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Special Populations: Access, Equity, and Opportunities for Secondary Career and Technical Education Students

SPECIAL POPULATION OVERVIEW

CTE AND INNOVATION

ILLINOIS STATE BOARD OF EDUCATION

MARCH 2020

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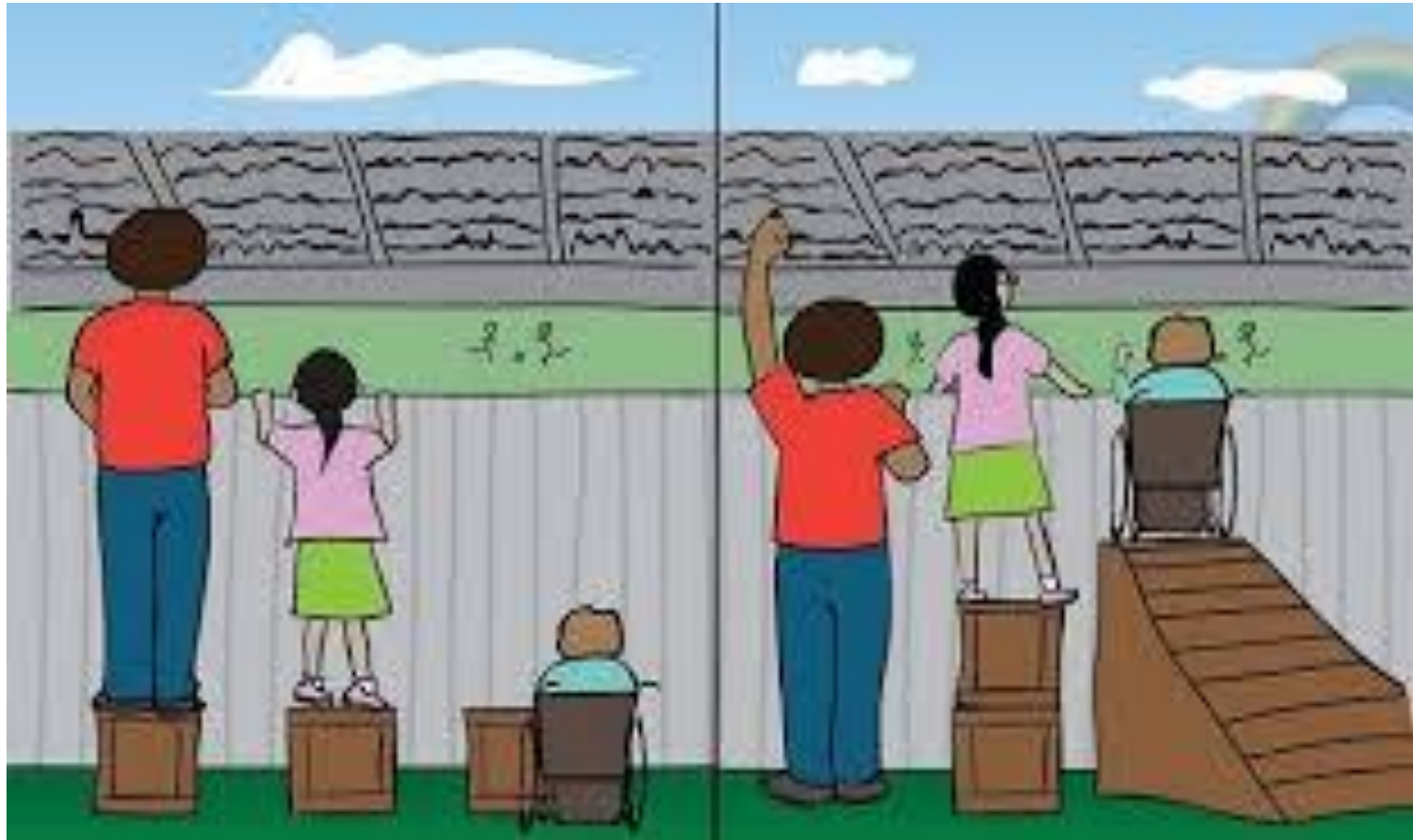
All students; each and every student . . .

- deserves skill attainment through quality career and technical education programs of study.

