# Part E: Progress Toward Improving Equity and Access

Here the needs assessment requires participants to assess progress toward providing equal access to all CTE programs. There should also be an examination of any barriers (real or perceived) that may prevent members of any special populations from entering and thriving in these programs.

Section 134(c)(2)(E) states the needs assessment must include:

*A description of progress toward implementation of equal access to high-quality career and technical education courses and program of study for all students including:*

* *Strategies to overcome barriers that result in lower rates of access to, or performance gaps in, the courses and programs for special populations;*
* *Providing programs that are designed to enable special populations to meet the local levels of performance; and*
* *Providing activities to prepare special populations for high-skill, high-wage, or in demand industry sectors or occupations in competitive, integrated settings that will lead to self-sufficiency.*

It is important to remind ourselves of who is included under the definition of special populations to ensure every special population is addressed in our needs assessment, our plan, and our instructional services. The definition has broadened so it is important to check your data systems for access to information. (As a reminder, all definitions are included in section 3 of the new Perkins V act.)

Sec. 3(48) Special Populations

*The term “special populations” means*

* *Individuals with disabilities*
* *Individuals from economically disadvantaged families, including low income youth and adults*
* *Individuals preparing for nontraditional fields*
* *Single parents, including single pregnant women*
* *Out-of-work-individuals*
* *English learners*
* *Homeless individuals described in section 725 of the McKinney-Vento Act*
* *Youth who are in, or have aged out of, the foster care system*
* *Youth with a parent who is:*
  + *A member of the armed service*
  + *Is on active duty status*

The law calls out equity and access as a separate component of the needs assessment, but student access and equity are embedded throughout the prior parts of the needs assessment. DO NOT recreate all of those discussions, but instead review the discussions already held and purposefully refocus them specifically toward the three bullets listed above.

## OPTIONAL RESOURCES

### Quick Reference Guide

| **Materials to Consider** | **Suggested Stakeholders to Consult** |
| --- | --- |
| * Discussion notes, gap analysis, root cause, and priority information from prior parts of the needs assessment * List of services and supports for special populations * Recruitment activities for special populations * Procedures/opportunities for work-based learning and CTE related CWE for special populations | All stakeholders required by law particularly:   * Secondary and postsecondary teachers/faculty * Administrators, teachers, and faculty * Career guidance and advisement professionals * Tribal organizations and representatives * Representatives of special populations * Students and parents * Data staff |

| **Suggested Strategies for Consultation** |
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| * [Oregon Stakeholder Engagement Guide](https://www.oregon.gov/ode/schools-and-districts/grants/ESEA/IA/Documents/RoadmapforEngagement.pdf) * Work group to examine data including educators, career guidance professionals, and representatives of special populations * Focus group, interviews, study circle with:   + Students and former students   + Parents   + Representatives of special populations   + Tribal organizations and representatives   + Business, industry, and community partners |

| **Questions to Discuss** |
| --- |
| Please consider each of the questions below through the lens of special populations, race/ethnicity, and gender:   1. Which population groups are underrepresented in your CTE programs overall? 2. How effective have you been in recruiting diverse populations of learners into your programs? 3. Which recruitment efforts have been most and least effective? 4. What are the additional enrollment discrepancies related to high-wage, high-skill and in-demand occupations? 5. What barriers currently exist that prevent certain populations of learners from accessing your programs? 6. How effective are your current differentiated accommodations, modifications, and support services to ensure success of special population groups? 7. What accommodations, modifications, and supportive services would help ensure access and equity for all students within your programs? 8. How well do you involve students in improving equitable practices in CTE Programs? |

### Discussion Records – Part D: Progress Toward Improving Equity and Access

| **Questions to Consider** | **Plus - Notes** | **Delta - Notes** |
| --- | --- | --- |
| Which population groups are underrepresented in your CTE programs overall? |  |  |
| How effective have you been in recruiting diverse populations of learners into your programs? |  |  |
| Which recruitment efforts have been most and least effective? |  |  |
| What are the additional enrollment discrepancies related to high-wage, high-skill and in-demand occupations? |  |  |
| What barriers currently exist that prevent certain populations of learners from accessing your programs? |  |  |
| How effective are your current differentiated accommodations, modifications, and support services to ensure success of special population groups? |  |  |
| What accommodations, modifications, and supportive services would help ensure access and equity for all students within your programs? |  |  |
| How well do you involve students in improving equitable practices in CTE Programs? |  |  |

### Identifying Need, Setting Priorities, and Identifying Action Steps

Below are some resources to help you with this step:

