Supporting Access to Career and Technical Education (CTE) Pathways for Students Experiencing Homelessness

California Homeless Education Technical Assistance Center (HETAC)

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Meet Your Presenters

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About the HETAC

- The California Homeless Education Technical Assistance Center (HETAC)

  - Is funded by the California Department of Education to serve as the state's homeless education technical assistance center

  - Is operated jointly by the Contra Costa, Los Angeles, and San Diego County Offices of Education

- Learn more about the HETAC that serves your county
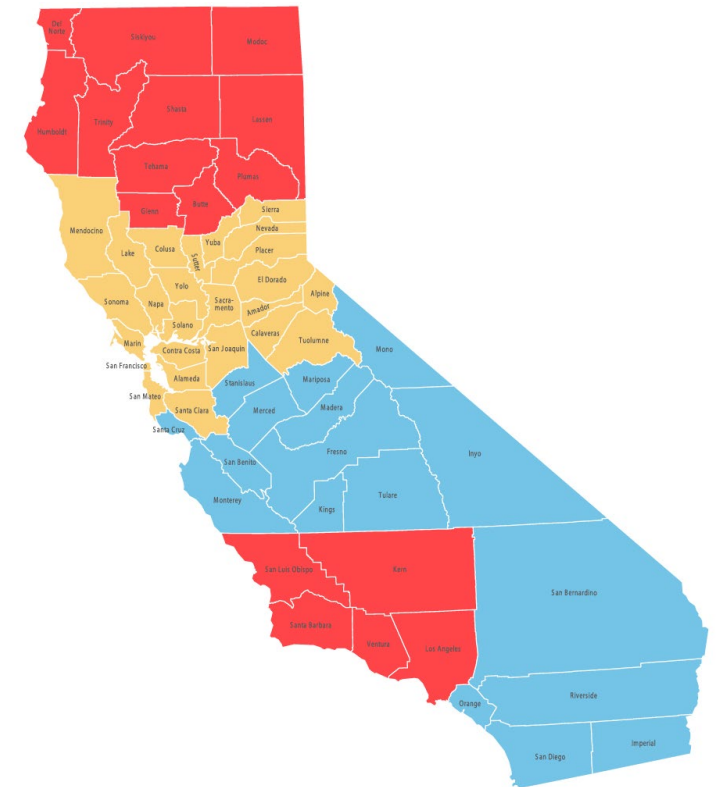
Served by the Contra Costa County Office of Education
Served by the Los Angeles County Office of Education
Served by the San Diego County Office of Education

Where We're Headed

- The case for Career and Technical Education (CTE)

- CTE basics

- Statutory requirements for supporting CTE access for learners experiencing homelessness

- Strategies for supporting CTE access for learners experiencing homelessness

- Q&A and interaction throughout

The Case for CTE

What Do You Think?

Vote in the poll:
How familiar are you with career and technical education (CTE) courses of study and credentials?