- deserves equitable access and opportunities.

Equality =Sameness

Equity =Fairness

Provide educational <u>equity</u> in policies, practices, and programs necessary to

- Reduce the predictability of who succeeds and who fails
- Interrupt reproductive practices that negatively impact diverse students in public, charter, and independent school settings
- Cultivate the unique gifts and talents of every student
- Provide opportunities that eliminate discrimination and denial of services on the basis of race, color, national origin, sex, and disability

National Equity Project
Vocational Education Programs Guidelines for Eliminating Discrimination and Denial of Services on the Basis of Race, Color, National Origin, Sex and Handicap

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Objectives of the Presentation:

- Identify key elements of access and equity
- Identify changes to the special population groups as described by legislation
- Explore potential barriers for CTE concentrators
- Review changes with Perkins V
- Connect the LNA/CLNA and the Local Application
- Learn how Perkins V supports the success of students in CTE programs and possible resources
- Next Steps

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Special Populations—Perkins V

Individuals with disabilities

Individuals from economically disadvantaged families, including low-income youth and adults

Youth, who are in, or have aged out of, the foster care system

Individuals preparing for nontraditional fields

Single parents, including single pregnant women

***Out-of-workforce individuals (replaced displaced homemakers)***

English learners (replaced individuals with limited English proficiency

Homeless individuals

Youth with a parent who is a member of the armed forces and is on active duty

What barriers are your schools/students currently experiencing that may be impacting equitable access and/or student academic or technical skill obtainment for all students?
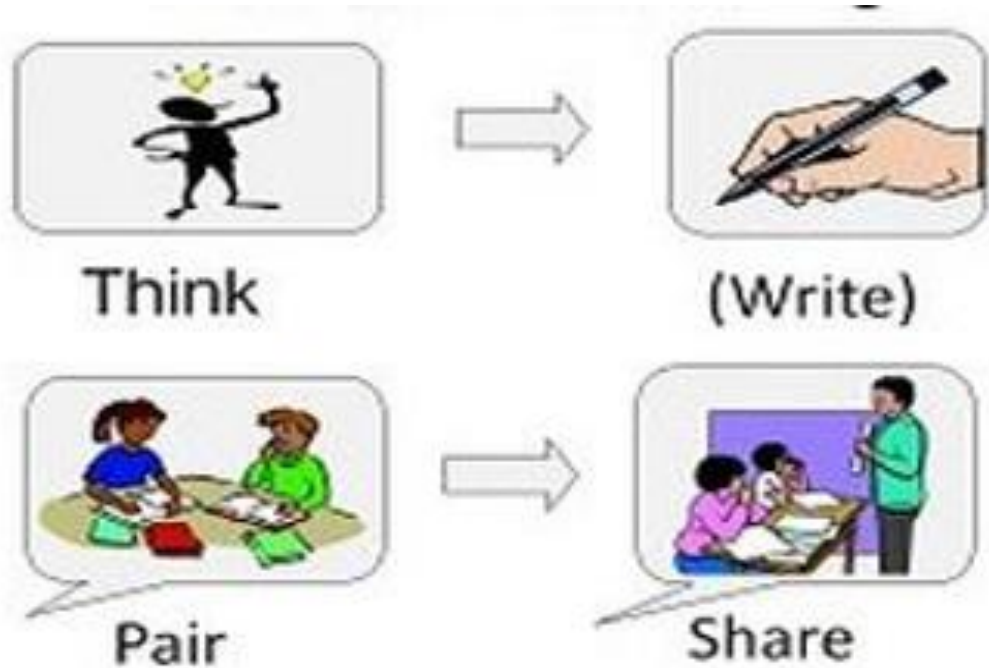
The Equity Provisions in Perkins V…

Required

* Identify equitable participation and performance gaps ---*(LNA/CLNA/Continuous Cycle of Improvement)*

*reporting core indicators by gender, race, and special populations

*Develop programing that remedies any areas of deficiency

*use of funds (targeted) to meet the needs of special populations—decrease barriers

*use of funds for career exploration and awareness

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Equity Provisions continued

- Expectation of intentionality
    - students are able to have access to programming
    - Remove barriers ➡ maintain challenges/course expectations
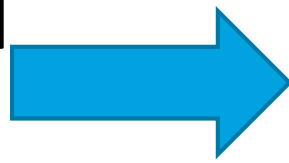   - guidance/ supports