1. Identifying Strengths and Needs
   * Use the information discussed above to identify strengths and needs
2. Identifying Causes
   * [NAPE Root Cause Analysis](https://napequity.org/wp-content/uploads/NAPE_RootCauses_Chart_FNL1.pdf): provides a description of the process for finding a root cause
   * [Herringbone Tool](https://drive.google.com/file/d/1jufX3AkP8oSStbYug5hNVl84CBSIED46/view): a simple graphic to help develop root causes
   * [5 Whys Guide and Template](https://www.michigan.gov/documents/mde/5_Whys_Worksheet_680955_7.pdf) to identify root causes
3. Setting Priorities and Goals
   * Use simple worksheet below to help set priorities

* What strategies may be employed across the district, region, or institution that would lead to strong positive outcomes for learners?
* How can you provide CTE in ways that maximize success for special populations?
* What do community partners say are potential solutions to the need(s) identified?
* What would be achievable goals to improve the CTE Programs of Study to ensure they are reaching all students?

| **Part D: Progress Toward Improving Equity and Access - Strengths**  ***Cause and Potential for Leverage/Expansion*** |
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**Use this scale to help identify priority**

**Ratings**

1. Significant gaps and/or multiple gaps exist
2. Some gaps exist and/or we do not have a concrete plan to address them
3. Very few gaps exist and we have a process in place to close the remaining gaps
4. No gaps exist

**Priority**

1. Critical
2. High priority
3. Medium priority
4. Low priority at this time

| **Rating** | **Priority** | **Part D: Progress Toward Improving Equity and Access** ***Add in Cause and Potential Goal to Highest Priorities*** |
| --- | --- | --- |
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## Required Response

Once the analysis and priority setting with partners is complete, each applicant will be required to share the results of the needs assessment as part of the Perkins Strategic Plan and Local Application process. The information below will be uploaded into the application platform.

Remember, this is the only information that will be available to demonstrate you have thoroughly examined the current status of your evaluation and implementation of high quality CTE Programs. Following the requested information is a checklist and rubric to help formulate your response.

| **Question to Respond To** | **Workspace for Your Answer** |
| --- | --- |
| Statement of Strength(s) and Need(s) |  |
| Who was consulted in this discussion?  Include at a minimum:  Names, stakeholder roles of those participating in discussion of student performance |  |
| Discussion of process to identify this need  Include at a minimum:  A discussion of the data examined in determining strength and need to improve equal access to high quality programs  A discussion of the identified strength and need for student recruitment to improve equal access to high quality programs  A discussion of the identified strengths and needs regarding barriers that may limit equal access to high quality programs  A discussion of the identified strength and need for effective accommodations, and differentiation for special populations and historically marginalized students to ensure access and success  A discussion of potential (root) causes and possible solutions regarding student access to high quality CTE experiences |  |

## Rubric

| **1 – Does not Meet - revision required** | **2 – Minimally Meets – some revision required** | **3 – Meets Requirement** | **4 – Exceeds Requirement** |
| --- | --- | --- | --- |
| The response does not indicate how stakeholders were involved in identifying and prioritizing needs | The response provides some description indicating stakeholders were involved in identifying and prioritizing needs | The response provides a specific description regarding how stakeholders were involved in identifying and prioritizing needs | The response provides a specific description regarding how stakeholders were involved in identifying and prioritizing needs and evidence is provided |
| The response does not include evidence of using a variety of sources to identify equal student access to high quality CTE Programs | The response includes little evidence of using a variety of sources to identify equal student access to high quality CTE programs | The response clearly includes evidence of using a variety of sources to identify equal student access to high quality CTE Programs |  |
| The response does not identify strengths and needs in recruiting students | The response minimally identifies strengths and needs in recruiting students | The response clearly identifies strengths and needs in recruiting students | The response clearly identifies strengths and needs in recruiting students and provides evidence |
| The response does not identify existing barriers that inhibit a student’s equal access to high quality CTE Programs | The response minimally identifies existing barriers that inhibit a student’s equal access to high quality CTE Programs | The response clearly identifies existing barriers that inhibit a student’s equal access to high quality CTE Programs | The response clearly identifies existing barriers that inhibit a student’s equal access to high quality CTE Programs and provides evidence |
| The response does not includes evidence of strengths and needs regarding student accommodations and differentiated instruction to ensure equal access to high quality CTE Programs | The response includes some evidence of strengths and needs regarding student accommodations and differentiated instruction to ensure equal access to high quality CTE Programs | The response includes strong evidence of strengths and needs regarding student accommodations and differentiated instruction to ensure equal access to high quality CTE Programs |  |
| The response includes no evidence of examination of potential (root) causes and/or possible solutions regarding to improve equal access to high quality CTE | The response includes some limited evidence of examination of potential (root) causes and/or possible solutions to improve equal access to high quality CTE | The response includes strong evidence of examination of potential (root) causes and possible solutions to improve equal access to high quality CTE |  |