



**Access and Equity**  
**in CTE**

# Welcome!



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# Objective

The purpose of the training is to assist educators in improving participation and completion of non-traditional and special population students in CTE programs by increasing awareness of strategies.





*Just a reminder:*  
To download  
resources and  
websites, click on  
the images in the  
presentation.



## Resources

- [Google Drive](#)
- Handouts  
(all on Google Drive)
- Data







# *Module 1*

## *Perkins V Application Questions*

How will students, including students who are members of special populations, **learn about their school's CTE course offerings** and whether each course is part of a CTE Pathway?

Describe how you will provide activities to **prepare special populations** for high-skill, high-wage, or in-demand industry sectors or occupations that will lead to self-sufficiency.

## *Perkins V Application Questions*

Describe how you will prepare CTE participants for non-traditional fields. What is your **strategy to prepare CTE participants for non-traditional fields?**

Describe how you will provide **equal access for special populations to CTE courses and Pathways**. Identify your strategy for providing equal access for special populations to CTE courses.



## *Perkins V Application Questions*

Outline your strategy to ensure that members of special populations will not be **discriminated against** on the basis of their status as members of special populations.

## Equality



## Equity



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ONE SIZE DOES NOT FIT ALL

## *Special Populations Categories - Perkins V*

- Disabled
- Economically disadvantaged
- ESOL
- Homeless (including Migrant)
- Pregnant and/or single Parent
- Foster and Foster Aging Out
- Children of parents on active duty

# Create a District Plan

Need more ideas?

Check out the Google Drive and the  
Folder, [“Special Population Resources”](#).



## *Non-Traditional : Definition*

Nontraditional careers are those occupations in which one gender comprises less than 25% of the current workforce.

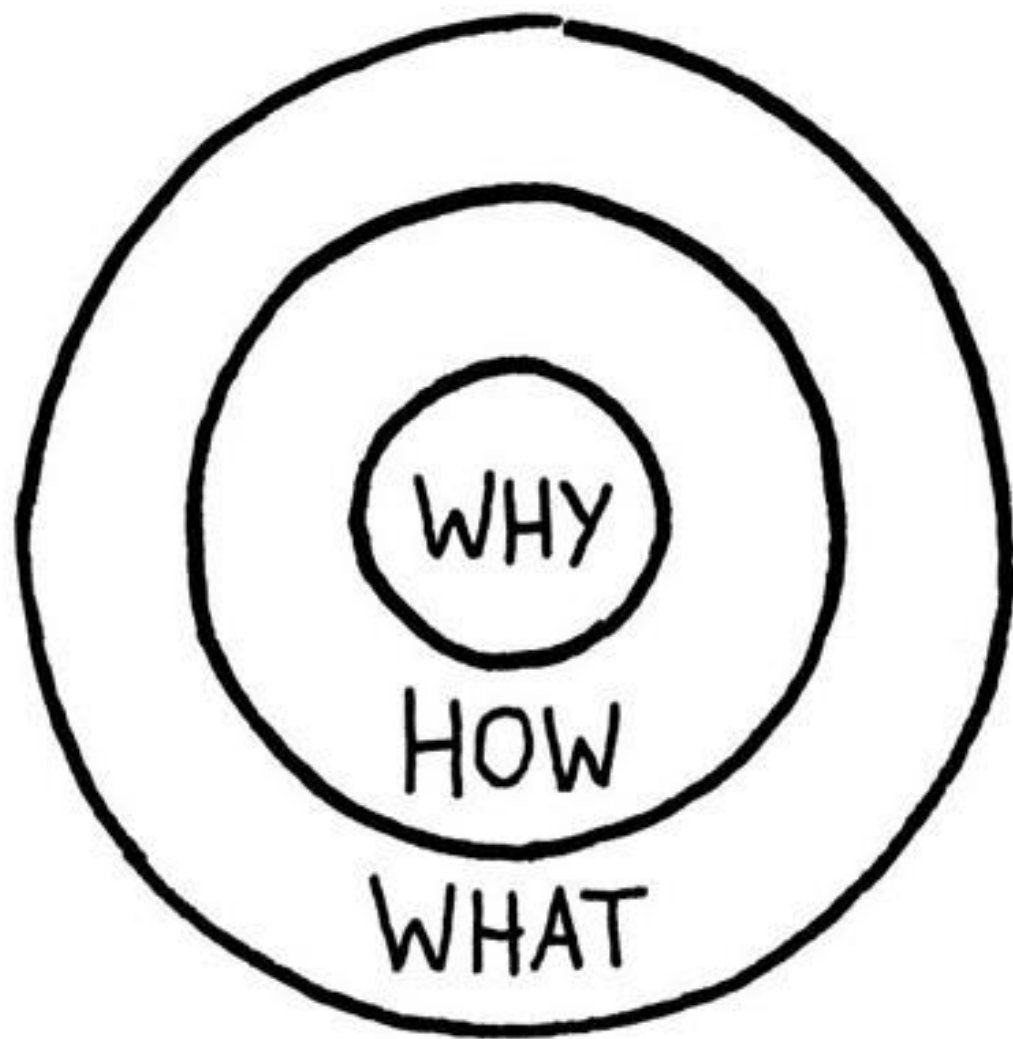


According to Perkins V,  
5% of all allocations  
must be dedicated to  
special population  
strategies for success.