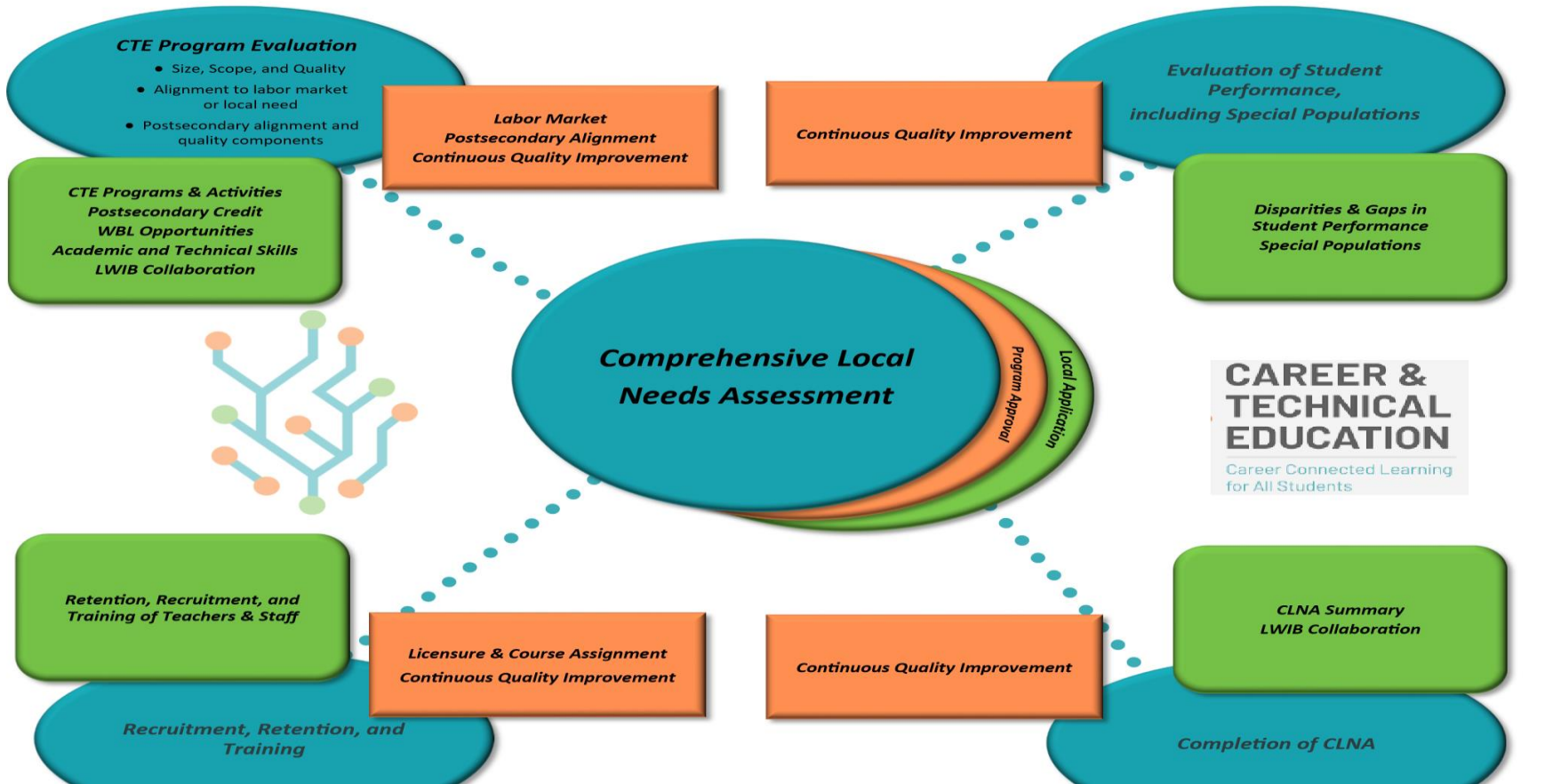# Accountability: Continuous Quality Improvement

- <u>continual</u> progress toward improving access and performance for **all** CTE students, including racial and ethnic subgroups, as well as special populations.