- Extremely familiar

- Somewhat familiar

- Not familiar at all

"The Education Premium"
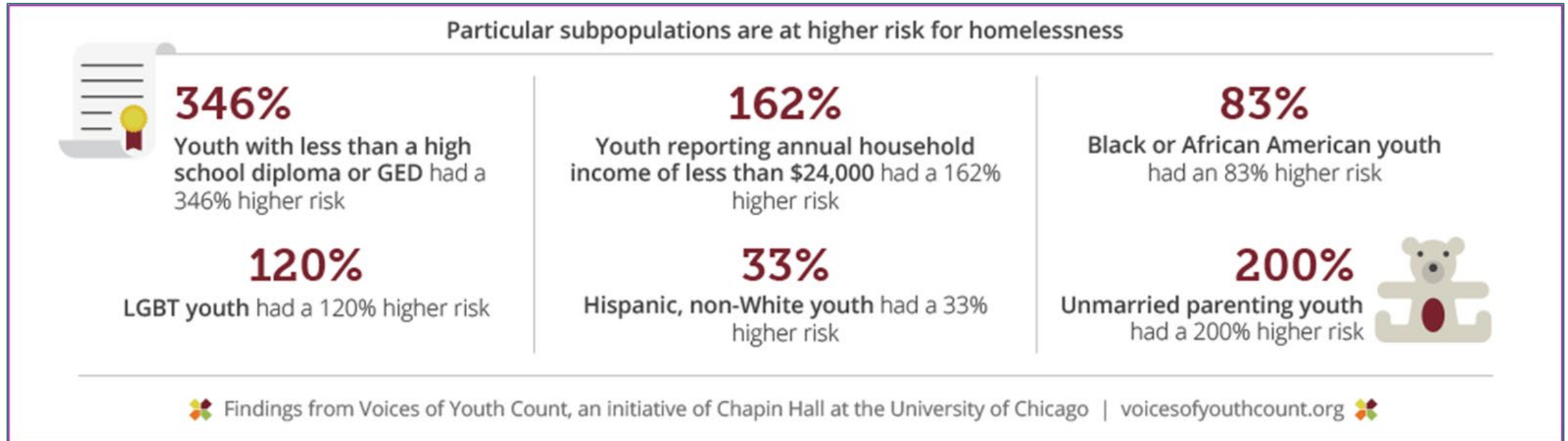
People with higher levels of education

- Are more likely to 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 more likely to be able to afford and maintain safe and stable housing

- Are less likely to be unemployed

- Are less likely to be receiving public assistance

Sources:
U.S. Bureau of Labor Statistics, *Education Pays*
National Low Income Housing Coalition (NLIHC): *Out of Reach*
College Board, *Education Pays 2023*

Education and Risk for Homelessness

Particular subpopulations are at higher risk for homelessness

346%
Youth with less than a high school diploma or GED had a 346% higher risk

162%
Youth reporting annual household income of less than $24,000 had a 162% higher risk

83%
Black or African American youth had an 83% higher risk

120%
LGBT youth had a 120% higher risk

33%
Hispanic, non-White youth had a 33% higher risk

200%
Unmarried parenting youth had a 200% higher risk

Findings from Voices of Youth Count, an initiative of Chapin Hall at the University of Chicago | voicesofyouthcount.org
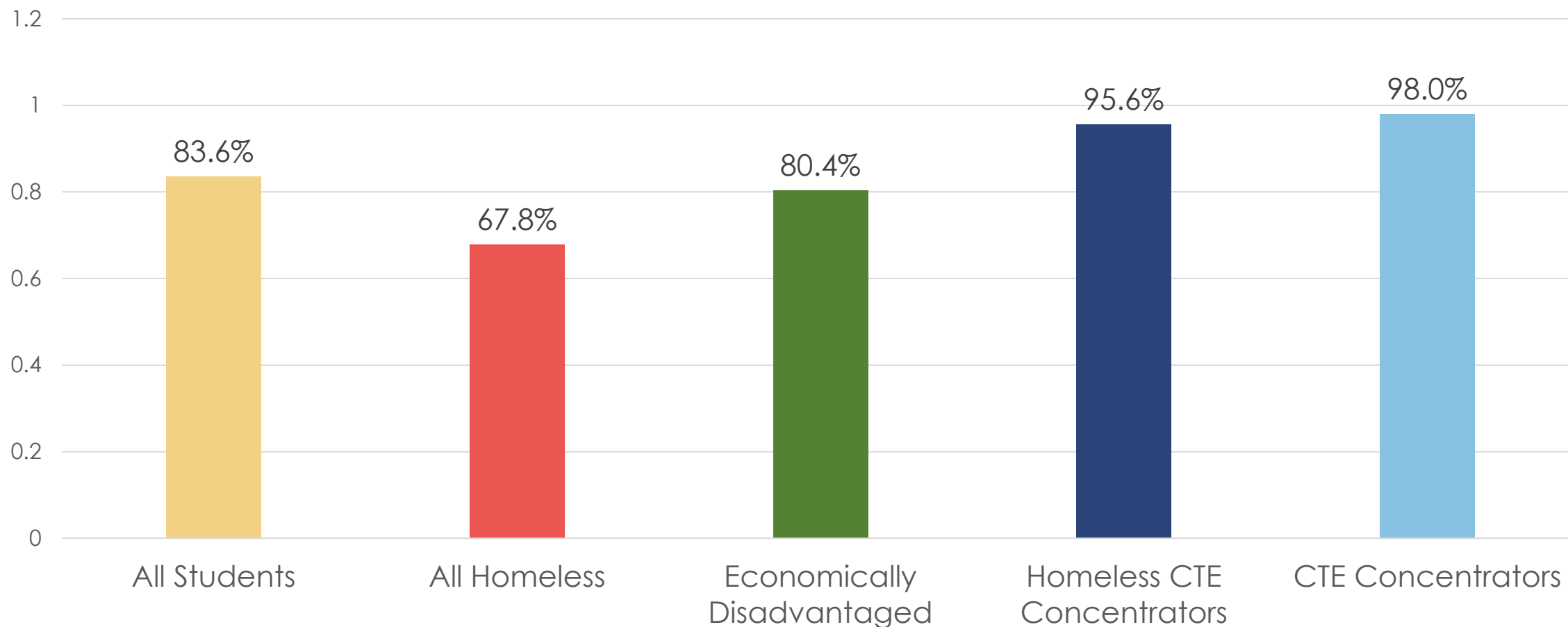
Source: Chapin Hall, *Missed Opportunities: Youth Homelessness in America, National Estimates*

