#EachChildOurFuture

Ohio Perkins V Equity Lab

Ready for careers. Ready for college. Skills for a lifetime.
PERKINS V
#CareerTechOhio

October 2019

Ohio | Department of Education

QUESTIONS?

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Introduction

Ohio is proud of its focus on preparing career-technical students for lifelong learning and success, but the work is far from done. Ohio's greatest education challenge remains equity in education achievement. *Each Child, Our Future*, Ohio's strategic plan for education, calls attention to how the state's education system is not effectively meeting the needs of specific groups of students.[1] Many students still face learning inequities, often because of limited access to important education opportunities and resources. This contributes to the state's achievement gap and persistent disparity in measures of performance. Creating a space to openly discuss and address equity is both difficult and essential. Ohio can and must do more for advancing equity in education.

A primary focus of the Ohio Perkins V Transition Plan is improving access, enrollment, engagement and performance for all students, with an intention focus on students in special populations. To support districts in ensuring students have meaningful access and are engaged in high-quality career-technical education programs, the Ohio Department of Education is piloting regional equity labs[2] for secondary career-technical programs. Participants in the equity labs will review and analyze data in three main categories: access, engagement and enrollment, and performance. They will identify the largest or most pressing gap to be addressed and perform a root cause analysis, while clearly articulating a commitment to advancing equity with a plan to specifically address and continually make meaningful progress toward improving the performance of special populations.

During the equity labs, participants will complete activities and exercises that will be useful in fulfilling the Perkins V Comprehensive Local Needs Assessment and Local Application requirements for equity. Career Technical Planning Districts are encouraged to set ambitious and achievable goals, collaborate on best practices and share resources. It is not feasible or realistic to expect districts to correct all inequities at once, but it is an expectation that Career Technical Planning Districts identify the opportunities for growth, create a plan and commit to improving Ohio's equity in education.

[1] *Each Child, Our Future* | Ohio Strategic Plan for Education: 2019-2024 | Page 4

[2] Ohio Perkins V Transition Plan | May 2019 | Page 5

Equity Lab Agenda

8-8:30 a.m.	Check In
8:30-9:15 a.m.	Welcome • Perkins Overview • Ohio's Strategic Plan • Comprehensive Local Needs Assessment • Overview of the Workshop • Establishing Guidelines for Participation
9:15-10:15 a.m.	Equity Overview
10:15-10:30 a.m.	Reflection and Break
10:30-11:45 a.m.	Data Analysis and Identifying Gaps: "Notice & Wonder"
11:45 a.m.-noon	Announcements
Noon-1 p.m.	LUNCH ON YOUR OWN
1-2:15 p.m.	Root Cause Analysis: "Attack the Gap!"
2:15-2:30 p.m.	Gallery Walk and Break
2:30-4 p.m.	Equity + Comprehensive Local Needs Assessment
4 p.m.	Wrap Up and Close

Putting the Pieces Together: An Overview

Ohio's bold vision for addressing and making meaningful progress toward equitable education starts with a general overview of the legislation in the Strengthening Career-Technical Education for the 21st Century Act (Perkins V), as well as how *Each Child, Our Future*, Ohio's strategic plan for education, the Ohio Perkins V Transition Plan and the Local Application relate to equity and creating equity in education.

PERKINS V

- New concentrator definition
- Identify and quantify gaps between special populations and all career-technical education concentrators
- Make meaningful progress toward improving the performance of special populations
- Five of the six uses of funds are related to special populations

Each Child, Our Future

- Equity is defined as access to relevant and challenging academic experiences and educational resources necessary for success
- Identify diverse ways to demonstrate and measure performance
- Partnership-based approach
- Expand career-technical education

OHIO PERKINS V TRANSITION PLAN

- Regional Equity Labs:
  - Data Analysis
  - Identify Gaps
  - Root Cause Analysis
  - Plan for Progress
- Comprehensive Local Needs Assessment
- Local Data Reports

Local Application

- Outline ambitious and achievable goals to make meaningful progress toward equitable education for special populations
- Identify how the district will use funds to remove barriers, increase performance and provide supports to students in special populations
- Required every two years

Equity Lab: Vision

"In Ohio, each child is challenged to discover and learn, prepared to pursue a fulfilling post-high school path and empowered to become a resilient, lifelong learner who contributes to society."[3]

Data Analysis and Identifying Performance Gaps

The Ohio Department of Education will develop a report displaying local recipients' data in three main categories: meaningful access, engagement and enrollment, and student outcomes. In the "**Notice and Wonder**" session, local recipients will utilize data literacy skills to discover useful information that may support decision-making.

Root Cause Analysis

Local recipients will identify the largest and most pressing gap to be addressed in the local application. Teams will then conduct a root cause analyses on the identified gap, or "**Attack the Gap**" utilizing the affinity diagram exercise.

Planning for Equity and Comprehensive Local Needs Assessment

Local recipients will develop goals and action plans to address the identified gap, as well as plan to evaluate the successes and adjust plans annually. Tips, tricks and strategies learned in the "**Know Your Why**" session will provide participants with the tools to further engage in the Comprehensive Local Needs Assessment and Perkins V application process.

[3] *Each Child, Our Future* | Ohio Strategic Plan for Education: 2019-2024 | Page 9

Guidelines for Participation

We cannot challenge our perceptions, filters or systems if we cannot consider the possibility that we have them. We cannot change what we refuse to see. We cannot fix problems we do not know exist.

These guidelines are intended to create open, respectful dialog, maximize participation and create a safe space to discuss what could be difficult issues. Participants must commit to sharing responsibility in the success of equitable education for all students by following these guidelines.

Acknowledge differences among us in backgrounds, skills, interests, values, student populations, workforce needs, financial resources and geography. Realize it is these very differences that will increase our awareness and understanding through this process. The discussions herein are meant to expose participants to a variety of challenges, options and solutions.

Respect others' rights to hold opinions and beliefs that differ from your own. Disagree with grace by challenging or constructively criticizing the idea or practice, not the person. Be open to changing your mindset and allow others the space to do the same.

Commit to equitable access, enrollment, engagement and performance. Take this work seriously. Remember the team's success in providing equitable education to Ohio students is dependent upon your engagement.

Engage all stakeholders, including students, parents, caregivers, teachers, administrators, advisory councils, member schools and community members in this process.

The Equity-Focused Growth Mindset

Each Child, Our Future defines a growth mindset as, "The expectation that one will continually improve by learning new skills and building on current skills through dedication and hard work, as well as intelligence. A growth mindset allows a love of learning and resilience that is essential for accomplishment."[4]

Let's Kahoot!

This activity is focused on understanding growth mindset through an equity lens.

PARTICIPANTS NEED:

- A charged electronic device, such as a smart phone or computer.
- A personalized screen name.

WHAT TO DO:

- Kahoot! can be accessed on a mobile app or website.
- Download the **Kahoot! app *OR*** Access Kahoot! at **www.kahoot.it.**
- Enter the **GAME PIN** located on the presentation screen.
- Choose an appropriate **screen name.**
- **Enter** the game.
- GOOD LUCK!