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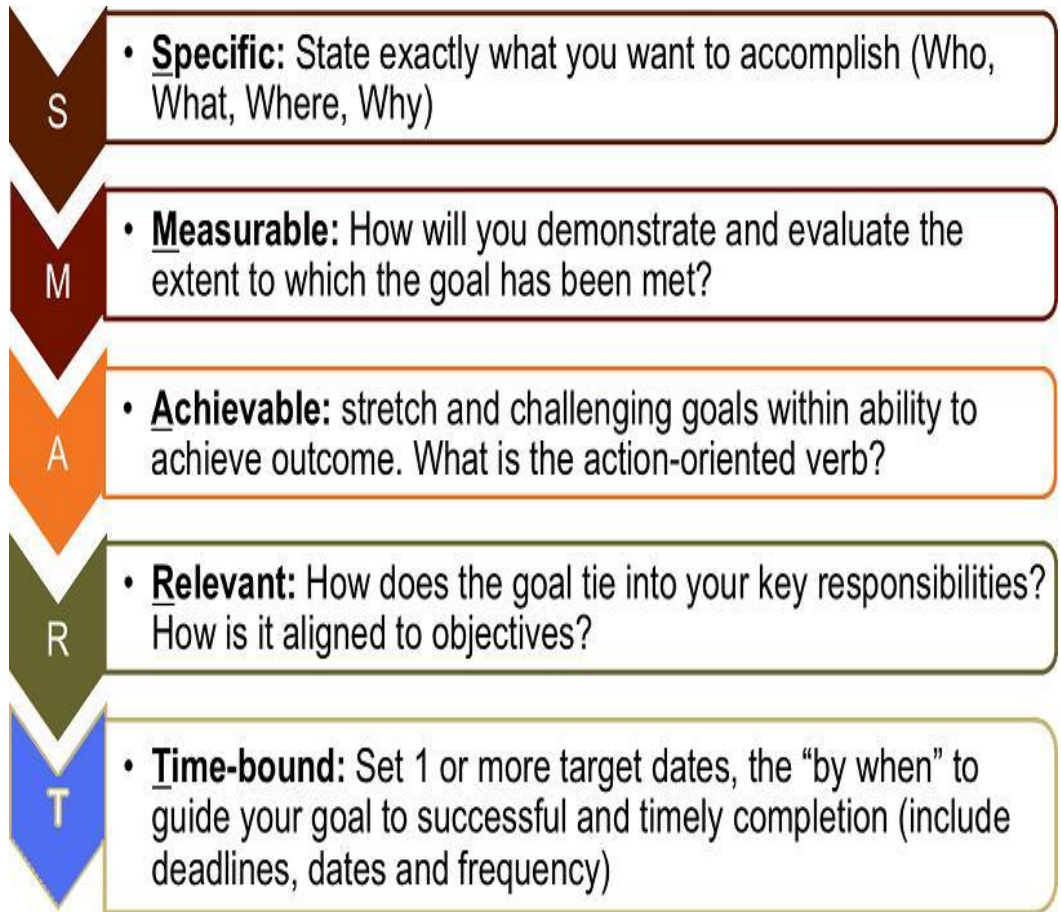# Comprehensive Local Needs Assessment → Local Application Development

Local Application:
Develop SMART Goals – 4 year plan

- Needs of special populations, including equal access /nondiscrimination
- Address disparities and gaps in performance
- Preparation for nontraditional fields

S · **Specific:** State exactly what you want to accomplish (Who, What, Where, Why)

M · **Measurable:** How will you demonstrate and evaluate the extent to which the goal has been met?

A · **Achievable:** stretch and challenging goals within ability to achieve outcome. What is the action-oriented verb?

R · **Relevant:** How does the goal tie into your key responsibilities? How is it aligned to objectives?

T · **Time-bound:** Set 1 or more target dates, the "by when" to guide your goal to successful and timely completion (include deadlines, dates and frequency)

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Local Funding

- Implementation of strategies to improve student achievement and close gaps;
  - Opportunities for educators –
    - advance knowledge, skills, and evidenced-based practices;
    - Training to provide appropriate accommodations
    - Training related in frameworks to effectively teach students:
    - Students with disabilities and English learners, which may include
      - Universal design for learning;
      - Multi-tier systems of supports (RTI); and
      - Positive behavioral interventions and supports (PBIS).