Notably, research finds that **experiencing homelessness as a youth is the most common pathway into adult homelessness**, accounting for 35% of the adult homeless population
Source: Direct and indirect pathways between childhood instability and adult homelessness in a low-income population (*Child and Youth Services Review 120, 2021*)

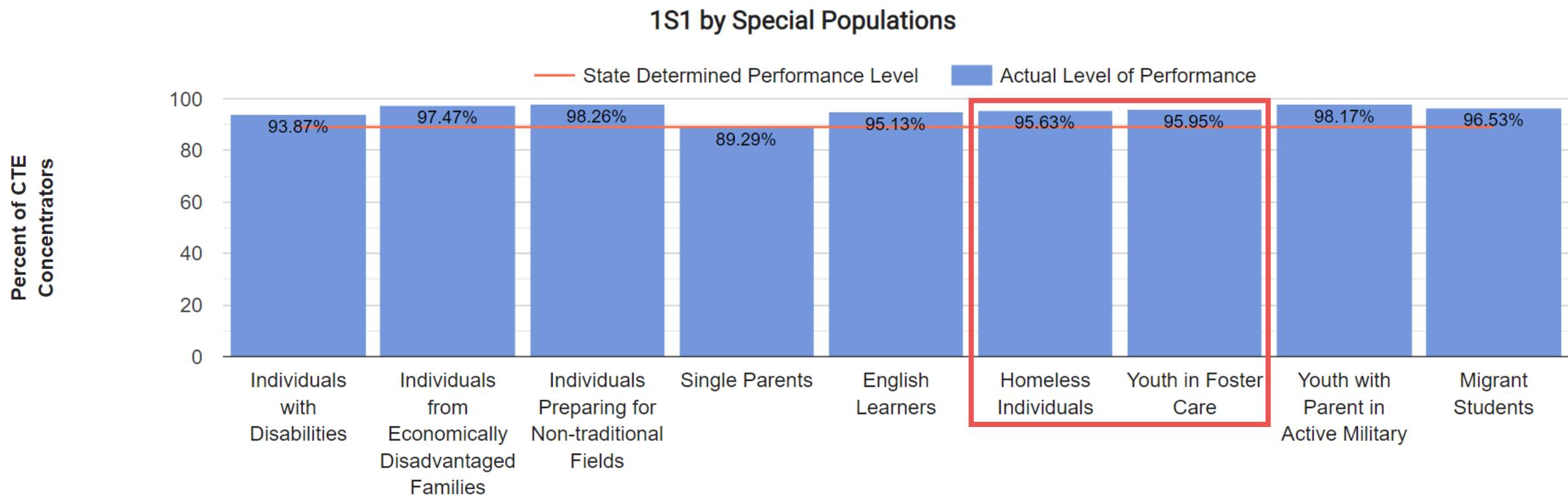# California High School Graduation Rates