REFLECTION AND NOTES

[4] *Each Child, Our Future* | Ohio Strategic Plan for Education: 2019-2024 | Page 27

Data Analysis and Identifying Performance Gaps

What gets measured matters. The data report provides a visual snapshot of the information reported in Ohio's Education Management Information System (EMIS) and should be used as a resource to support data-driven decision-making. Local recipients are encouraged to take an in-depth look at the data and develop plans for making meaningful progress toward equitable education where performance and achievement gaps exist.

Data Definitions and Disclosures

Data Time Period – The data provided is from Fiscal Years 2018 and 2019. During this workshop, the focus will be on FY19 data and Perkins IV indicators.

Special Populations – For the purpose of this workshop, special populations are defined as individuals with disabilities; individuals from economically disadvantaged families, including low-income youth and adults; individuals preparing for non-traditional fields; single parents, including single, pregnant women; English learners; homeless individuals;* youth who are in, or have aged out of, the foster care system;* and youth with a parent who is a member of the armed forces and is on active duty.*
(*New populations as of Perkins V.)

Subpopulations – For the purpose of this workshop, subpopulations are defined as gender and ethnicity.

Concentrators – For the purpose of this workshop, a concentrator is defined as a student who has completed half of an approved career-technical education career field pathway and is enrolled in the next half of the pathway. *(Perkins IV definition.)*

Multi-Indicator Representation – Be mindful students may experience crossover between multiple special populations, such as English learner and economically disadvantaged.

Masking Data – To protect student privacy and comply with the Family Educational Rights and Privacy Act (FERPA), data from any special population or subpopulation with fewer than 10 students represented is masked or not calculated.

Local recipients are responsible for, and held accountable to, the following Perkins V indicators:

Graduation Rate
(Four-Year and Extended)

Academic Proficiency
(Reading/English Language Arts and Mathematics)

Post-Program Placement

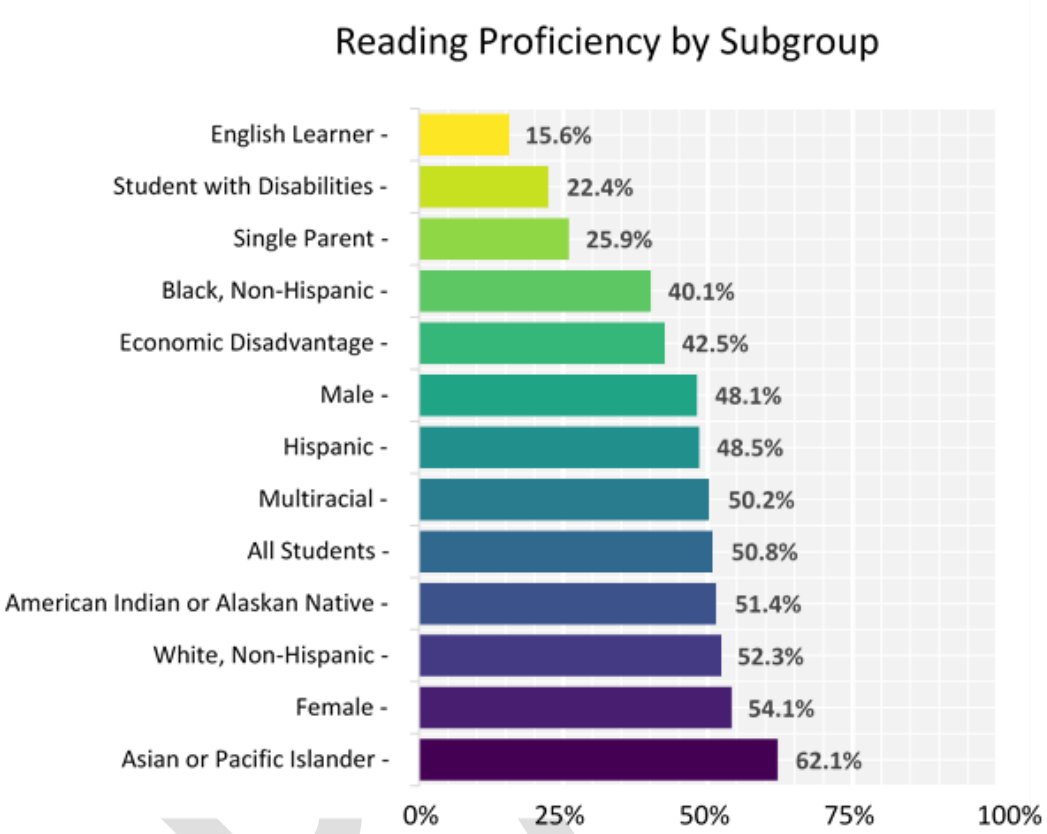
Non-Traditional Program Concentration

Technical Skill Attainment

Work-Based Learning

Key Components of the Data Report Graphs: Example 1

Percent of career-technical education concentrators who left in 2018 who scored proficient or higher on the Ohio Graduation Tests in reading or English language arts end-of-course exams.



- The **TITLE** is "Percent of career-technical education concentrators…" and appears at the top of each graph in bold.
- The **Y-AXIS** of this graph depicts data by special population, as defined by Perkins IV, and subpopulations.
- The **X-AXIS** of this graph is the percentage of concentrators who are members of the special population and subgroups, as defined by Perkins IV, who scored proficient or higher on the Ohio Graduation Tests in reading or English language arts end-of-course exams.

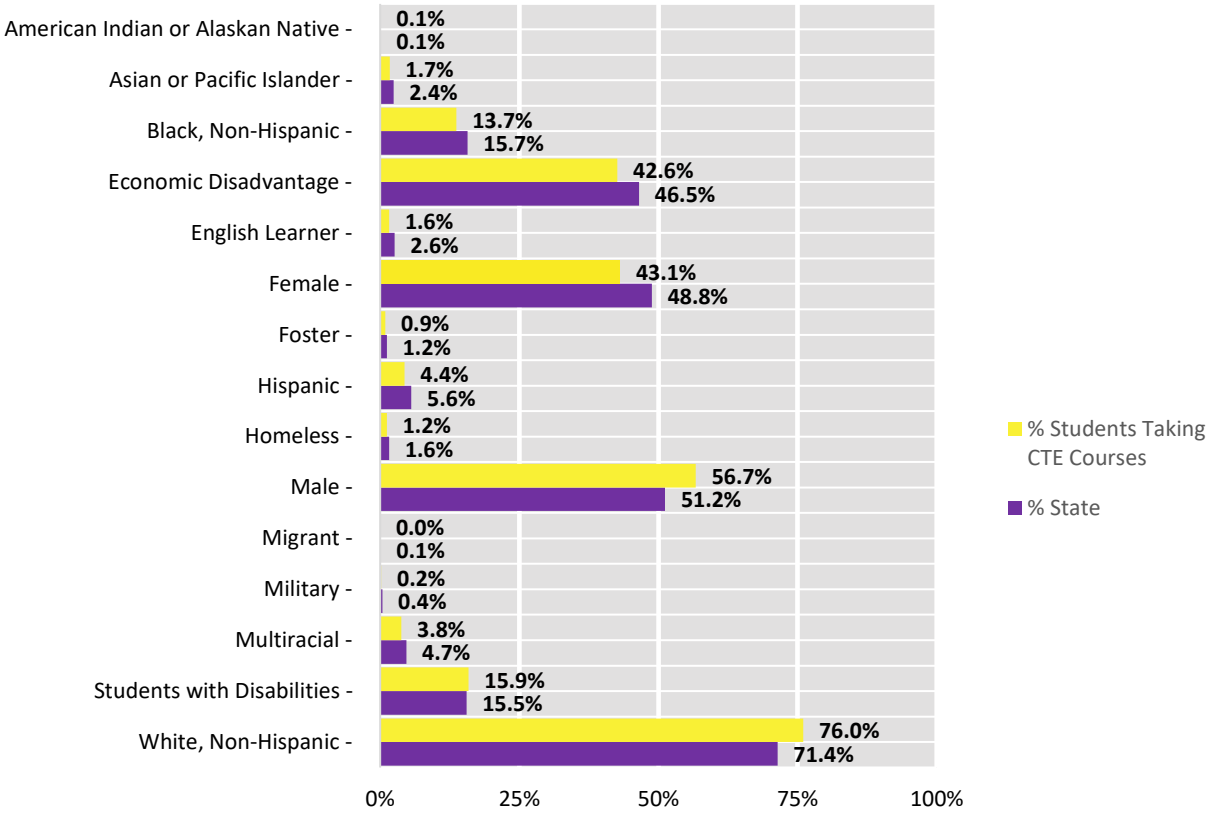
THINGS TO NOTE:

- The graph shown above is **STATE-LEVEL** data for concentrators who left high school in **2018**.
- Concentrators may be counted **multiple times** in the data (gender, ethnicity and special population).
- Colors change throughout the graphs and are not attached to a specific special population. **READ LABELS CAREFULLY** (that is, yellow may not represent English learners in each graph).

Key Components of the Data Report Graphs: Example 2

Percent of students funded in career-technical education workforce development courses disaggregated by race/ethnicity and special population.

This chart shows the relative makeup of the state versus students taking funded career-technical education courses. Both the state denominator and the denominator for students taking career-technical education courses include only students enrolled in grades 7-12.



- The **TITLE** is "Percent of students funded…" and appears at the top of each graph in bold.
- The **Y-AXIS** of this graph depicts data by special population, as defined by Perkins IV, and subpopulations.
- The **X-AXIS** of this graph is the percentage of students who are members of the special population and subgroups, as defined by Perkins IV, who are enrolled in at least one funded career-technical education courses.

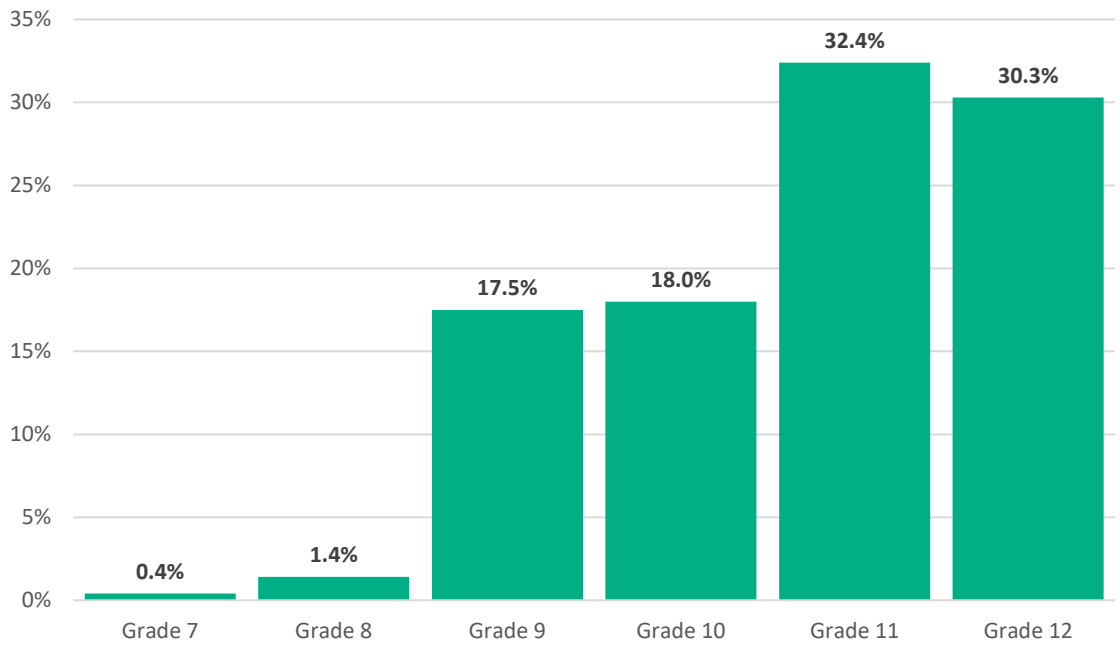
THINGS TO NOTE

- The graph shown above is **STATE-LEVEL** data for students enrolled in school in **2018**.
- Concentrators may be counted **multiple times** in the data (gender, ethnicity and special population).
- The yellow bar represents students enrolled in funded career-technical education courses.
- The purple bar represents all students in the state of Ohio, grades 7-12.
- Example: Across the state, 51.2 percent of students in grades 7-12 are *male*, and of the students taking funded career-technical education courses, 56.7 percent are *male*.

Key Components of the Data Report Graphs: Example 3

Percent of students funded in career-technical education workforce development courses disaggregated by grade level.

This chart shows the percentage of students taking funded career-technical education courses by grade level. The denominator for each grade level is the number of students in grades 7-12 taking career-technical education courses within the state.



- The **TITLE** is "The Percent of students funded…" and appears at the top of each graph in bold.
- The **Y-AXIS** of this graph depicts the percentage of students, grades 7-12, participating in funded career-technical education courses.
- The **X-AXIS** of this graph is the grade level in which students, grades 7-12, are participating in funded career-technical education courses.

THINGS TO NOTE:

- The graph shown above is **STATE-LEVEL** data.
- This graph is a **SNAPSHOT** of one year's worth of enrollment. In this example, FY18.
- This graph **does not depict a decrease in enrollment** from junior to senior years. It shows that of the students enrolled in funded career-technical courses in 2018, 32.4 percent of them were juniors and 30.3 percent of the students were seniors.

Data Analysis and Identifying Performance Gaps

Ohio's students are a diverse group of children who look to their families, communities and educators to recognize their strengths, correctly identify their needs, set high expectations and meet them where they are with supports that will help them grow. It is Ohio's responsibility to recognize that each child is important and deserving of the education opportunities, experiences and supports needed to achieve success.

This session provides tools and resources to help local recipients identify information for use in data-driven decision-making.

