

Equity Gap Analysis - State

Overview of key points related to the provisions and requirements for states to conduct an equity gap analysis as they implement Perkins V



ACCOUNTABILITY (Sec. 113)

- Six requirements for the State determined levels of performance that include:
 - State to continually make meaningful progress towards improving the performance of all CTE students, including the subgroups of students described in section 1111(h)(1)(C)(ii) of the ESEA of 1965 (by gender, race and ethnicity, and migrant status), and special populations (see “Data Disaggregation” below)
 - Be higher than the average actual performance of the 2 most recently completed program years

DATA DISAGGREGATION (Sec. 113)

- Data disaggregation required for race, gender, economically disadvantaged, youth who are in or have aged out of the foster care system, students with disabilities, English learners, migrant students, homeless students, students with a parent in the active military, single parents, out-of-work individuals, and students pursuing nontraditional careers.

STATE REPORT (Sec. 113)

- State and local report includes
 - The actual levels of performance for all CTE concentrators; for each of the disaggregated subgroups; and by CTE program or career cluster if not practical.
 - Identifying and quantifying any disparities or gaps in performance on the State determined levels of performance between any subgroup and the performance of all CTE concentrators

STATE PLAN (Sec. 122)

State Plan Contents –

- Improve outcomes and reduce performance gaps for CTE concentrators, including those who are members of special populations
- Description of how the eligible agency will address disparities or gaps in performance in each of the plan years, and if no meaningful progress has been achieved prior to the third program year, a description of the additional actions the eligible agency will take to eliminate these disparities or gaps.
- Provide assurances that the eligible agency will use the funds to provide technical assistance on how to close gaps in student participation and performance in CTE programs

IMPROVEMENT PLANS (Sec. 123)

- Requires states and locals to include an analysis of the performance disparities or gaps and actions that will be taken to address such gaps.

STATE LEADERSHIP ACTIVITIES (Sec. 124)

- Required uses of funds-
 - reporting on the effectiveness of the funds in reducing disparities or performance gaps

STATE LEADERSHIP ACTIVITIES (Sec. 124)

- Permissible uses of funds-
 - Supporting the elimination of inequities in student access to high quality programs of study and effective educators
 - Awarding incentive grants for eligible recipient’s progress in closing achievement gaps among subpopulations who participate in programs of study

How to Conduct an Equity Gap Analysis

- ✓ **Collect data** for every CTE program and career cluster, disaggregated by race, gender, economically disadvantaged, youth who are in or have aged out of the foster care system, students with disabilities, English learners, migrant students, homeless students, students with a parent in the active military, single parents (including single pregnant women), out-of-work individuals, and students pursuing nontraditional careers.

Data Element	Data Source
Race/Ethnicity – American Indian or Alaskan Native, Asian, Black or African American, Hispanic or Latino, Native Hawaiian or Other Pacific Islander, White.	Local administrative data – self-reported
Gender – Male, Female, Other	Local administrative data – self-reported
Economically Disadvantaged	Secondary – Free and Reduced Lunch eligibility Post-Secondary – PELL grant eligibility
Youth who are in or have aged out of the foster care system	Department of Health and Human Services Child Welfare
Students with disabilities	Secondary – Students with IEPs Post-Secondary – Local registration data
English learners	Local administrative data – home language survey, enrollment in bilingual or ELL program
Migrant students	Local administrative data – enrollment in migrant ed
Homeless students	Local administrative data – self or staff reported
Students with a parent in the active military	U.S. Armed Services
Single parents, single pregnant women	Local administrative data – self-reported
Out-of-work individuals	Local administrative data – Department of Labor Unemployment Insurance or self-reported
Students pursuing nontraditional careers	Identify nontraditional programs by gender, identify students in programs nontraditional for their gender

- ✓ **Create data visualization tools** using tables and graphs that compare each of the special population subgroups to its appropriate comparison group disaggregated by program and/or career cluster and by LEA if possible. The identification of the appropriate comparison is critical to ensure the accurate identification of gaps. Here are two examples:
 - When looking at a participation gap analysis for the nontraditional measure, the numerator is *all students in programs nontraditional for their gender* while the denominator is *all students in nontraditional programs*. When these data are disaggregated by gender the appropriate numerator is *females in programs nontraditional for their gender* and the denominator is *all students in programs nontraditional for females* (not all females in nontraditional programs).

