PRINCIPLE 2

Access, Equity and Opportunity

- Each and every student has access to equitable educational opportunities and services that enable their success.

Perkins IV supports development, improvement, and expanded accessibility to information regarding college and career awareness, planning, and preparation for students and parents, as appropriate.
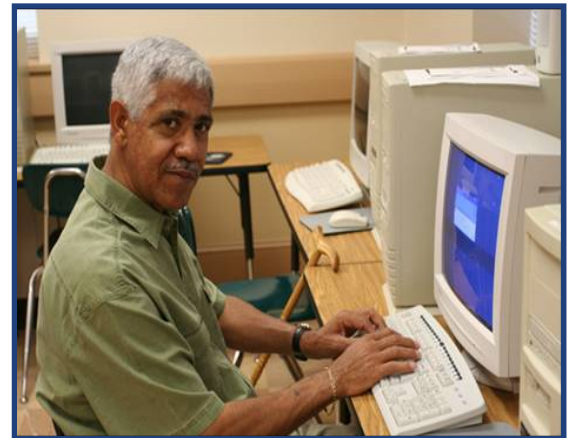
ESSENTIAL QUESTION

How will you utilize the tools and resources for Principle 2 and its design elements to implement and evaluate your Programs of Study (POS) efforts?

PRINCIPLE 2

Access - permission, liberty, or ability to enter, approach, or pass to and from a place or to approach or communicate with a person or thing; freedom or ability to obtain or make use of something

Equity - justice according to natural law or right; *specifically:* freedom from bias or favoritism

Opportunity - a favorable juncture of circumstances; a good chance for advancement or progress

Source: Merriam-Webster Online http://www.merriam-webster.com/

ACCESS AND EQUITY

Linked to:

- inclusion

- self-determination

- quality of life

EDUCATION AND OPPORTUNITY

Employment and independence are important pieces of the American dream, but achieving that dream requires a good education.

IN PERKINS IV

Title I, SEC. 118.

OCCUPATIONAL AND EMPLOYMENT Information.

– provide support for career guidance and academic counseling programs

– training options and preparations for high skill, high wage, or high demand occupations and non-traditional fields

– information and planning resources

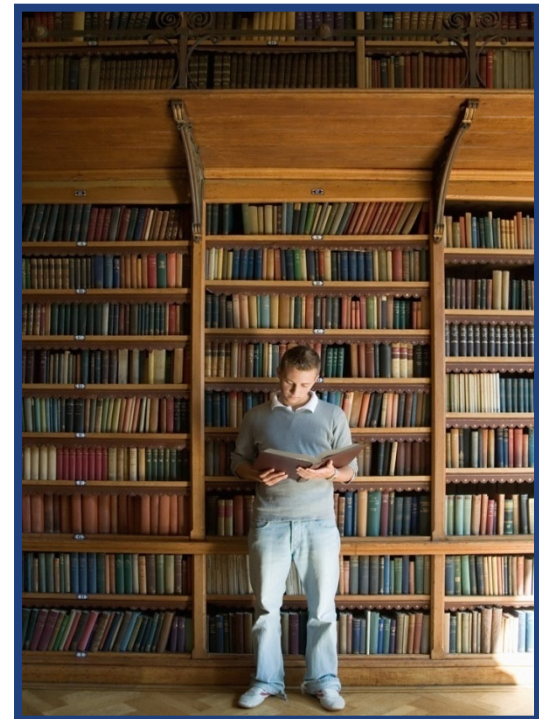– strategies for special populations

IN PRACTICE

Can you think of an example of Principle 2 being used:

- Within your school?

- Among your partners?

- In the state?

DESIGN ELEMENTS

- Recruit, enroll, and retain underserved, under-represented, & special population students

- Gaps and barriers are identified and addressed

- Barriers to initial entry or re-entry are addressed

- Support services are available

- Universal design is applied to physical, virtual, & learning spaces

- Special population sub-groups are clearly identified

- Reflect learner's & their families' perspective & interests

- Access to networks and resources

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REFLECTION

- Why will addressing barriers to access, equity, and opportunity assist with the implementation and evaluation of POS?

- Who needs to be involved?

- What data do you have that could be utilized to inform your decision making and strategies to address barriers to access, equity, and opportunity?

- Where will you begin?

- How will your Partnership utilize Principle 2 and its design elements to implement and evaluate your POS efforts?