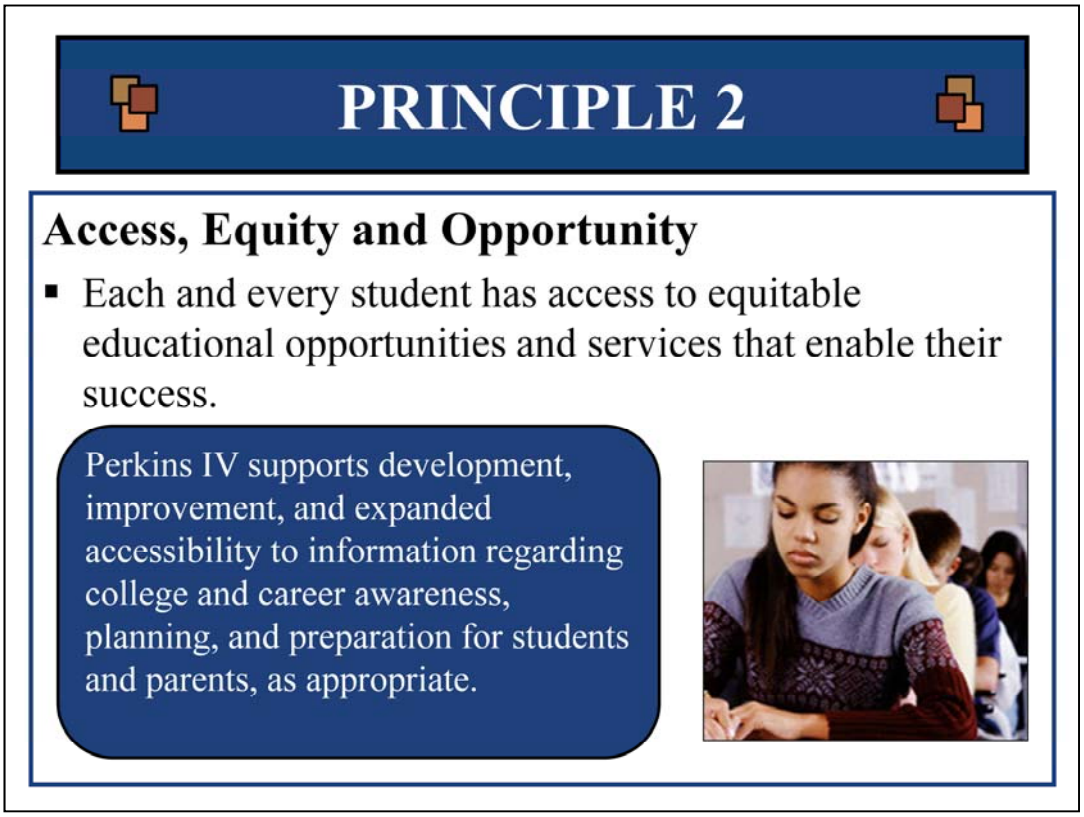


Principle Overview

The second Guiding Principle is Access, Equity and Opportunity.

Essential Concepts:

Perkins IV endorses *equal access* for students:

•to a full range of academic and technical preparation programs

•appropriate technology.

Further, Perkins IV supports 'special populations' defined as:

•individuals with disabilities

•from economically disadvantaged families

•in non-traditional fields

•single parents

•displaced homemakers

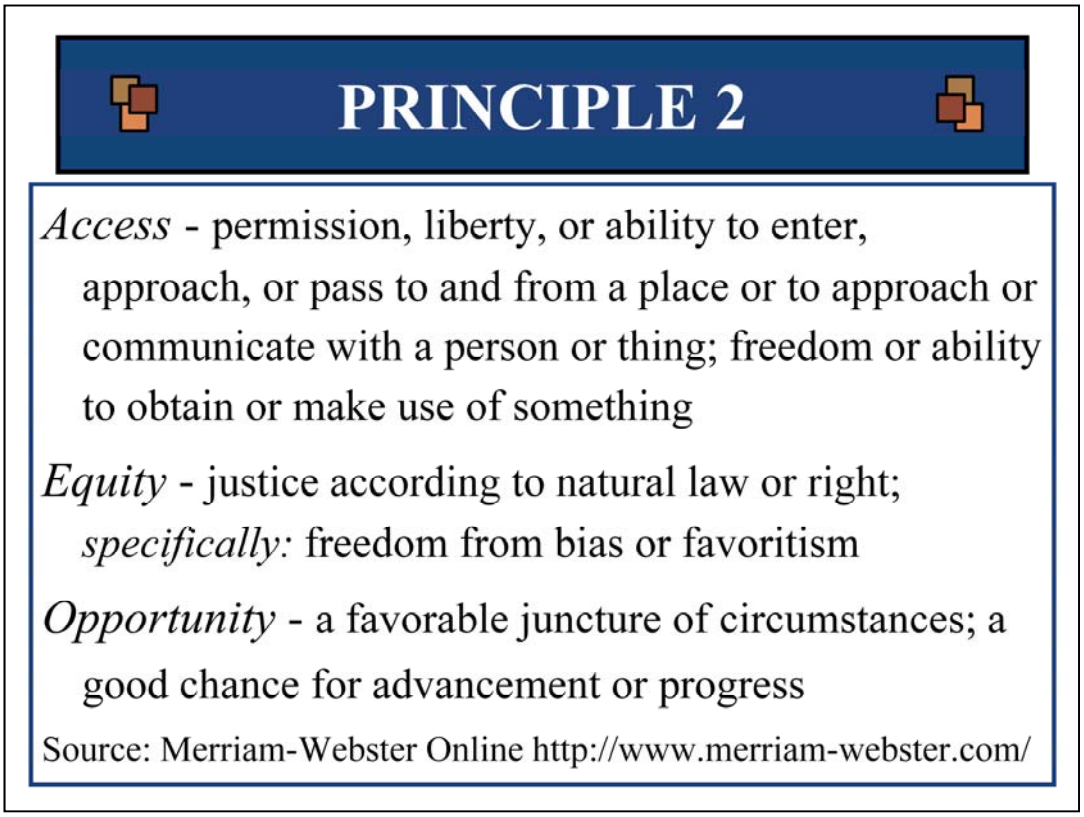
•individuals with limited English proficiency