- Other *innovative* means to increase student achievement/decrease barriers

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Local Funding

- Activities that advance knowledge of career opportunities and assist students in making informed decisions about future education and employment goals, including non-traditional fields

- Supporting programs and activities that increase access, student engagement/success for students who are members of groups underrepresented fields:
    - science,
    - technology,
    - engineering, and
    - mathematics field (including computer science and architecture)

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Local Funding

- Instructional content widely available, i.e. open educational resources

- Reduce/eliminate out-of-pocket expenses for special populations
  - dual or concurrent enrollment program/early college high school programs,
  - cost associated with fees, transportation, mobility challenges for special populations, other
  - other barriers

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CTE Best Practices

- **Backward Design Lesson Planning**
- **Super Strategies: Posted on ISBE.net/cte**
- **Instructional Strategies:**
  - Prime the Brain (Clear learning objectives)
  - Think, pair, share
  - Gallery walks;
  - Rotating stations
  - ABC Brainstorm
  - Sketching/mind mapping
  - Graphic Organizers
  - 3-2-1 Response
- Cornell Notes
- Bell ringer activities
- Entry and exit slips
- Inside/Outside Circles
- Games/apps
- Writing across the curriculum
- Learning logs
- Blended learning
- Team Leaders/Captains
- Self-Reflection/Assessment
- Student-designed Learning Opportunities
- **Integration of Core Academics**
  - (reading, writing, math, etc.)

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Multi-tiered Approaches RTI/PBIS

School-Wide Systems for Student Success:
A Response to Intervention (RtI) Model

Academic Systems

Tier 3/Tertiary Interventions   1-5%
•Individual students
•Assessment-based
•High intensity

Tier 2/Secondary Interventions   5-15%
•Some students (at-risk)
•High efficiency
•Rapid response
•Small group interventions
• Some individualizing

Tier 1/Universal Interventions   80-90%
•All students
•Preventive, proactive

Behavioral Systems

1-5%   **Tier 3/Tertiary Interventions**
•Individual students
•Assessment-based
•Intense, durable procedures
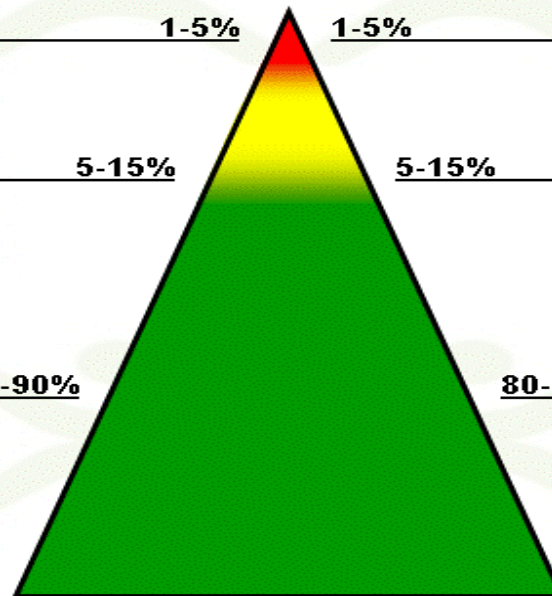
5-15%   **Tier 2/Secondary Interventions**
•Some students (at-risk)
•High efficiency
•Rapid response
•Small group interventions
•Some individualizing

80-90%   **Tier 1/Universal Interventions**
•All settings, all students
•Preventive, proactive

Illinois PBIS Network, Revised May 15, 2008.
Adapted from "What is school-wide PBS?"
OSEP Technical Assistance Center on Positive
Behavioral Interventions and Supports.
Accessed at http://pbis.org/school-wide.htm

WISCONSIN
PBIS Network

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Universal Design for Learning (UDL)

Process of designing instruction that is accessible by all students; (lessons designed with variability)

- multiple means of representation;

- multiple means of expression; and

- multiple means of engagement.

