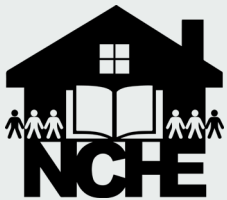


McKinney-Vento and Career and Technical Education: A Match Made in Perkins V

NAEHCY 2020 Annual Conference



Meet Your Presenter

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About NCHE

NCHE operates the U.S. Department of Education's technical assistance center for the federal Education for Homeless Children and Youth (EHCY) Program.

- Website: <http://nche.ed.gov>
- Helpline: 800-308-2145 or homeless@serve.org
- Products: <https://nche.ed.gov/resources/>
- Webinars: <https://nche.ed.gov/group-training/>
- Listserv: <https://nche.ed.gov/resources/> (click *Listserv* tab)
- Twitter: [@NCHEducation](https://twitter.com/NCHEducation) | Facebook: facebook.com/NCHEducation



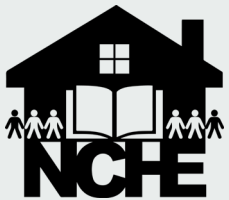
Where We're Headed



- The case for Career and Technical Education (CTE)
- CTE 101
- Perkins V homeless/special populations provisions
(detailed language and citations included as an addendum)
- Strategies for partnership, access, and success
- Q&A



The Case for CTE



“The More You Learn, The More You Earn”

- “The Education Premium”: People with higher levels of education
 - Have higher levels of income
 - Are more likely to have access to employer-provided benefits
 - Are more likely to move up the socioeconomic ladder
 - Are less likely to be unemployed
 - Are less likely to be receiving public benefits

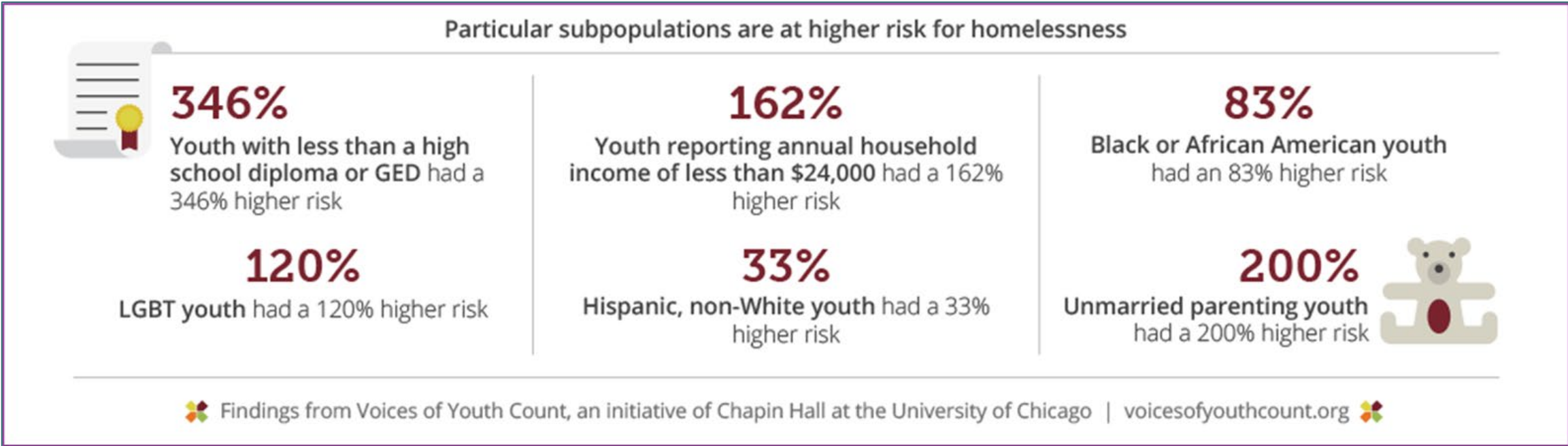
Sources:

BLS, <https://www.bls.gov/emp/chart-unemployment-earnings-education.htm>

College Board, <https://research.collegeboard.org/pdf/education-pays-2019-full-report.pdf>