The Notice & Wonder Protocol[5]

The Notice & Wonder Protocol is a tool used to view and analyze data. Here is how it works:

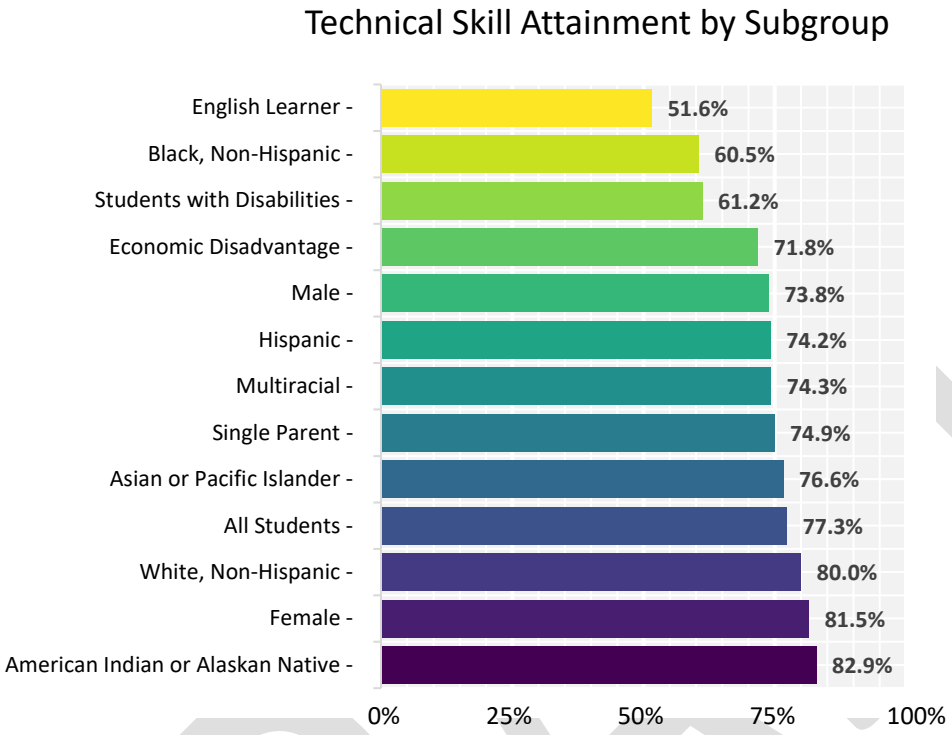
1. On your own, record three to five factual observations ("notices") about the data. *
2. Record "wonders" regarding the previous observations: wonder why, wonder if, wonder how.
3. Share "notices" and "wonders" among the group.
4. Follow-up questions:
   - Are there data points mentioned multiple times?
   - Are there emerging trends in the "notices" and "wonders"?
   - What statements could lead to the most impactful change?

**Groups are instructed to begin this activity in silence to ensure all individuals have an opportunity to participate and no one person commandeers the conversation or activity.*

[5] Venable, Daniel. *How Teachers Can Turn Data Into Action.* ASCD. 2014

Step 1: "Notice" – Record Facts and Observations

Percent of career-technical education concentrators who left in 2018 who scored proficient or higher on the summative technical assessments aligned to their programs.



1. What is something you "notice" about the above graph?

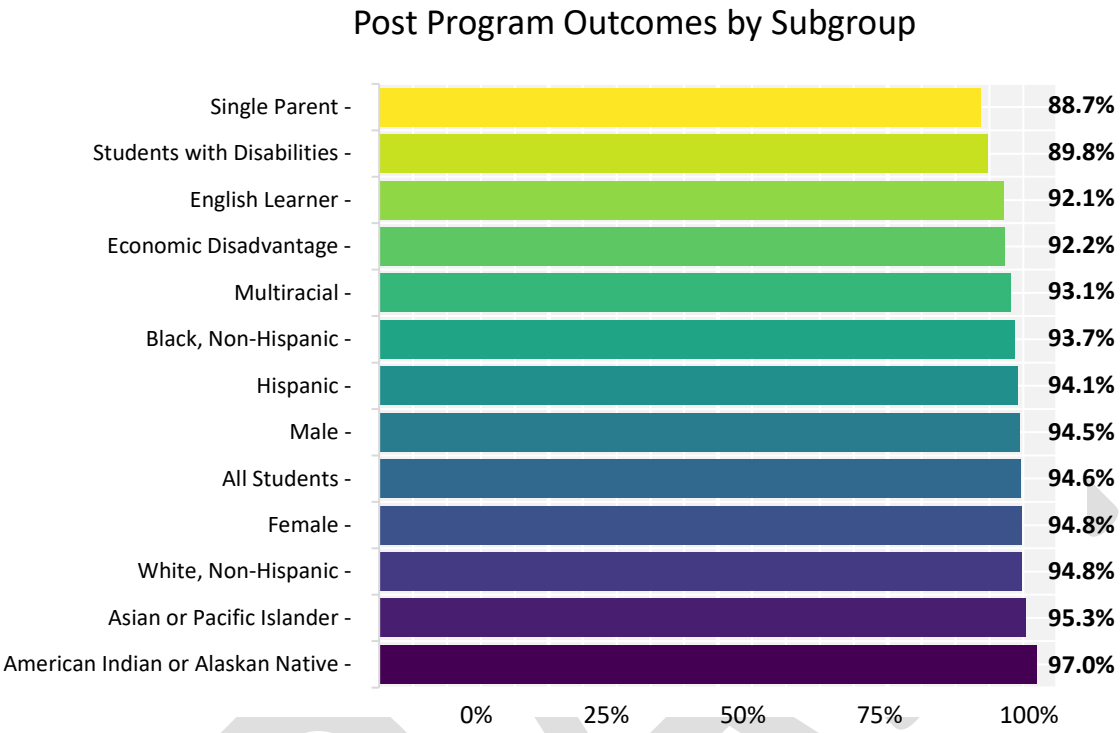
2. What is something else you "notice" about the above graph?

Step 2: "Wonder" – Why, What, If, How

3. What is something you "wonder" about what you noticed?

Step 1: "Notice" – Record Facts and Observations

Percent of status-known CTE Concentrators who left secondary education in 2018 and went on to postsecondary education, advanced training, military service, or employment.