- When looking at a participation gap analysis for graduation, the numerator is *CTE concentrators who graduated in the program year* and the denominator is *CTE concentrators who left secondary education in the current year*. When the data is disaggregated by race, for example, the numerator is *African American concentrators who graduated in the program year* and the denominator is *all African American concentrators who left secondary education in the program year*.
 - NAPE provides statewide data dashboards at the cluster level disaggregated by gender for each of the years since Perkins IV was administered. The visualization also includes cluster distribution within gender, which can provide important insight into the clusters where each gender is most concentrated within the state. Visit www.napequity.org/perkinsv for these tools and more.
- ✓ **Identify those subgroups that show a gap from their comparison group.** This gap analysis should be done at the smallest possible disaggregated data point to be the most effective. This means looking at subgroup participation and performance at the program and LEA level. Some subgroup gaps may be program-specific while some subgroup gaps may be geographic or LEA-specific. Understanding the gaps at the lowest disaggregated data analysis level will make the identification of the potential strategies for closing the gaps more effective, and help in focusing interventions where they should be implemented.
- When looking at participation rates the standard civil rights monitoring gap that is a flag for potential access discrimination is a 10% participation gap. For comparison groups with small numbers you may use smaller comparison percentages or even numeric rather than percentage comparisons. These gaps can show subgroups who are over-represented or under-represented, and both should be addressed in the gap analysis.
 - At this point, a decision needs to be made as to the most effective way to address the identified gaps. This may mean focusing on certain programs in the state or even certain programs at certain LEAs. Addressing the identified gaps in participation or performance may not require a statewide intervention but one that is specific to where the gaps exist. Reward those that are meeting or exceeding the appropriate comparison groups participation or performance, thereby keeping the state's performance up as a whole. Focus your improvement efforts where they are needed in as specific a way as possible.
- ✓ **Identify the potential root causes** that could be causing the gaps in participation or performance by reviewing the literature and creating a set of hypotheses for why the gaps exist. This process could be done at the program level across a set of LEAs that are creating the participation or performance gap. It is tempting to want to jump to the implementation of an intervention once a gap is identified, but identifying the reason for the gap is a critical intermediate step to ensure the successful implementation of an intervention.
- ✓ **Conduct root cause action research** at the level of the identified subgroup gap to determine what is causing the gap to exist. These action research strategies may include conducting site visits, interviews, focus groups or surveys to identify the reason for the identified gap. Ideally, stakeholders invested in the success of the process should conduct this research at the LEA level. By providing appropriate technical assistance, states can build LEA capacity to identify the reasons for the identified gaps. It is important to understand that the reasons for the subgroup gaps may not be the same at all LEAs resulting in different interventions to close the gaps. This process will either validate your hypotheses or uncover other root causes that may be affecting student access and success.

- ✓ **Identify those LEAs and programs who don't show gaps** in participation or performance and identify why they have been successful. This research can help you identify effective strategies that can be implemented by those needing to close gaps. These programs are eligible for State Leadership Fund Incentive Grants if the state chooses to implement this funding opportunity.
- ✓ **Select an intervention aligned with the identified root causes.** Once the root causes have been identified, the intervention necessary to close that gap will become obvious. Use as models those programs that have been successful in closing gaps or who don't have subgroup gaps. Highlight the strategies they have used to ensure access for every student in CTE. Use resources, such as NAPE's Root Causes and Strategies tools, to inform LEA's of research-based strategies that have been effective in closing access and achievement gaps in CTE aligned with the root causes they have identified (www.napequity.org/root). The challenge is implementing interventions that are appropriate to the resources available and supported by all stakeholders.
- ✓ **Be creative and use Perkins V funding to support these efforts.** Use the 15% Reserve Fund (Sec. 112) and/or State Leadership Fund Incentive Grants (Sec. 124) to support technical assistance and professional development with LEA's. This is an ideal way to support the process of conducting a state performance gap analysis and implementing strategies to close equity gaps in CTE locally.

For more information on How to Conduct an Equity Gap Analysis and to learn more about NAPE's Program Improvement Process for Equity™ contact Janay McClarin at jmccclarin@napequity.org.

Review these resources to learn more about NAPE's Program Improvement Process for Equity™ (PIPE™)

NAPE's PIPE webpage: www.napequity.org/pipe, which includes an article from ACTE Techniques magazine, "Increasing Access, Equity, and Diversity: NAPE's Program Improvement Process for Equity" (2016) by Ben Williams, PhD, NAPE CEO:

NAPE's You Tube Channel – Increase Student Success Utilizing PIPE™
<https://youtu.be/rZJDJrWd7o>

Check out NAPE's Perkins V Implementation Resources, including statewide data dashboards disaggregated at the cluster level at www.napequity.org/perkinsv

For more information on How to Conduct an Equity Gap Analysis and to learn more about NAPE's Program Improvement Process for Equity™ contact Janay McClarin at jmccclarin@napequity.org.

Created by Mimi Lufkin, NAPE CEO Emerita, October 16, 2018; updated by Ben Williams, PhD, NAPE CEO April 3, 2019