Education and Risk for Homelessness

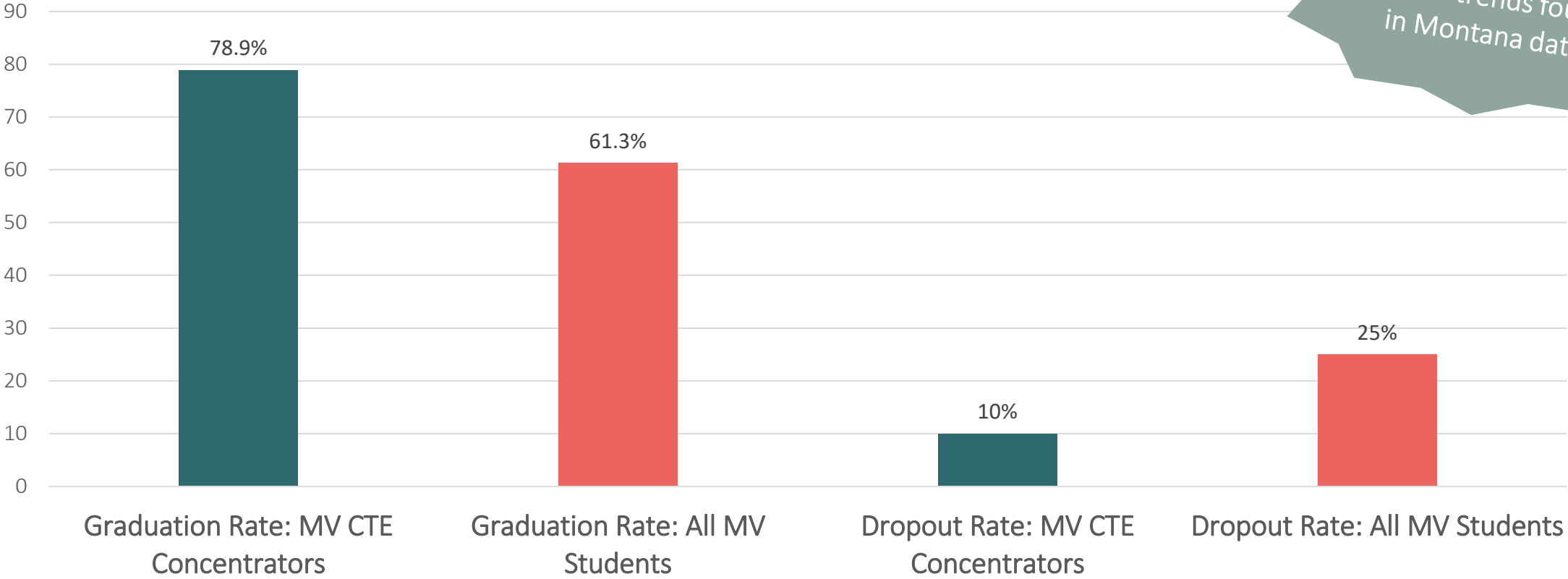


Source: Chapin Hall, http://voicesofyouthcount.org/wp-content/uploads/2017/11/ChapinHall_VoYC_1-Pager_Final_111517.pdf

McKinney-Vento Students and CTE

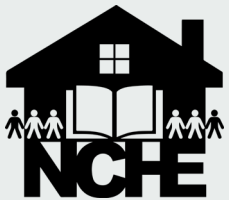
Graduation and Dropout Rates for McKinney-Vento Students
Washington State, SY2018-2019 (unpublished data)

Similar trends found
in Montana data





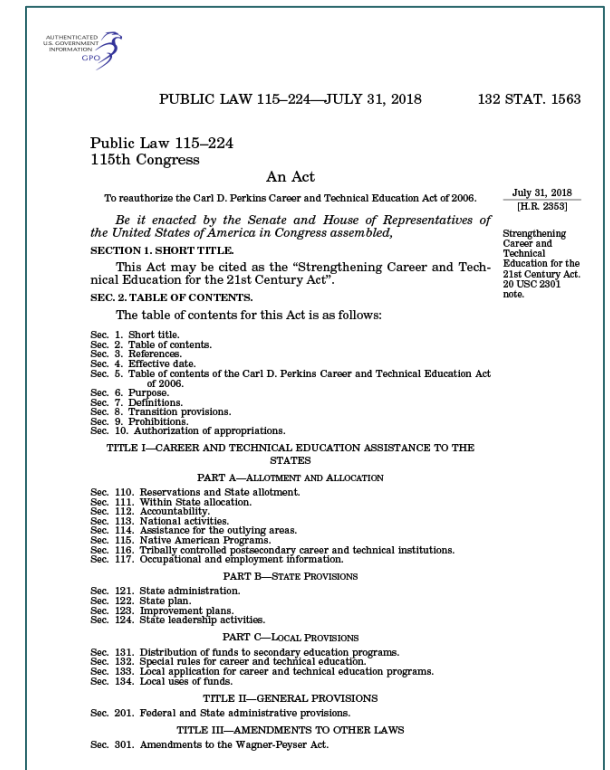
CTE 101



What is the Perkins Act?