California Four-Year High School Graduation Rate by Student Subgroup, SY2020-2021

Subgroup	Rate
All Students	83.6%
All Homeless	67.8%
Economically Disadvantaged	80.4%
Homeless CTE Concentrators	95.6%
CTE Concentrators	98.0%

Sources: California Department of Education, *2020-21 Data Summary*; ACTE, *CTE in California*

California CTE Special Population SY2020-2021 Graduation Rates

1S1 by Special Populations

Legend: — State Determined Performance Level | ■ Actual Level of Performance

Y-axis: Percent of CTE Concentrators (0 to 100)

Special Population	Actual Level of Performance
Individuals with Disabilities	93.87%
Individuals from Economically Disadvantaged Families	97.47%
Individuals Preparing for Non-traditional Fields	98.26%
Single Parents	89.29%
English Learners	95.13%
Homeless Individuals	95.63%
Youth in Foster Care	95.95%
Youth with Parent in Active Military	98.17%
Migrant Students	96.53%

Source: Perkins Collaborative Resource Network, *California State Performance Data, 1S1 Four-Year Graduation Rate, Special Populations*

CTE Learners Experiencing Homelessness, SY2021-2022 National Data

Almost **200,000 learners experiencing homelessness** participated in CTE coursework in the 2021-2022 school year

152,423 CTE <u>participants</u>

- 142,021 secondary CTE participants

- 10,352 postsecondary CTE participants

Note: Education level for 51 students was left blank

46,042 CTE <u>concentrators</u>

- 39,500 secondary CTE concentrators

- 6,542 postsecondary CTE concentrators

Questions? Comments?

CTE Basics

About CTE

- CTE educational pathways provide the knowledge and skills learners need to be prepared for **college and/or career**

- CTE emphasizes **real-world skills and practical knowledge** within a selected career focus

- CTE programs of study are sequences of academic and technical courses at the secondary or post-secondary level that culminate in a **degree or non-degree credential**

Source: Advance CTE, *The Various Types of Credentials*

The Evolving Education Credential Landscape

The secondary and postsecondary landscape increasingly is providing learners with flexible and stackable credential options

- College degrees (2-year and 4-year)

- Non-degree credentials

  - Certificates

  - Apprenticeship certificates

  - Industry certifications

  - Occupational licenses

Types of Credentials

Credential	Examples
Postsecondary degrees are educational degrees a person attains when completing the necessary degree requirements at a postsecondary institution.	• Associate of Science in Nursing • Bachelor of Arts in Journalism • Juris Doctor (J.D.)
Certificates are credentials awarded by an education institution based on completion of all requirements for a program of study, including coursework and tests.	• Computer Programming • Culinary Arts • Paramedic
Apprenticeship certificates are credentials earned through work-based learning and postsecondary earn-and-learn models.	• Master Brewer • Elevator Installation and Repair • Plumbing • Vehicle Body and Paint

NATIONAL SKILLS COALITION

Types of Credentials

Credential	Examples
Industry certifications are credentials awarded by a certification body (not a school or government agency) based on an individual demonstrating, through an examination process, that they have acquired the designated knowledge, skills, and abilities to perform a specific occupation or skill.	• Project Management • HVAC • Supply Chain Professional
Licenses are credentials that permit the holder to practice in a specified field. An occupational license is awarded by a government licensing agency based on pre-determined criteria. The criteria may include some combination of degree attainment, certifications, certificates, assessment, apprenticeship programs, or work experience.	• Accounting • Cosmetology • Real Estate • Nursing

What Do You Think?

Share in the chat:

Why is it good to have a variety of credential options available to learners experiencing homelessness?