CAST 25 YEARS OF INNOVATION
1984-2009

Transforming education through Universal Design for Learning — http://www.cast.org

UDL at a glance

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https://bit.ly/3bfAKPx

Accountability and Data Transparency Expectations

Please Note: If any of the data values are "-99.0," the positive or negative "Trend" percentage will be invalid and should not be used in the data review. Value of zero (0) = actual percentage. Value of -99.0 = redacted data for student privacy.

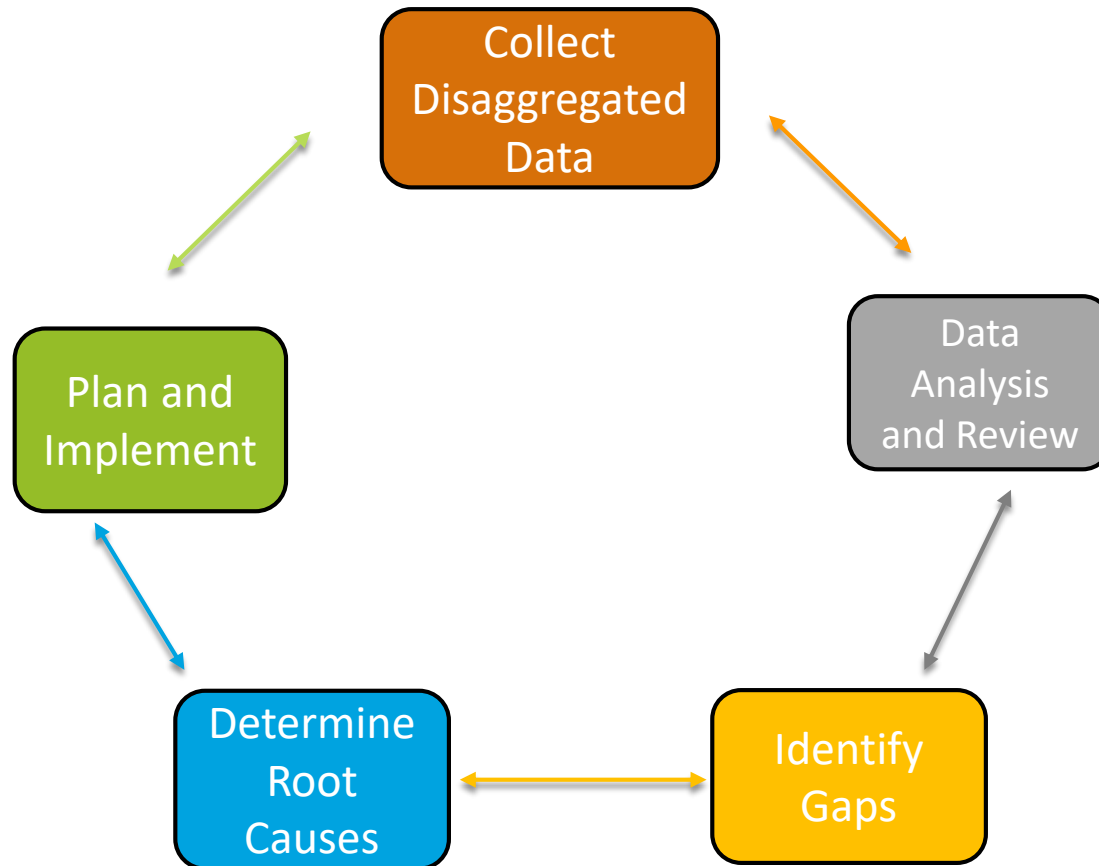|		1S1 Four-Year Graduation Rate				1S2 Extended Graduation Rate				2S1 Reading/LA Proficiency				2S2 Mathematics Proficiency			
		Year1	Year2	Year3	Trend	Year1	Year2	Year3	Trend	Year1	Year2	Year3	Trend	Year1	Year2	Year3	Trend
	Totals	100.0	98.0	100.0	0.02%	100.0	98.0	100.0	0.02%	28.4	48.3	22.2	8.02%	8.3	15.6	15.6	43.98%
	Male	100.0	97.1	100.0	0.04%	100.0	97.1	100.0	0.04%	25.6	41.5	22.9	8.65%	7.1	16.7	14.3	60.42%
	Female	100.0	100.0	-99.0	N/A	100.0	100.0	-99.0	N/A	33.3	64.7	20.0	12.60%	10.0	13.3	20.0	41.69%
Subgroups	White	100.0	98.0	100.0	0.02%	100.0	98.0	100.0	0.02%	28.4	48.3	22.2	8.02%	8.3	15.6	15.6	43.98%
	Black	-99.0	-99.0	-99.0	N/A	-99.0	-99.0	-99.0	N/A	-99.0	-99.0	-99.0	N/A	-99.0	-99.0	-99.0	N/A
	Hispanic	-99.0	-99.0	-99.0	N/A	-99.0	-99.0	-99.0	N/A	-99.0	-99.0	-99.0	N/A	-99.0	-99.0	-99.0	N/A
	Asian	-99.0	-99.0	-99.0	N/A	-99.0	-99.0	-99.0	N/A	-99.0	-99.0	-99.0	N/A	-99.0	-99.0	-99.0	N/A
	Pacific Islander	-99.0	-99.0	-99.0	N/A	-99.0	-99.0	-99.0	N/A	-99.0	-99.0	-99.0	N/A	-99.0	-99.0	-99.0	N/A
	American Indian	-99.0	-99.0	-99.0	N/A	-99.0	-99.0	-99.0	N/A	-99.0	-99.0	-99.0	N/A	-99.0	-99.0	-99.0	N/A
	Two or more	-99.0	-99.0	-99.0	N/A	-99.0	-99.0	-99.0	N/A	-99.0	-99.0	-99.0	N/A	-99.0	-99.0	-99.0	N/A
Special Populations	EL	-99.0	-99.0	-99.0	N/A	-99.0	-99.0	-99.0	N/A	-99.0	-99.0	-99.0	N/A	-99.0	-99.0	-99.0	N/A
	IEP	-99.0	-99.0	-99.0	N/A	-99.0	-99.0	-99.0	N/A	-99.0	-99.0	-99.0	N/A	-99.0	-99.0	-99.0	N/A
	Low Income	100.0	94.1	-99.0	N/A	100.0	94.1	-99.0	N/A	31.3	43.5	15.4	-12.81	0.0	7.1	7.7	N/A