The Perkins Act

- Invests nearly \$1.3 billion a year in secondary, postsecondary and adult CTE programs.
- Is dedicated to the continuous improvement of CTE and expanding learner access to high-quality CTE programs of study in [16 career clusters](#)
- Is administered by a state-designated eligible agency. Local recipients submit a local application to receive Perkins funds.
- Designates *individuals experiencing homelessness and youth who are in, or have aged out of, the foster care system* as **special populations**



CTE in the McKinney-Vento Act

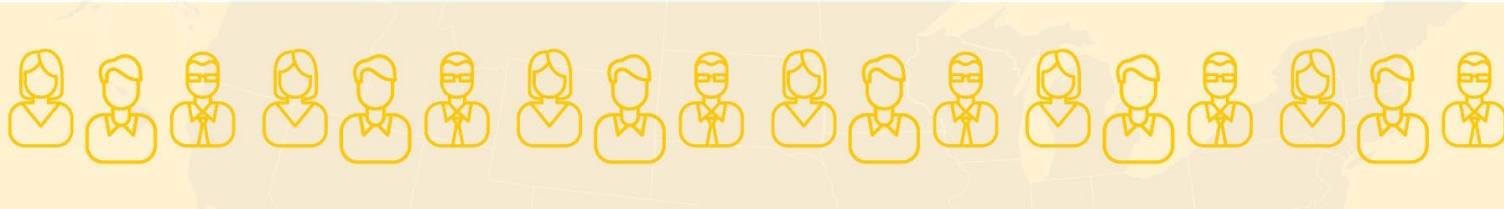
- SEAs and LEAs must develop, review, and revise policies to remove barriers to the school identification, enrollment, and retention of McKinney-Vento students, including barriers due to outstanding fees or fines, or absences [42 U.S.C. § 11432(g)(1)(I)].
- SEAs and LEAs must ensure that children and youth experiencing homelessness who meet the relevant eligibility criteria **do not face barriers** to accessing academic and extracurricular activities, including **career and technical education**, if such programs are available at the State and local levels [42 U.S.C. §11432(g)(1)(F)(iii)].

CTE in the United States

CTE IN THE U.S.

ADVANCE CTE
State Leaders Connecting Learning to Work

11.9 MILLION LEARNERS PARTICIPATING IN CTE (2016-17)



8.28 MILLION at SECONDARY LEVEL



3.63 MILLION at POSTSECONDARY LEVEL



3.58 MILLION
CONCENTRATORS

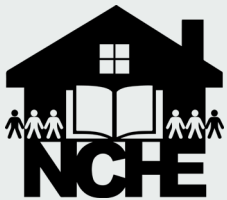


1.91 MILLION
CONCENTRATORS





Perkins V Homeless/Special Populations Provisions



Perkins V Definitions

Special populations



The term “special populations” means “homeless individuals described in [section 11434a of title 42](#)” and “youth who are in, or have aged out of, the foster care system” [20 U.S.C. § 2302(48)].

State CTE Plans

- State plans must
 - Be developed **in consultation with** representatives of agencies serving homeless children and youth, including [State Coordinators for Homeless Education](#)
 - Describe the state's **program strategies for special populations**, including how the strategies will ensure equal access to and improve outcomes in CTE programs for special populations
 - Describe the **criteria the state will use to assess** the extent to which local applications expand access to and performance in CTE for special populations
- Access approved [Perkins V State CTE plans](#)

Local CTE Applications and Plans

- Local applications must include a **comprehensive local needs assessment** that includes strategies to overcome barriers that result in lower rates of access or performance gaps for special populations
- Local needs assessments **must involve representatives** of regional or local agencies serving homeless children and youth
- Local plans **must describe activities to prepare special populations** for high-skill, high-wage, or in-demand occupations that will lead to self-sufficiency