CA CTE Industry Sectors and Pathways
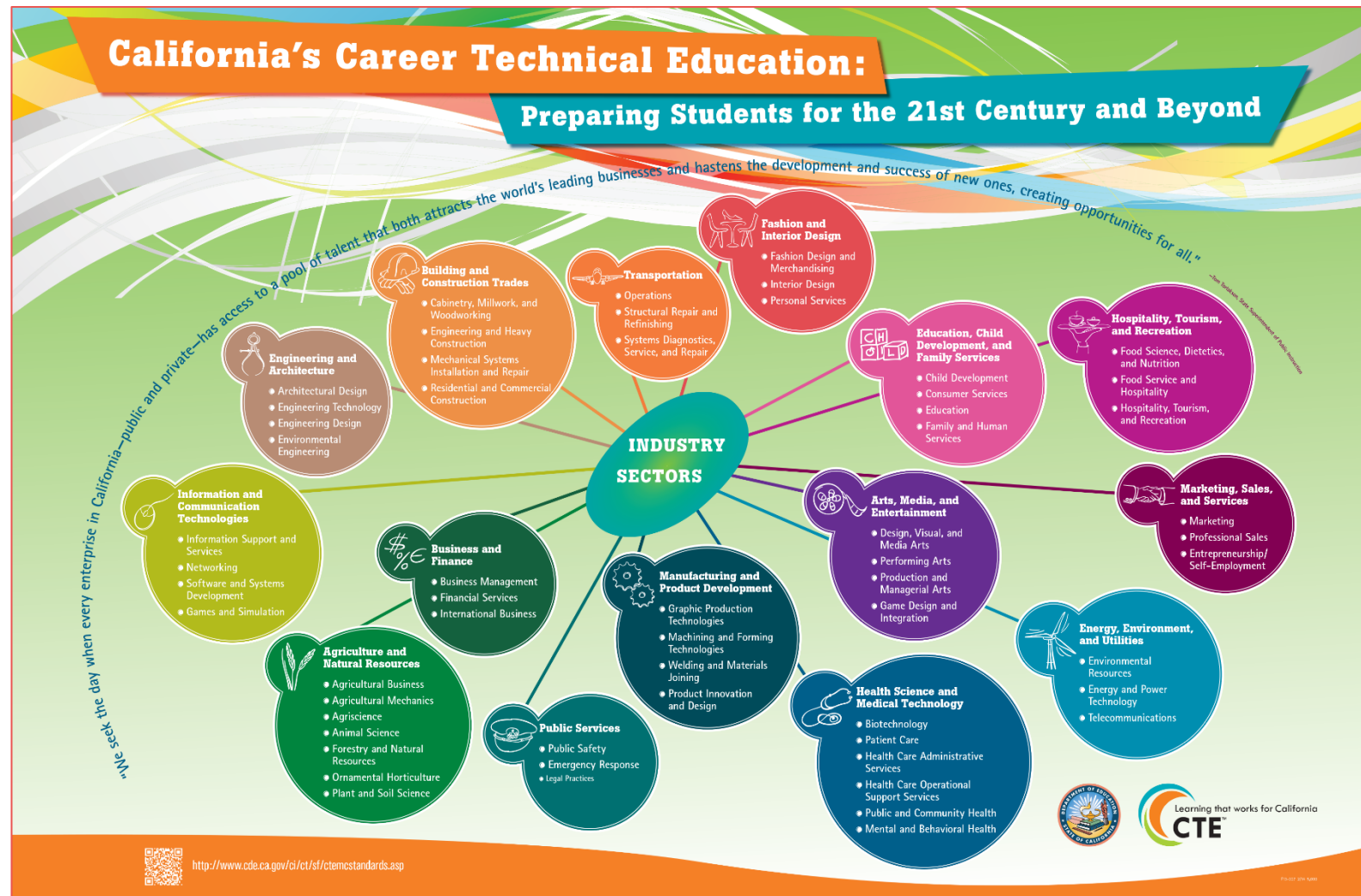
Source: CDE, *California's Career and Technical Education: Preparing Students for the 21st Century and Beyond*

Example: Health Science and Medical Technology

- Patient care pathway sample occupations (p 11)

  - Kinesiotherapist

  - Nurse Anesthetist

  - Respiratory Therapist

  - Radiologic Technician

  - Dental Hygienist

- Standard B5.0: Terminology in the health care setting (p 12)

