ROOT CAUSE ANALYSES
Georgia CTAE Resource Network Winter Conference | February 5, 2020
Ricardo Romanillos, EdD - Director of Professional Learning
Ben Williams, PhD - CEO
@napequity | @rromanillos | #CTEequity | #naped

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

© National Alliance for Partnerships in Equity
Goals for Today’s Session

- **Develop** an equity lens to the CLNA process within Georgia
- **Introduce** grounded root cause analysis

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).

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

Education Pipeline

Focus on the leaks at transitions

Bridge support makes a difference

Local Application

Comprehensive Local Needs Assessment (CLNA)

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

© National Alliance for Partnerships in Equity
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

Equity & the Perkins V CLNA

Equity Principles
1. Asset Orientation
2. Grounded Action
3. Systems are Not Neutral
Understanding Inequities

1. Individual: Bias or discrimination by an individual based on race, class, gender, abilities, etc.

2. Institutional: Policies, practices and procedures that work to the benefit of certain groups

3. Systemic: A history and current reality of institutional bias across all institutions. This combines a system that negatively impacts historically marginalized groups i.e. people of color, people with disabilities LGBTQ+, etc.

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>
</tr>
<tr>
<td></td>
<td>• Black, non-Hispanic</td>
<td>• Out of work individual</td>
</tr>
<tr>
<td></td>
<td>• Hispanic</td>
<td>• English learners</td>
</tr>
<tr>
<td></td>
<td>• White/non-Hispanic</td>
<td>• Individuals with a disability</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Economically disadvantaged</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Homeless individuals</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Youth in/out of foster care</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Youth of active duty parent</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Migrant students</td>
</tr>
</tbody>
</table>

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).