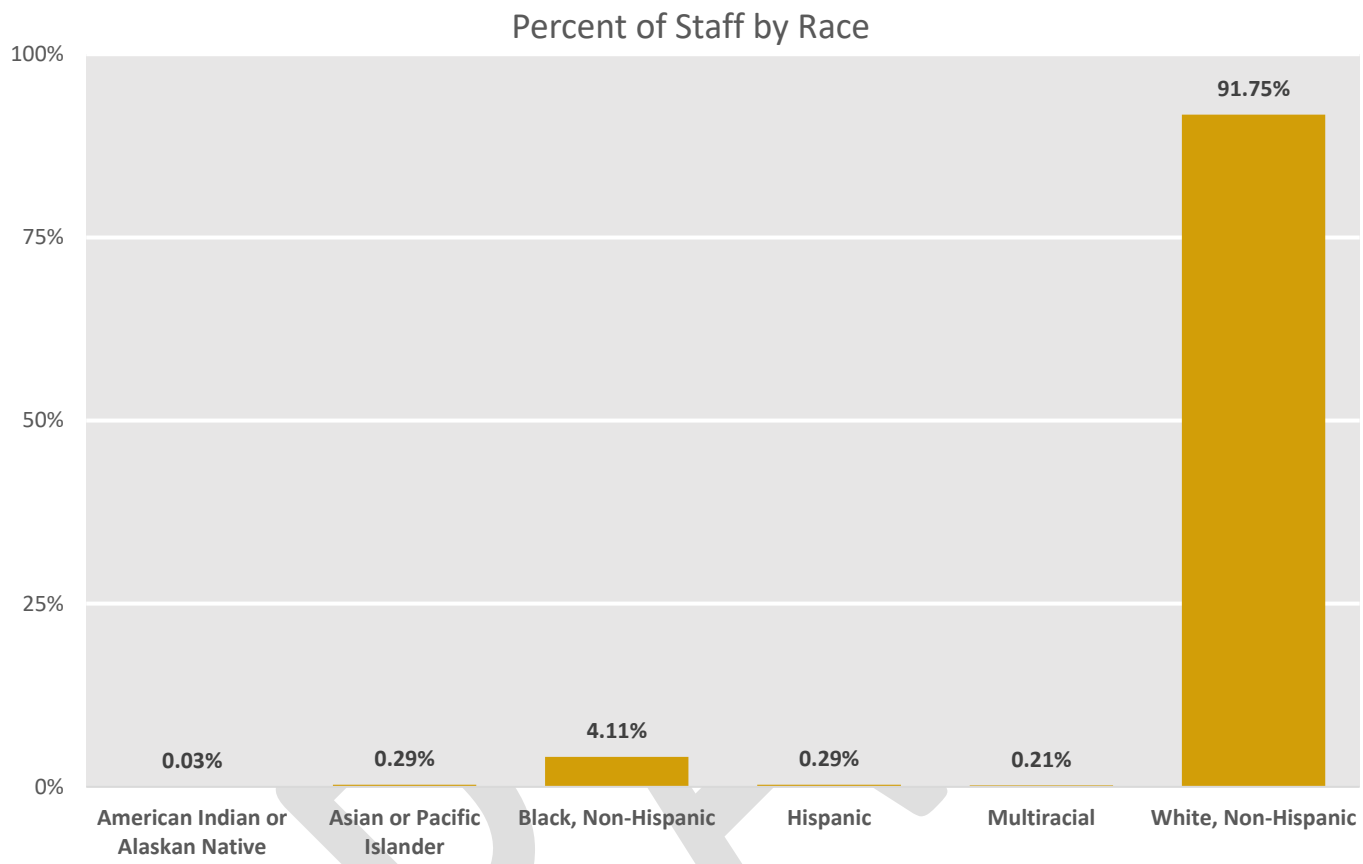
1. What is something you "notice" about the above graph?

2. What is something else you "notice" about the above graph?

Step 2: "Wonder" – Why, What, If, How

3. What is something you "wonder" about what you noticed?

Step 1: "Notice" – Record Facts and Observations



1. What is something you "notice" about the above graph?

2. What is something else you "notice" about the above graph?

Step 2: "Wonder" – Why, What, If, How

3. What is something you "wonder" about what you noticed?

Step 1: "Notice" – Record Facts and Observations

POST PROGRAM PLACEMENT BY SUBGROUP GRAPH - Percent of status-known career-technical education concentrators who left secondary education in 2018 and went on to post-secondary education, advanced training, military service, or employment.

1. What is something you "notice" about the Post Program Placement by Subgroup graph?

2. What is something else you "notice" about the graph?

Step 2: "Wonder" – Why, What, If, How

3. What is something you "wonder" about what you noticed?

Step 1: "Notice" – Record Facts and Observations

PERCENT OF INSTRUCTORS BY RACE - Instructors of approved and funded workforce development career-technical education courses by race. **Percentages may not add up to 100% due to lack of reporting and/or rounding.*

1. What is something you "notice" about the Percent of Instructors by Race graph?

2. What is something else you "notice" about the the graph?

Step 2: "Wonder" – Why, What, If, How

3. What is something you "wonder" about what you noticed?

Now, look at the ***data visualizations*** contained within the local data report. As a team, choose three graphs to utilize for the following Notice & Wonder activity.

List two NOTICES and a WONDER about the data in graph:

1. _____

2. _____

3. _____

List two NOTICES and a WONDER about the data in graph:

1. _____

2. _____

3. _____

List two NOTICES and a WONDER about the data in graph:

1. _____

2. _____

3. _____

Step 3: Collaborate with Teammates

As a team, discuss your individual "notice" statements. Are there data points mentioned several times? If so, what are they?

Can the notices be categorized? If so, what are the categories?

As a whole, which notice statements have the greatest significance or potential for impacting equity across access, enrollment and student outcomes?

What is something you have learned by doing this activity?

Root Cause Analysis

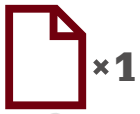
"Attack the Gap" – Using an Affinity Diagram

What is it? - Affinity means an inherent similarity or relationship. An affinity diagram is a strategic planning tool for organizing a large number of items into similar categories so that it can be more easily managed.

Why is it important? - During the Notice & Wonder protocol, many potential categories and challenges surface, both internal and external. The affinity process allows the team to effectively group and combine those projects and ideas by the common characteristics. In this version of the activity, participants will prioritize potential projects and identify the most essential needs.

What materials are needed per group?

Packet of 4" x 4" sticky notes per group



Poster sheet of paper or poster sticky note

Different colors of markers that won't bleed.

Timer

How does it work?

Step 1. As a team, choose one "notice" from the previous page to use for this activity. Write it here while a volunteer writes it at the top of the large sheet.

Step 2. Independently, silently and legibly write 5-10 causes for the "notice" on the sticky notes. Only list one cause per sticky note.

Step 3. Working as a team, organize all the sticky notes into common themes or topical buckets.