- See similar information for other CTE sectors and pathways on the CDE *Career Technical Education Standards for California Public Schools* webpage

Source: CDE, *California Career Technical Education Model Curriculum Standards: Health Science and Medical Technology*

Standards for Career-Ready Practice
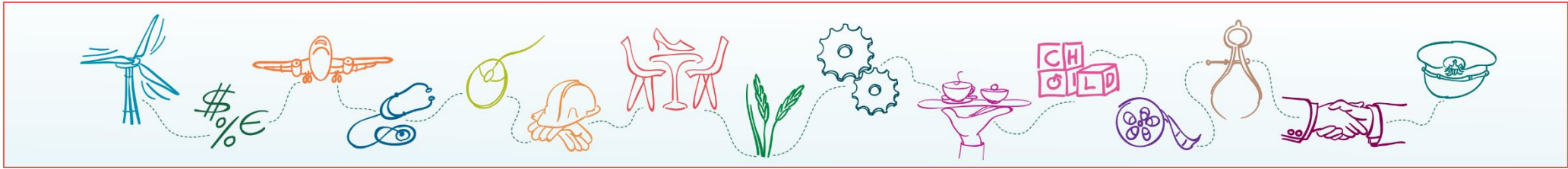
Standards for career-ready practice are

- The fundamental knowledge and skills that students need to prepare for the transition to post-secondary education, career training, or the workforce

- Embedded in the curriculum and instruction for all CTE industry sectors and pathways

Sample standards include

1. Apply appropriate technical skills and academic knowledge

2. Communicate clearly, effectively, and with reason

3. Develop an education and career plan aligned with personal goals

See all 12 standards in the CDE standards poster or flyer

Essential Elements of High-Quality CTE

CDE upholds [12 essential elements of a high-quality career and college pathway](#), including:

- The strong presence of **Career Exploration and Student Supports**, including through student leadership development organizations like [Cal-HOSA](#) for future health professionals

- **High-Quality, Integrated Curriculum and Instruction**, including through relevant work-based learning opportunities

Example: [Allied Health Aide Training Plan](#)

CTE "Delivery Systems"

CTE programs of study are offered in secondary and post-secondary environments via

- "Traditional" high schools

- Technical/vocational high schools

- Area technical centers

- Career academies

- Dual enrollment programs

- Early college high schools

- Community and technical colleges

- Pre-apprenticeship or apprenticeship programs

Success Stories

Questions? Comments?

Statutory Requirements

What Do You Think?

Vote in the poll:

True or False: The McKinney-Vento Act specifically references career and technical education.

- True

- False

- I'm not sure

About the McKinney-Vento Act

- [Subtitle VII-B of the McKinney-Vento Homeless Assistance Act](#)

  - Was reauthorized by Title IX, Part A of the Every Student Succeeds Act

  - Establishes the definition of *homeless* used by U.S. public schools and many other federal programs

  - Addresses the unique educational barriers and challenges faced by students experiencing homelessness through the provision of educational rights and services

  - Requires state education departments to designate a State Coordinator for Homeless Education and school districts to designate a local homeless education liaison

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.

- 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

About the Perkins Act

The Perkins Act

- Was reauthorized in July 2018 by the Strengthening Career and Technical Education for the 21st Century Act ("Perkins V")

- Invests more than $1.4 billion a year (FY2023) 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

- Is administered by a state-designated eligible agency; local programs apply to the state to receive Perkins funds

- Uses the McKinney-Vento definition of *homeless*

Homelessness in the Perkins Act

- [Perkins V](#) designates *individuals experiencing homelessness* and *youth who are in, or have aged out of, the foster care system* as **special populations**

- This designation requires **intentional focus** in the areas of state CTE plans, local CTE applications and plans, CTE funding usage, and CTE data and accountability