CTE Funding

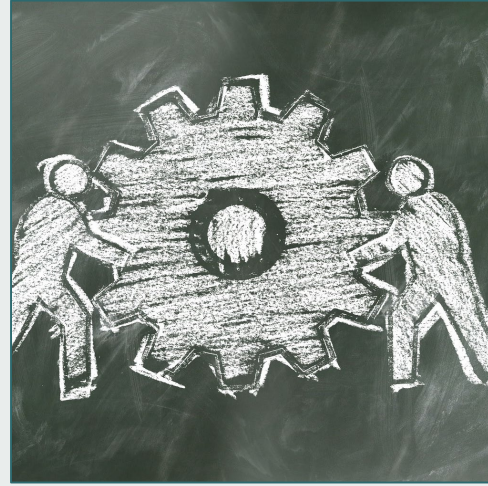
- States must use 0.1% or \$50,000 (whichever is less) of their CTE state leadership funds for the **recruitment of special populations** into CTE programs
- **Local CTE funds *maybe* used** to reduce or eliminate out-of-pocket expenses for special populations participating in CTE, including those participating in dual or concurrent enrollment or early college high school programs, and support the costs associated with fees, transportation, childcare, or mobility challenges



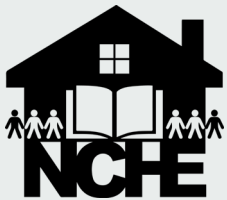
CTE Evaluation and Accountability



- State and local performance indicators require that states **make meaningful progress** toward improving the CTE performance of special populations
- States and local programs must prepare an annual report that **disaggregates the CTE outcomes of each special population**, and **identifies gaps** in performance between any special population and other CTE students
- Learn more about [Perkins V performance indicators](#)



Strategies: Partnership, Access, and Success



Barriers to CTE for McKinney-Vento Students

- Unmet basic needs that interfere with learning
- CTE entrance requirements that may be difficult to meet due to challenges associated with homelessness
- Out-of-pocket expenses that may create a financial hardship
- Residential and school mobility that may affect program enrollment
- Lack of early guidance about and engagement in CTE programs prior to academic decline or dropout

Barriers to CTE for McKinney-Vento Students

- Scheduling challenges (e.g. work conflicting with CTE coursework or unpaid Work-Based Learning)
- Lack of access to reliable transportation
- Lack of access to technology that may be needed to for CTE coursework
- Lack of cultural competency among instructors about the unique needs of McKinney-Vento students
- Lack of affordable childcare
- Lack of access to needed wrap-around supports

CTE Access and Success Strategies

- Leverage **Perkins V special populations provisions** to support CTE access and success for McKinney-Vento students
- Collaborate across homeless education and CTE to identify CTE **barriers** and develop tailored, innovative **strategies**
- Develop intentional **outreach and recruitment strategies** for connecting McKinney-Vento students with CTE
- Leverage **data** to identify and close gaps for McKinney-Vento students and other special populations
- Provide **professional development** to relevant district and school staff

Next Steps



- **Reach out:** Connect with your CTE/homeless education counterpart and learn about each other's work.
- [Contact your State Coordinator for Homeless Education](#) (request local liaison contact information, if needed)
- [Contact your State CTE Director](#) (request local CTE Program contact information, if needed)
- **Focus on concrete efforts with mutual benefit:** Seek to build a give-and-take relationship that adds value to each partner's work. Move from abstract discussion to concrete action steps to ensure progress towards shared goals.

Next Steps



- **Start somewhere and build:** Focus first on “low-hanging fruit” (goals that may be achieved with relatively limited effort). Over time, take on more complex issues that require more effort but yield greater impact.
- **Continue to invest:** Establish ongoing communication with your CTE/homeless education counterpart to assess the effectiveness of joint efforts, consider additional needed action and discuss emerging issues.

For Your Consideration



What is one **concrete next step** you commit to **making** to support CTE access and success for McKinney-Vento students in your area?

Resources for More Information

- For more information on the education of students experiencing homelessness,
 - visit the [NCHE website](#),
 - visit NCHE's [Perkins V webpage](#),
 - visit the [Education for Homeless Children and Youth \(EHCY\) program webpage](#), or
 - contact the NCHE [homeless education helpline](#) with questions.
- For more information on Career and Technical Education,
 - visit the [Advance CTE website](#),
 - visit Advance CTE's [Making Good on the Promise series webpage](#),
 - visit Advance CTE's [Access and Equity Initiative webpage](#),
 - visit the [Office of Career, Technical, and Adult Education program webpage](#).

New brief from NCHE and Advance CTE:

Improving Equity in and Access to Quality CTE Programs for Students Experiencing Homelessness

Coming
Soon!



