

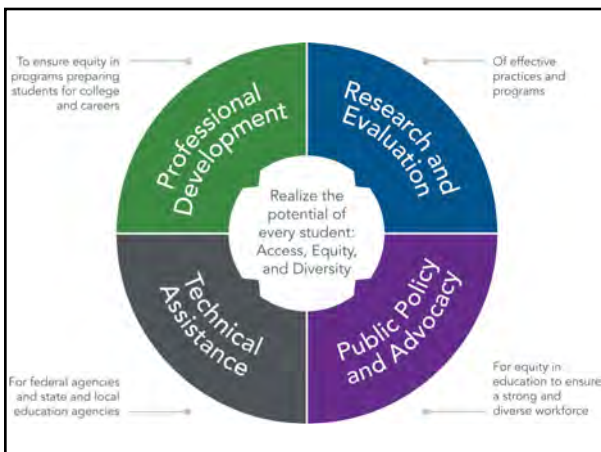
EQUITY & ACCESS IN PERKINS V
Georgia CTAE Resource Network Winter Conference | February 4, 2020
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NAPE's Mission


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



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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.


Source: Carnevale, A.P., Smith, N., & Strohl, J. (2018). Recovery: Job growth and education requirements through 2020. Georgetown Public Policy Institute, Georgetown Center on Education and the Workforce.

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Georgia

Who has the good jobs?

Who has the good jobs? BA vs. non-BA




952,000 workers with good jobs have at least a BA

780,000 workers without a BA have good jobs

NON-BA GOOD JOBS

Industry	Number of non-BA good jobs	Share of non-BA good jobs	Share of non-BA workers with good jobs	Median earnings
Manufacturing	130,000	17%	38%	\$53,000
Transportation and utilities	89,000	11%	47%	\$57,000
Information, financial activities, and real estate	85,000	11%	48%	\$60,000
Health services	80,000	10%	28%	\$51,000
Retail trade	76,000	10%	24%	\$52,000



Source: Georgetown University Center on Education and the Workforce analysis of Bureau of the Census, American Community Survey microdata 2013-2015, US Census Bureau and Bureau of Labor Statistics, Current Population Survey (CPS) March Supplement data, 1992-2016. Note: Figures in charts and tables may not sum due to rounding.

**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/>;
<http://www.nationalskillscoalition.org/state-policy/fact-sheets>

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



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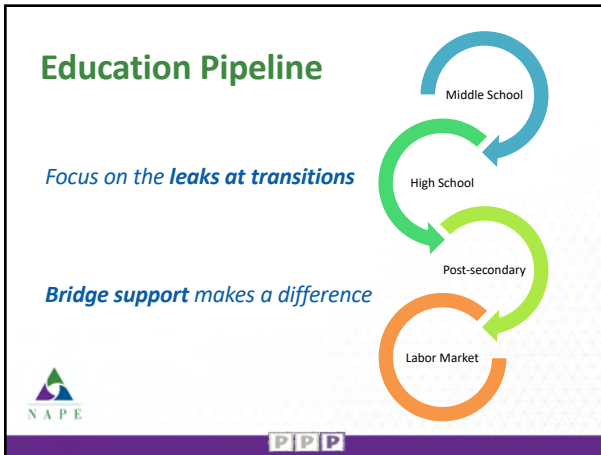
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www.napequity.org/perkinsv

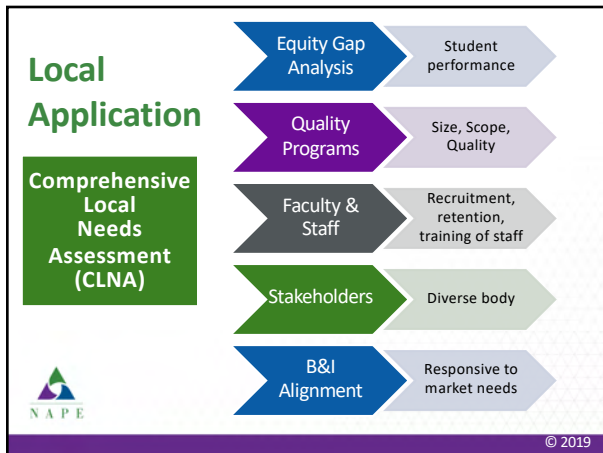


- Perkins Resources
 - Summary of changes to Perkins V for equity provisions
 - Archived webinar
 - Technical Assistance materials
- Perkins Activities

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Comprehensive Local Needs Assessment (CLNA)

- Every **2 years**
- Identify **equity gaps** in programs/programs of study


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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-S2)
- Academic Proficiency (2S1-S3)
- 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)