Here are some **examples** of allowable expenditures:

- Professional Development for teachers working with special populations to minimize barriers to program access
- Recruitment strategies to encourage special populations' enrollment in CTE Pathways
- Honorariums for staff to review data in order to identify strategies to reduce the performance gap Special Populations might have on Core Performance Indicators.
- CTSO membership fees for Special Populations students



# Deep Dive

## Think and Discuss Activity

**OBJECTIVE:** Dividing up non-traditional categories by table, we will brainstorm challenges and strategies for one specific category. We will share out ideas as a group.

**TABLE NON-TRADITIONAL CATEGORY:** \_\_\_\_\_

1. As a table, quickly develop a profile of a student in this category. Perhaps you can use an actual student you know, without divulging any sensitive information. If not, create a profile

Student Name:

Home-life:

In general, how is school going:

Interests:

Future plans:

2. What are the challenges and barriers that your student or students in this category face?

- Disabled
- Economically disadvantaged
- ESOL
- Homeless (including Migrant)
- Pregnant and/or single Parent
- Foster and Foster Aging Out
- Children of parents on active duty



*Dig through your Data*

## Analyzing our Special Population CTE District Data

High School				Data Year				
	Disabled	Economically disadvantaged	ESOL	Homeless (including Migrant)	Single Parents	Non-Trad Students (gender)	Foster and Foster Aging Out	Children of parents on active duty
Percentage of Student Enrollment						Male Female	KSDE Data Not Available	KSDE Data Not Available
Percentage Currently Enrolled in CTE Courses (# / total <u>non-duplicated</u> count)						Male Female	KSDE Data Not Available	KSDE Data Not Available

### Significant Take-Aways


Career & Technical Education  
 Kansas State Department of Education  
 900 SW Jackson  
 Topeka, KS 66612-1212  
[www.ksde.org](http://www.ksde.org)

USD Name	BLDG #	Building Name
EI Dorado	8002	EI Dorado High

Pathway: All Pathways Career Cluster: All Clusters

### Minority-Gender Detail Report

	Students	Male	Female	Hispanic or Latino	White	Native Hawaiian or Other Pacific Islander	Black or African American	Asian	American Indian or Alaska Native	Individual with Disability	Economically Disadvantaged	Single Parents	Limited English Proficient	Non-Traditional Enrollees	Migrant Status	Special Population Subtotal	Participant	Concentrators	Concentrators Who Exited	Concentrators Who Exited for Other Reasons
Total non-duplicated count	171	95	76	9	163	0	4	4	5	24	75	0	5	17	0	95	87	37	47	0
AV Communications	27	18	9	0	24	0	1	1	1	0	11	0	1	0	0	17	4	14	9	0
Business Finance	8	3	5	0	0	0	0	0	1	1	0	0	0	0	0	6	2	1	5	0

### Pathway or VE2 Program

### Analyzing our Special Population CTE District Data

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Percentage of Student Enrollment						Male Female	KSDE Data Not Available	KSDE Data Not Available
Percentage Currently Enrolled in CTE Courses (# / total non-duplicated count)						Male	KSDE Data Not Available	KSDE Data Not Available

#### Significant Take-Aways


**Need help finding your data?**  
**Use the “Data Central”**  
**instruction sheet in the**  
**RESOURCES folder.**



Kansas Report Card 2018-2019

[Data Central Home](#)

## Welcome to the Kansas Building Report Card

Q Find Your School

Find Your School

Find a District or Building by Name

by Address

Find using Address, City, or Zip

Within

5 Miles

Search

View State Results ↕

Select from List

Stay Informed and Get Engaged



# Pre-Think the Barriers

	Possible Barriers	
Students with Disabilities		
ESOL		
Homeless		
Single Parents		
Foster		
Active Duty		
Gender		

- Objective Expectations
- Accommodations and Modifications
- IEPs and Transition
- Involving support professionals; Special Educators, ESOL Teachers, Social-Workers, etc.
- Transition to Post-secondary