States and local recipients must:

- Report annually on core performance indicators for all students, disaggregated subgroup/special population, by career cluster

- Identify and quantify any disparities or gaps in performance

- As applicable, develop program improvement plans to remedy areas of identified deficiency

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Program Improvement:
Continuous Cycle of Improvement Model

Collect Disaggregated Data

Data Analysis and Review

Plan and Implement

Identify Gaps

Determine Root Causes

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See "How to Conduct a Gap Analysis" at https://napequity.org/wp-content/uploads/NAPE-Perkins-V-State-Equity-Gap-Analysis-At-A-Glance_Updated_4-3-19_ml_bw.pdf

Resources

- isbe.net/cte (scroll to bottom of the page and locate the section "Equity, Access, and Special Populations"

- https://www.rti.org/impact/national-center-innovation-career-and-technical-education-ncicte

- https://www.clasp.org/sites/default/files/publications/2019/10/2019%20Perkins%20V%20State%20Plan%20Guidance.pdf

- http://udloncampus.cast.org/page/planning_landing#.VO3gkrP2OuC

- Alliance for Excellent Education-https://all4ed.org/wp-content/uploads/2019/09/Perkins-CTE-Special-Populations_FINAL.pdf

- https://gtlcenter.org/learning-hub/equitable-access-toolkit/moving-toward-equity/what-is-equitable-access

- Perkins Collaborative Resource Network https://cte.ed.gov/

- Super Strategies https://icsps.illinoisstate.edu/2016/10/special-population-recruitment-and-retention-support-strategies-documents/

- Universal Design for Learning (UDL) www.cast.org

- https://napequity.org/wp-content/uploads/NAPE-Perkins-V-State-Equity-Gap-Analysis-At-A-Glance_Updated_4-3-19_ml_bw.pdf

- Tennessee Leaders for Equity Playbookhttps://www.tn.gov/content/dam/tn/education/reports/Tennessee-Leaders-for-Equity-Playbook.pdf

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