Data Collection & Disaggregation


Gender	Race/Ethnicity	Special Populations
<ul style="list-style-type: none"> • Male • Female 	<ul style="list-style-type: none"> • American Indian or Alaskan Native • Asian or Pacific Islander • Black, non-Hispanic • Hispanic • White/non-Hispanic 	<ul style="list-style-type: none"> • Individuals in non-traditional field • Single parent • Out of work individual • English learners • Individuals with a disability • Economically disadvantaged • Homeless individuals • Youth in/out of foster care • Youth of active duty parent • Migrant students

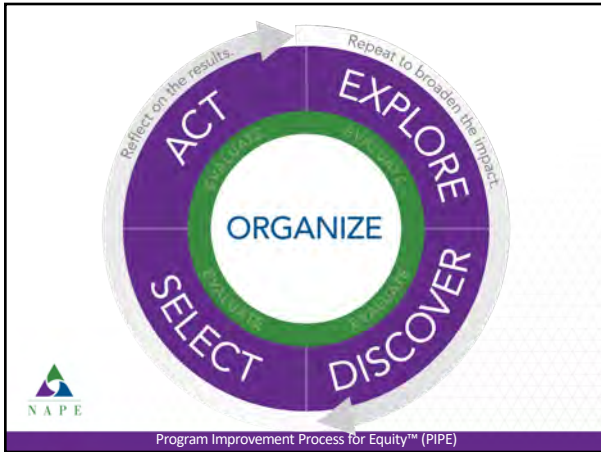


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Program Improvement Process for Equity

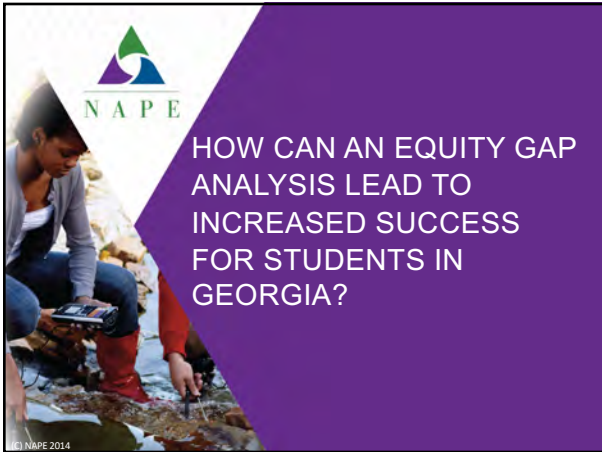
The goal of PIPE is to increase the participation, persistence, and program completion of underrepresented students in CTE programs (to identify and address disproportionality).





GEORGIA CTAE PARTICIPATION DASHBOARDS
www.napequity.org
 Click on Perkins V Resources

Secondary - CTE Concentrator Enrollment						
Selected State =>	Georgia					
	By Career Cluster					
Career Cluster Type	2014-15		2015-16		2016-17	
Agriculture	39%	55%	39%	64%	39%	59%
Architecture & Constr.	13%	87%	21%	79%	14%	86%
Arts, A/V Tech. & Comm.	43%	57%	44%	56%	42%	58%
Business, Mgt., & Admin.	53%	47%	52%	48%	53%	47%
Education & Training	92%	8%	92%	8%	92%	8%
Finance	55%	45%	54%	46%	51%	49%
Government & Public Admin.	44%	56%	43%	57%	40%	60%
Health Science	85%	15%	85%	15%	83%	17%
Hospitality & Tourism	64%	36%	64%	36%	62%	38%
Human Services	77%	23%	76%	24%	77%	23%
Information Technology	64%	36%	61%	39%	59%	41%
Law, Public Safety & Security	52%	48%	53%	47%	52%	48%
Manufacturing	27%	73%	15%	85%	16%	84%
Marketing	55%	45%	54%	46%	51%	49%
Sci. Tech. Engin. & Math	18%	82%	20%	80%	18%	82%
Transp. Distrib. & Logistics	57%	43%	52%	48%	51%	49%



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

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TAKING ACTION TO REMEDY EQUITY GAPS

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Roseburg HS
Roseburg, Oregon

- 12 HS
 - Largest HS 1900
 - Smallest <50
- Umpqua Community College
- 8 Programs of Study
- **Priorities:**
Manufacturing Pathways (Welding)



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Select: Roseburg HS Strategies


Welding instructor buy-in

Welding equipment

Freshmen Cruise

"Pride Night" Open House

Explore Nontraditional Careers




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Results – Student Enrollment

Fall 2015: 4 girls

Spring 2016: **38 girls (800% increase!)**



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REFLECTION



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