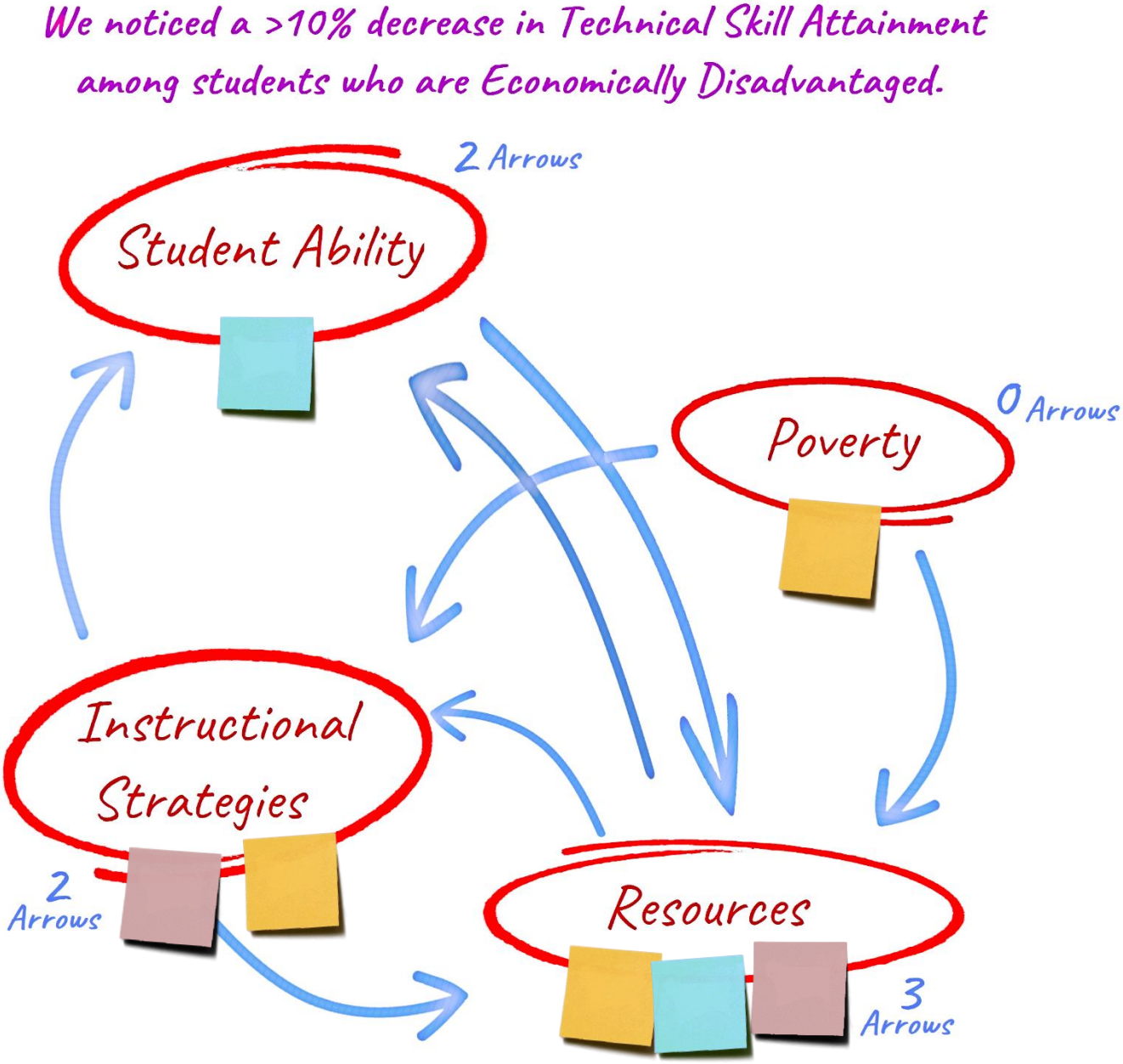
Step 4. Ask a team volunteer to write the categories along the perimeter of the large sticky note sheet.

Step 5. As a team, determine the causal relationship between each category or topical bucket and draw an arrow connecting the cause and effect. For example, if you have instructional strategies and poverty, instructional strategies will not cause poverty, but poverty might impact instructional strategies. In Step 6 you would draw an arrow going from poverty to instructional strategies.

Step 6. Count the number of arrows going INTO each category. Which category has the most arrows? This may be the area of greatest impact and a focus for the Comprehensive Local Needs Assessment.

**Groups are instructed to begin this activity in silence to ensure all individuals have an opportunity to participate and no one person commandeers the conversation or activity.*

Affinity Graph Example



Comprehensive Local Needs Assessment

One of the most significant changes introduced in the Strengthening Career and Technical Education for the 21st Century Act (Perkins V) is the new Comprehensive Local Needs Assessment. The Comprehensive Local Needs Assessment is a systematic set of procedures used to determine needs, examine causes and set priorities for meaningful progress toward equitable education for all students. The Comprehensive Needs Assessment, per Perkins V, must be completed every two years.

Five Parts of the Comprehensive Local Needs Assessment

- Evaluation of student performance
- Evaluation of program quality
  - Size, scope and quality
  - Labor market alignment
- Progress toward implementing Career-Technical Education Programs of Study
- Recruitment, retention and training of faculty and staff
- Improving equity and access

"Part B-2" – Labor Market Information and Alignment

In reviewing the data reports and Perkins indicators, it is easy to consider the size, scope and quality of programs. However, it also is important to demonstrate how the programs and pathways being offered are aligned to state, regional and local workforce development needs. Labor Market Information and Labor Market Alignment are components of Part B in the Comprehensive Local Needs Assessment.

Equity Considerations for Labor Market Alignment

- In evaluation of students enrolled in career-technical education programs aligned with high-wage, high-skill or high-demand jobs, what gaps exist?
- What career-technical education programs have underrepresentation of special populations and subpopulations?
- What systems and processes are in place to ensure equitable opportunities for students of special populations and subpopulations in programs or programs of study leading to high-wage, high-skill or high-demand jobs or industry sectors?

Comprehensive Local Needs Assessment

The Strengthening Career and Technical Education for the 21st Century Act (Perkins V) requires meaningful progress toward implementation of equal access to high-quality career and technical education courses and programs of study for all students. Part E of the Comprehensive Local Needs Assessment speaks specifically to meaningful and sustained access to career-technical education across all student subgroups and special populations.

Key Components of the Local Needs Assessment

Equity Questions from Perkins V Local Needs Assessment and Application Workbook	PART E: Improving Equity and Access		
Green boxes indicate the question is aligned to a *must cover* within the Local Application.	**Equity Lab Workbook Page #**	**Current Status** *This could include gaps the team identified in the Data Analysis breakout session.*	**Goals** *This should include evidence for needs as identified through root cause analysis.*
1. To what degree are student subgroups taking part in CTE at disproportionate levels, in comparison to the overall student population, at the local recipient, pathway and program levels? Which groups are over – and under-represented?	Page 20		
Potential strategies to address local needs: 1.			

The Comprehensive Local Needs Assessment Guidebook offers instructions and guidance for planning and implementation teams to follow as they conduct the Comprehensive Local Needs Assessment and application. Additionally, the guidebook provides guidance for the required components of the law and articulates expectations for how the information will be collected, provided and used within a local recipient district and/or college.

To view the Comprehensive Local Needs Assessment Guidebook, visit the Perkins V resource page at: http://education.ohio.gov/Topics/Career-Tech/CTE-Performance-Data-and-Accountability/Perkins-Resources/Carl-D-Perkins-V-State-Plan.

The following materials may assist in the completion of the Comprehensive Local Needs Assessment and Application:

- Program promotional materials
- Recruitment activities for each special population
- Career guidance activities for each special population
- Processes for communicating and providing accommodations, modifications, and supportive services for special populations
- Available services to support all students, including special populations
- Procedures for work-based learning for special population students
- Information on accelerated credit and credentials available for special populations
- Data on career-technical education participation and performance by each career area and each special population
- Data on participation in career-technical student organizations in terms of special populations
- Findings from the program quality component
- Findings from surveys/focus groups with student, parents and/or community representatives of special populations.
- State and Local Labor Market Information (LMI) current and projected employment

Local Recipient Work Time

Part E- Improving Equity and Access

Comprehensive Local Needs Assessment, Part E, Question 1: To what degree are student special populations taking part in career-technical education at disproportionate levels, compared to the overall student population, at the local recipient, pathway and program levels? Which groups are overrepresented and underrepresented?

