
- DJJ and neglected youth: academic preparation , graduation requirements, career advising

Common Access Barriers in CTE (Advance CTE)

Barrier	Population 1: (please specify)	Population 2: (please specify)
Geography and availability of high quality CTE programs in their school or institution of record		
Funding and resources		
At home factors (parent involvement, income, trauma, child care needs, health needs)		
Academic preparation		
Graduation requirements		
Selection criteria to enter programs		
Awareness of programs		
Career and academic advising		
Cultural awareness		
Discrimination		
Accommodations and support services		
Other: please specify		

RANKING OF SPECIAL POPULATIONS BARRIERS



On-going Stakeholder Engagement

To keep the conversation and input from these groups and members of special populations, Advance CTE will help us devise the best means to do this for input on all aspects of programs.

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Resources

Resources:

FDOE

- CLNA Toolkit 2.1

Advance CTE

- *Making Good on the Promise*
- Access and Equity Resources

NAPE

- Root Causes and Strategies
- Messaging to Reach all students – professional development

- *Higher Education: Florida IPSE Credential Guidance Series* is a set of six briefs.

Alliance for Excellent Education

- Perkins Career and Technical Education Primer: Special Populations
- Innovating for Equity and Excellence

ACTE Access & Equity

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Questions – Open Forum

Please use the webinar chat box or your phone/microphone to ask any question related to Equity and Access or any other aspect of the CLNA

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- FDOE Perkins
- CLNA Site
- Email: Perkins@fldoe.org

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