Thank You!

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Questions?

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Addendum: Perkins V State- and Local- Level Homeless Provisions



State CTE Plan

States wishing to receive CTE funding must submit a 4-year state plan to US ED, as follows:

- The plan must be developed in consultation with, among others, “members and representatives of special populations” and “representatives of agencies serving out-of-school youth, homeless children and youth, and at-risk youth, including the State Coordinator for the Education of Homeless Children and Youths”

[20 U.S.C. § 2342(c)(1)(A)]



State CTE Plan

- The plan must include a description of
 - The process and criteria the state will use to approve locally developed CTE programs of study or career pathways, including the extent to which the local CTE program will “expand access to career and technical education for special populations”

[20 U.S.C. § 2342(d)(4)(B)]

- How the state will make information on approved programs of study and career pathways, and guidance and advisement resources, available to special populations

[20 U.S.C. § 2342(d)(4)(C)(i)]



State CTE Plan

- How the state will ensure equal access to approved CTE programs of student and activities for special populations

[20 U.S.C. § 2342(d)(4)(C)(iv)]

- How the state will improve outcomes and reduce performance gaps for CTE concentrators, including those who are members of special populations

[20 U.S.C. § 2342(d)(4)(C)(vii)]



State CTE Plan

- The state's program strategies for special populations, including how individual members of special populations will
 - Be provided with equal access to CTE programming
 - Not be discriminated against due to their special population status
 - Be provided with CTE programming that will enable them to meet or exceed state performance indicators, and be prepared for further learning and for high-skill, high-wage, or in-demand industry sectors or occupations
 - Be provided with appropriate accommodations
 - Will be provided instruction and work-based learning opportunities in integrated settings that support competitive, integrated employment

[20 U.S.C. § 2342(d)(4)(C)(9)]



State Leadership Activities

From the amount of CTE funding allocated to each state, the eligible agency shall make available “not more than 10 percent to carry out State leadership activities” of which “an amount shall be made available for **the recruitment of special populations**” into CTE programs.

That amount shall not be less than the lesser of “an amount equal to .1 percent; or \$50,000”

[20 U.S.C. § 2322(a)]



State Leadership Activities

States must use state-level activity funds to conduct state leadership activities to improve CTE, including programming for special populations

[20 U.S.C. § 2344(a)]

States may use state-level activity funds to provide professional development that prepares CTE educators to provide appropriate accommodations to special populations

[20 U.S.C. § 2344(b)(5)(B)]

States may use state-level activity funds to support CTE student organizations, especially in support of efforts to increase the CTE participation of special populations

[20 U.S.C. § 2344(b)(17)]



State-Level Program Accountability

States must establish in their state CTE plans levels of performance for core program indicators, including, at a minimum, requiring the state to “continually make meaningful progress toward improving the performance of all [CTE] students”, including special populations.

[20 U.S.C. § 2322(b)(3)(A)(i)(III)(bb)]



State CTE Program Report

States must prepare an annual report that

- Includes the actual levels of performance for all CTE concentrators, including special populations
- Disaggregates data for each of the state's indicators of performance for special populations
- Identifies and quantifies disparities or gaps in performance on the state's indicators between all CTE concentrators and special populations
- Includes a quantifiable description of the progress made by each subpopulation in meeting state performance indicators

[20 U.S.C. § 2323(b)(3)(C)]



Local CTE Applications

- Local programs desiring to receive CTE funding must submit an application that includes:
 - Information on local CTE course offerings and activities the program will provide, and how members of special populations will learn about these offerings
 - A description of how the program will provide equal access to CTE programming for special populations, and will ensure special populations are not discriminated against based on their special population status

[20 U.S.C. § 2354(b)]



Local Program Needs Assessment

- To receive CTE funding, local programs must conduct a comprehensive local CTE needs assessment and submit it with its funding applications; the assessment must be updated at least once every 2 years

[20 U.S.C. § 2354(b)]

- The needs assessment must include
 - An evaluation of the CTE performance of special populations relative to state and local performance indicators
 - A description of progress toward implementing equal access to CTE for special populations, including strategies to remove barriers to CTE participation and success

[20 U.S.C. § 2354(b)]



Local CTE Program Report

Local CTE programs must prepare an annual report that

- Identifies and quantifies disparities or gaps in performance on core program indicators between all CTE concentrators and special populations

[20 U.S.C. § 2322(b)(4)(B)(ii)]