- **Which student subgroups or special populations are taking part in career-technical education at a disproportionate level compared to overall student populations?**
  - ☐ Gender (F/M) _____
  - ☐ Students with Disabilities
  - ☐ Students from Economically Disadvantaged Families
  - ☐ Single Parents (including pregnant women)
  - ☐ Students Preparing for Nontraditional Fields
  - ☐ Race/Ethnicity: _____
  - ☐ English Learners
  - ☐ Students who are Homeless
  - ☐ Students in or aged out of Foster Care
  - ☐ Students with a Parent on Active Military Duty

- **Which subgroups or special populations are overrepresented?**
  - ☐ Gender (F/M) _____
  - ☐ Students with Disabilities
  - ☐ Students from Economically Disadvantaged Families
  - ☐ Single Parents (including pregnant women)
  - ☐ Race/Ethnicity: _____
  - ☐ English Learners
  - ☐ Students who are Homeless
  - ☐ Students in or aged out of Foster Care

- **Which subgroups or special populations are underrepresented?**
  - ☐ Gender (F/M) _____
  - ☐ Students with Disabilities
  - ☐ Students from Economically Disadvantaged Families
  - ☐ Single Parents (including pregnant women)
  - ☐ Race/Ethnicity: _____
  - ☐ English Learners
  - ☐ Students who are Homeless
  - ☐ Students in or aged out of Foster Care

Summarize the answers to the above three questions to answer Question 1.

_____

_____

What evidence is available to support or refute the above summary?

_____

_____

What evidence is still needed to support or refute the above summary?

_____

_____

Comprehensive Local Needs Assessment

Part E- Improving Equity and Access

Comprehensive Local Needs Assessment, Part E, Question 2: What strategies exist to expose and recruit all students to high-skill, high-wage, in-demand careers and career guidance throughout their education experiences?

- **Which student subgroups or special populations are being exposed and recruited into high-skill, high-wage, in-demand careers?**
  - ☐ Gender (F/M) _____
  - ☐ Race/Ethnicity: _____
  - ☐ Students with Disabilities
  - ☐ English Learners
  - ☐ Students from Economically Disadvantaged Families
  - ☐ Students who are Homeless
  - ☐ Single Parents (including pregnant women)
  - ☐ Students in or aged out of Foster Care

- **Which subgroups or special populations are receiving the most exposure, recruitment, or guidance?**
  - ☐ Gender (F/M) _____
  - ☐ Race/Ethnicity: _____
  - ☐ Students with Disabilities
  - ☐ English Learners
  - ☐ Students from Economically Disadvantaged Families
  - ☐ Students who are Homeless
  - ☐ Single Parents (including pregnant women)
  - ☐ Students in or aged out of Foster Care

- **Which subgroups or special populations are receiving the least exposure, recruitment, and/or guidance?**
  - ☐ Gender (F/M) _____
  - ☐ Race/Ethnicity: _____
  - ☐ Students with Disabilities
  - ☐ English Learners
  - ☐ Students from Economically Disadvantaged Families
  - ☐ Students who are Homeless
  - ☐ Single Parents (including pregnant women)
  - ☐ Students in or aged out of Foster Care

Summarize the answers to the above three questions to answer Question 2.

_____

_____

What evidence is available to support or refute the above summary?

_____

_____

What evidence is still needed to support or refute the above summary?

_____

_____

Comprehensive Local Needs Assessment

Part E- Improving Equity and Access

Comprehensive Local Needs Assessment, Part E, Question 3: What barriers, such as prerequisites, admission requirements, transportation, child care or scheduling, prevent subpopulations of students from accessing the programs? What barriers prevent subpopulations of learners from taking part in embedded activities, such as work-based learning, accelerated credit (including dual enrollment) and career-technical education student organizations?

- **Which student subgroups or special populations may be experiencing barriers to career-technical education within the planning district?**

☐ Gender (F/M) _____
☐ Students with Disabilities
☐ Students from Economically Disadvantaged Families
☐ Single Parents (including pregnant women)
☐ Race/Ethnicity: _____
☐ English Learners
☐ Students who are Homeless
☐ Students in or aged out of Foster Care

- **Which subgroups or special populations are overrepresented in embedded activities?**

☐ Gender (F/M) _____
☐ Students with Disabilities
☐ Students from Economically Disadvantaged Families
☐ Single Parents (including pregnant women)
☐ Race/Ethnicity: _____
☐ English Learners
☐ Students who are Homeless
☐ Students in or aged out of Foster Care

- **Which subgroups or special populations are underrepresented in embedded activities?**

☐ Gender (F/M) _____
☐ Students with Disabilities
☐ Students from Economically Disadvantaged Families
☐ Single Parents (including pregnant women)
☐ Race/Ethnicity: _____
☐ English Learners
☐ Students who are Homeless
☐ Students in or aged out of Foster Care

Summarize the answers to the above three questions to answer Question 3.

_____

_____

What evidence is available to support or refute the above summary?

_____

_____

What evidence is still needed to support or refute the above summary?

_____

_____

Comprehensive Local Needs Assessment

Part E- Improving Equity and Access

Comprehensive Local Needs Assessment, Part E, Question 4: What differentiated accommodations, modifications and supportive services are provided to ensure success and equity for all students within all programs? What additional accommodations, modifications and supportive services are needed to ensure the success of special population groups

- **Which student subgroups or special populations are offered or provided differentiated accommodations, modifications and supportive services?**

☐ Gender (F/M) _____
☐ Students with Disabilities
☐ Students from Economically Disadvantaged Families
☐ Single Parents (including pregnant women)
☐ Race/Ethnicity: _____
☐ English Learners
☐ Students who are Homeless
☐ Students in or aged out of Foster Care

- **Which subgroups or special populations are overrepresented in receiving differentiated instruction, accommodations, and supportive services?**

☐ Gender (F/M) _____
☐ Students with Disabilities
☐ Students from Economically Disadvantaged Families
☐ Single Parents (including pregnant women)
☐ Race/Ethnicity: _____
☐ English Learners
☐ Students who are Homeless
☐ Students in or aged out of Foster Care

- **Which subpopulations or special populations are underrepresented or could benefit from receiving differentiated instruction, accommodations, and supportive services?**

☐ Gender (F/M) _____
☐ Students with Disabilities
☐ Students from Economically Disadvantaged Families
☐ Single Parents (including pregnant women)
☐ Race/Ethnicity: _____
☐ English Learners
☐ Students who are Homeless
☐ Students in or aged out of Foster Care

Summarize the answers to the above three questions to answer Question 4.

_____

_____

What evidence is available to support or refute the above summary?

_____

_____

Comprehensive Local Needs Assessment

Part E- Improving Equity and Access

Comprehensive Local Needs Assessment, Part E, Question 5: How does the local recipient engage faculty and staff in professional development focusing on instruction, career development and other services to students in an equitable, unbiased way?

- **Which student subgroups or special populations have been a topic of professional development for faculty and staff?**

☐ Gender (F/M) _____
☐ Race/Ethnicity: _____
☐ Students with Disabilities
☐ English Learners
☐ Students from Economically Disadvantaged Families
☐ Students who are Homeless
☐ Single Parents (including pregnant women)
☐ Students in or aged out of Foster Care

- **Which subpopulations or special populations are overrepresented in professional development?**

☐ Gender (F/M) _____
☐ Race/Ethnicity: _____
☐ Students with Disabilities
☐ English Learners
☐ Students from Economically Disadvantaged Families
☐ Students who are Homeless
☐ Single Parents (including pregnant women)
☐ Students in or aged out of Foster Care

- **Which subpopulations or special populations are underrepresented in professional development?**

☐ Gender (F/M) _____
☐ Race/Ethnicity: _____
☐ Students with Disabilities
☐ English Learners
☐ Students from Economically Disadvantaged Families
☐ Students who are Homeless
☐ Single Parents (including pregnant women)
☐ Students in or aged out of Foster Care

Summarize the answers to the above three questions to answer Question 5.

