NAPE’s Mission

We build educators’ capacity to implement effective solutions for increasing student access, educational equity and workforce diversity.
Goals for Today’s Session

• Review Perkins V and identify levers for action to close equity gaps in CTE
• Review the local needs assessment to direct high-impact interventions to increase student access and educational equity in CTE

Opportunities

Across post-secondary pathways

• For the next 55 million job openings (until 2020):
  • 35% will require at least a bachelor’s
  • 30% will require some college or an associate’s
  • 35% will not require education beyond high school

Note: At the current production rate, the US will fall short by 5,000,000 workers with post-secondary education.

Georgia

Who has the good jobs?

Fast Facts for Georgia: 2017 to 2027

• Computing jobs will grow by 12%
• Engineering jobs by 10%
• Advanced manufacturing by 17%
• Of all job openings from 2014-24, 51% will require training at the middle skill level

STEM Jobs will grow 13%

All other jobs will grow 8%

Note: For U.S., it is 14%, 7%, 12%, & 48%

Sources: http://vitalsigns.changetheequation.org/

Equity is when every student has what they need to succeed.

Equality
Equity

PERKINS V

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www.napequity.org/perkinsv

- Perkins Resources
  - Summary of changes to Perkins V for equity provisions
  - Archived webinar
  - Technical Assistance materials
- Perkins Activities

Education Pipeline

Focus on the leaks at transitions

Bridge support makes a difference

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Equity Gap Analysis

Student performance

Quality Programs

Size, Scope, Quality

Faculty & Staff

Recruitment, retention, training of staff

Stakeholders

Diverse body

B&I Alignment

Responsive to market needs

Comprehensive Local Needs Assessment (CLNA)

• Every 2 years
• Identify equity gaps in programs/programs of study

CLNA | Equity Gap Analysis

• An evaluation of strategies needed to overcome barriers to access and performance for special populations
• Provide programs designed to enable special populations to meet local levels of performance
• Provide activities to prepare special populations for high-skill, high-wage, or in-demand industry sectors or occupations that lead to self-sufficiency

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Perkins V Accountability

**Secondary Concentrator**: student that has completed at least two courses in a single CTE program or program of study

**Secondary Core Indicators**
- Graduation Rate (1S1-52)
- Academic Proficiency (2S1-53)
- Postsecondary Placement (3S1)
- Nontraditional Enrollment (4S1)
- Attained Recognized Postsecondary Credential (5S1)
- Attained Postsecondary Credits (5S2)
- Work-Based Learning Participation (5S3)
- 5S4 Other (set by the State)

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Data Collection & Disaggregation

<table>
<thead>
<tr>
<th>Gender</th>
<th>Race/Ethnicity</th>
<th>Special Populations</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>American Indian or Alaska Native</td>
<td>Individuals in non-traditional field</td>
</tr>
<tr>
<td>Female</td>
<td>Asian or Pacific Islander</td>
<td>Single parent</td>
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<td></td>
<td>Black, non-Hispanic</td>
<td>Out of work individual</td>
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<td></td>
<td>Hispanic</td>
<td>English learners</td>
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<td></td>
<td>White/non-Hispanic</td>
<td>Individuals with a disability</td>
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<td>Economically disadvantaged</td>
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<td>Youth in/out of foster care</td>
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<tr>
<td></td>
<td></td>
<td>Youth of active duty parent</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Migrant students</td>
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</tbody>
</table>

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Program Improvement Process for Equity

The goal of PIPE is to increase the participation, persistence, and program completion of underrepresented students in CTE programs (to identify and address disproportionality).

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HOW CAN AN EQUITY GAP ANALYSIS LEAD TO INCREASED SUCCESS FOR STUDENTS IN GEORGIA?

TAKING ACTION TO REMEDY EQUITY GAPS

Roseburg HS
Roseburg, Oregon

- 12 HS
  - Largest HS: 1900
  - Smallest <50
- Umpqua Community College
- 8 Programs of Study
- Priorities:
  Manufacturing Pathways (Welding)
Select: Roseburg HS Strategies
- Welding instructor buy-in
- Welding equipment
- Freshmen Cruise
- “Pride Night” Open House
- Explore Nontraditional Careers

Results – Student Enrollment
Fall 2015: 4 girls
Spring 2016: 38 girls (800% increase!)