- This designation paves the way for **greater partnership** in support of populations who can benefit from CTE pathways but may face unique barriers to CTE access and success
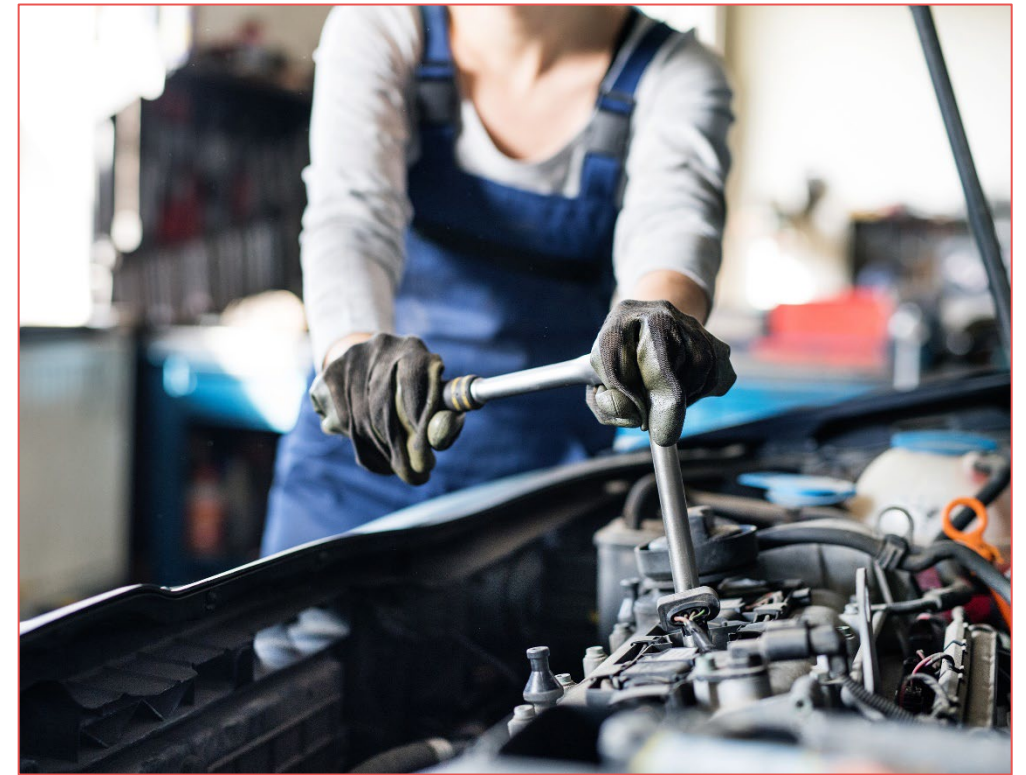
State CTE Plans

- State plans must be developed in consultation with representatives of agencies serving homeless children and youth, including **State Coordinators for Homeless Education**

- State plans must 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

- State plans must 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

- Download the California CTE state plan

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
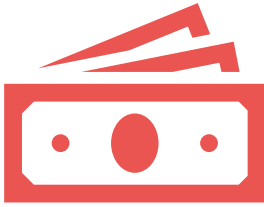
- **Local CTE funds *may* be used** to reduce or eliminate out-of-pocket expenses for special populations participating in CTE, including those participating in dual or concurrent enrollment or early college high school programs, and supporting the costs associated with fees, transportation, child care, 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

Questions? Comments?
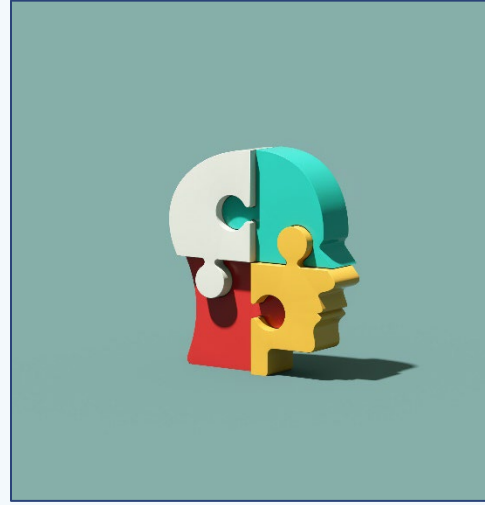
Strategies for Supporting CTE Access