_____

_____

What evidence is available to support or refute the above summary?

_____

_____

What evidence is still needed to support or refute the above summary?

_____

_____

Lasting Considerations for Equity

Equity work is additive.	Continue with all the great things you are already doing; we are simply adding tools to the toolbox!
Don't forget student voice!	As you continue to engage stakeholders, remember to recognize and include those this work is intended to serve.
Numbers tell you what, they will not tell you why.	Continue doing the work to inform the data you are observing.
Barriers can be real and perceived.	Our goal is to ensure each child is challenged, prepared, and empowered.
Equity work is not about determining the outcomes.	Students will always be able to make their own choices. Our efforts are to ensure we have provided them what they need in order to make those choices.

Glossary

Achievement gap – The difference in academic achievement between students and specific subgroups of students such as racial minorities, English learners, economically disadvantaged students and students with disabilities.

Career-technical education – An educational pathway that provides students, starting in grade 7, with academic and technical skills, knowledge and training in any of the dozens of technical industries such as manufacturing, engineering and health care. Career-technical education integrates core academic knowledge, such as mathematics and English language arts, into a technical education framework. Career-technical education can conclude with the earning of an industry-recognized credential and can serve as a springboard to postsecondary education and careers. Approximately 160,000 Ohio middle and high school students are enrolled in career-technical education courses.

Causation – The action of causing something.

Concentrator – A student who has been enrolled in two or more career-technical education courses in a single career-field pathway.

Continuous improvement – Maintaining a constant focus on advancing student academic and nonacademic needs based on a set of specific goals.

Correlation – A mutual relationship or connection between two or more things.

Data – Information that has been collected.

Data narrative – A written summary of a set of data that draws conclusions and make comparisons to explain the meaning of the data.

Economically disadvantaged – Students who meet at least one of four criteria, including students who are eligible for free or reduced-price meals under the National School Lunch and Child Nutrition Programs.

English learners – Students whose primary or home language is a language other than English and who need special language assistance to participate effectively in school instruction programs where English is the language of instruction.

Equity – Each child has access to relevant and challenging academic experiences and education resources necessary for success across race, gender, ethnicity, language, disability, family background and/or income.

Four-year Graduation Rate – The percent of career-technical education concentrators who graduated within four years of the fiscal year in which they were reported as ninth-graders for the first time.

Growth mindset – The expectation that one will continually improve by learning new skills and building on current skills through dedication and hard work, as well as intelligence. A growth mindset allows a love of learning and resilience that is essential for accomplishment.

Highly effective teacher – A teacher who can plan and deliver engaging instruction that includes high expectations for each student and advances the learning of each student. The highly effective teacher achieves this through a clear understanding of student learning and development, mastery of content and respect for diversity, as well as by creating a rich learning environment and collaborating with students, parents and community members.

Homeless – A student who lacks a fixed, regular and adequate nighttime residence, as defined by the McKinney-Vento Homeless Assistance Act.

Instructional practices – Specific teaching methods that guide interaction in the classroom. Effective instructional practices use students' unique characteristics, backgrounds, prior experiences, interests and strengths to make learning connections and demonstrate behaviors and attitudes that encourage and embrace cross-cultural understanding.

Living wage – The salary or hourly rate an individual must earn to support a family. This plan references the living wage calculator, which identifies living wages on a county-by-county basis for Ohio and each state across the nation.

Nontraditional – The percentage of concentrators in the reporting year who were enrolled in career-technical education programs that were nontraditional for their gender.

Post-program placement – The number of status-known concentrators who left secondary education the previous year, who in the second quarter of the following program year are reported in postsecondary education, advanced training or military service, or employed.

Student supports – Assistance ranging from extra instructional help, free school meals, and physical and behavioral health services to transportation services.

Students with disabilities – Students who have intellectual, hearing (including deafness), speech or language, visual (including blindness), deaf-blindness, or orthopedic impairments; serious emotional disturbance; autism; traumatic brain injury; other health impairment; specific learning disability; or multiple disabilities.

Work-Based Learning – Sustained interactions with industry or community professionals in real workplace settings, to the extent practicable, or simulated environments at an educational institution that fosters in-depth, firsthand engagement with the tasks required in a given career field, that are aligned to curriculum and instruction.

Appendix

1. *Each Child, Our Future* | Ohio Strategic Plan for Education: 2019-2024 | **Page 4**
"MORE DIVERSE STUDENT BODY WITH NUANCED LEARNING NEEDS. Many students face learning inequities, often because of limited access to important education opportunities, such as early learning, effective educators, safe learning environments, strong mentors and career exploration. These, and other resource limitations, can contribute to the state's achievement gap or the persistent disparity in measures of performance among student groups. The state's education system is not effectively meeting the needs of specific groups of students, such as African American, Hispanic, English learners (EL), economically disadvantaged and students with disabilities. Ohio's achievement gap has been evident since the state began disaggregating student data more than 15 years ago. At the same time, Ohio's students are becoming more racially and ethnically diverse. For instance, over a 10-year period, the state's Hispanic student population doubled. Over that same period, the state's EL population increased by 85 percent. The learning needs of this population can vary significantly due to differences in a child's exposure to English and the child's individual mastery of his or her first language."

2. Ohio Perkins V Transition Plan | May 2019 | **Page 5**
"Focus on Equity: Pilot regional equity labs (described on page 19) to support districts in ensuring all students have meaningful access to and are engaged in high-quality career-technical education programs and are performing to their potential in those programs;"

3. Perkins V: The Official Guide | Special Populations | **Page 161**
"individuals with disabilities; individuals from economically disadvantaged families, including low-income youth and adults; individuals preparing for non-traditional fields; single parents, including single pregnant women; English learners; homeless individuals described in section 725 of the McKinney-Vento Homeless Act (42 U.S.C. 11434a); youth who are in, or have aged out of, the foster care system; and youth with a parent who is a member of the armed forces and is on active duty."

4. *Each Child, Our Future* | Ohio Strategic Plan for Education: 2019 – 2024 | **Page 9**
"In Ohio, each child is challenged to discover and learn, prepared to pursue a fulfilling post-high school path and empowered to become a resilient, lifelong learner who contributes to society."

5. The Aspen Education & Society Program and the Council of Chief State School Officers. 2017. Leading for Equity: Opportunities for State Education Chiefs. Washington D.C. | **Page 6**

6. *Each Child, Our Future* | Ohio Strategic Plan for Education: 2019 – 2024 | **Page 27**
"The expectation that one will continually improve by learning new skills and building on current skills through dedication and hard work, as well as intelligence. A growth mindset allows a love of learning and resilience that is essential for accomplishment."

7. Venable, Daniel. *How Teachers Can Turn Data Into Action.* ASCD. 2014