CTE Access and Success Strategies

1. **Reach out and connect**
    McKinney-Vento and CTE educators can connect to understand each other's programs and the requirements of the McKinney-Vento and Perkins Acts related to learners experiencing homelessness

2. **Gather and analyze data**
    McKinney-Vento and CTE educators can gather available CTE data on learners experiencing homelessness to learn about CTE access and success for these learners and leverage data insights

3. **Identify and address barriers**
    McKinney-Vento and CTE educators can review data and engage with learners experiencing homelessness to identify barriers to CTE access and success for these learners and solutions to remove those barriers

CTE Access and Success Strategies
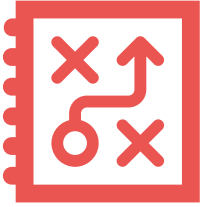
4. **Provide professional development**
McKinney-Vento and CTE educators can partner to train their respective stakeholders on CTE access and success for learners experiencing homelessness, including statutory requirements and opportunities for partnership

5. **Conduct intentional outreach**
McKinney-Vento and CTE educators can develop intentional outreach and recruitment strategies for informing McKinney-Vento students about and connecting them with CTE pathways

6. **Develop a plan of action incorporating strategic areas of focus**
Considering available information and options for partnership, McKinney-Vento and CTE educators can develop a plan of action for CTE access and success for learners experiencing homelessness incorporating strategic opportunities such as dual enrollment, using funds to remove financial barriers to CTE participation, etc.

For More Information

- Advance CTE/ACTE: *Supporting Learners Experiencing Homelessness in Career Technical Education* *NEW*

- NCHE/Advance CTE brief: *Improving Equity in and Access to Quality CTE Programs for Students Experiencing Homelessness*

- NCHE: *Education Goals and Supports: A Guided Discussion Tool*

- Advance CTE: California CTE profile

- CDE: Career Technical Education webpage

- CDE: Perkins/Career Technical Education E-mail List

- California Educators Together: CTE Online Community (resources, lesson plans, etc.)

BRIEF

Maximizing Access & Success for Special Populations

Supporting Learners Experiencing Homelessness in Career Technical Education

Career Technical Education (CTE) policies and programs have increasingly focused on supporting the needs of historically marginalized learners and closing access and performance gaps among learner groups. Perkins V, the latest iteration of federal CTE legislation known as the Carl D. Perkins Career and Technical Education Act, is part of this trend. The law defines nine learner groups as special populations and includes a number of provisions that address expanding access to and supporting success within CTE programs for special populations. This brief will describe strategies for supporting one of these special populations: learners experiencing homelessness.

SPECIAL POPULATIONS IN PERKINS V

LEARNER GROUPS DEFINED AS SPECIAL POPULATIONS IN PERKINS V:

CTE educators are developing strategies to support learner groups who, while not special populations under the law, may need additional supports, including migrant and undocumented, LGBTQ+, justice-involved and Tribal learners.

- Out-of-workforce individuals
- English learners
- Individuals experiencing homelessness
- Individuals with disabilities
- Single parents, including single pregnant women
- Youth who are in/have aged out of the foster care system
- Individuals preparing for careers that are non-traditional for their gender
- Youth with a parent who is a member of the armed forces and is on active duty
- Individuals from economically disadvantaged families, ex. low-income youth and adults

ADVANCE>CTE   ACTE

Download the Advance CTE/ACTE joint brief

Reflection Questions to Inform Next Steps

See page 5 of the Advance CTE/ACTE joint brief for helpful reflection questions, such as

- What do learners experiencing homelessness tell you about their needs, challenges, and successes?

- How do you communicate with learners experiencing homelessness?

- At the secondary level, what dual enrollment opportunities are available? How many learners experiencing homelessness access these opportunities?

- What support services are available for learners experiencing homelessness? How are they made aware of these services?

Download the Advance CTE/ACTE joint brief

What Do You Think?

Discussion

Share in the chat:

1. What is one new thing you learned or a key takeaway from today's webinar?

2. What is one action steps you'll take as a result of today's webinar?

Thanks for Joining!

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