Due to persistent efforts endorsed by Perkins IV and other federal and state legislation to *reduce and eliminate barriers to access, equity, and opportunity*, improvements have materialized. Nevertheless much more needs to be done to ensure that access, equity, and opportunity is a reality for *all* learners.

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?

Use this essential question to lead thinking and discussion of Principle 2 and its design elements.



Important definitions

ACCESS AND EQUITY

Linked to:

- inclusion
- self-determination
- quality of life

The power of education is evident in the data.

Youth who experience any one or more of the following predictors are more likely to leave school:

1) attend schools in urban school districts,
2) live at or below poverty,
3) are part of an ethnic minority group,
4) have a single parent, or
5) have a disability status.

As a result of leaving, they are less likely to:

- gain access to viable employment
- further education, safe housing
- supportive social relationships
- meaningful community inclusion (Swanson, 2008; Thurlow, Sinclair, & Johnson, 2002).

Further, people with less than a high school education are nearly four times more likely to be unemployed than someone with some college education but no degree (Postsecondary Education Opportunity, 2008).

EDUCATION AND OPPORTUNITY

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

Some outcome data:

Lower levels of educational attainment have been linked to poverty rates. Nearly 32% of people with no high school diploma

live in poverty compared to 10% of people who have some college but less than a 4-year degree (Postsecondary Education Opportunity, 2008).

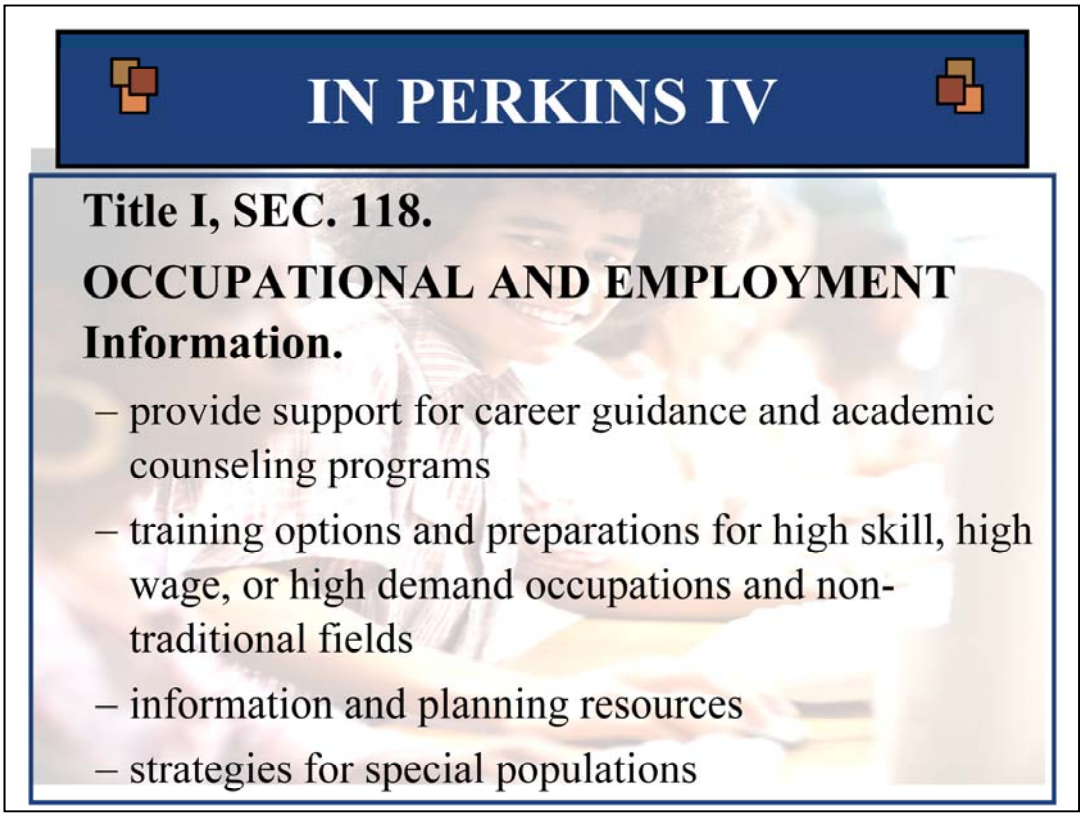
Opportunity -

Employment offers economic value, but also important social and psychological value (National Council on Disability, 2007). Student engagement

in CTE supports the development of knowledge and skills that lead to accessing valuable education and employment opportunities.

Halting the nation's decline in educational attainment requires diligent and persistent commitment to reforming policies, programs, and curricula that place students at a disadvantage and instead helping them to succeed (Green, 2006).

Utilizing the resources and tools highlighted under Principle 2 and its design elements has the potential to reduce and eliminate barriers for all learners by employing purposeful planning and design.



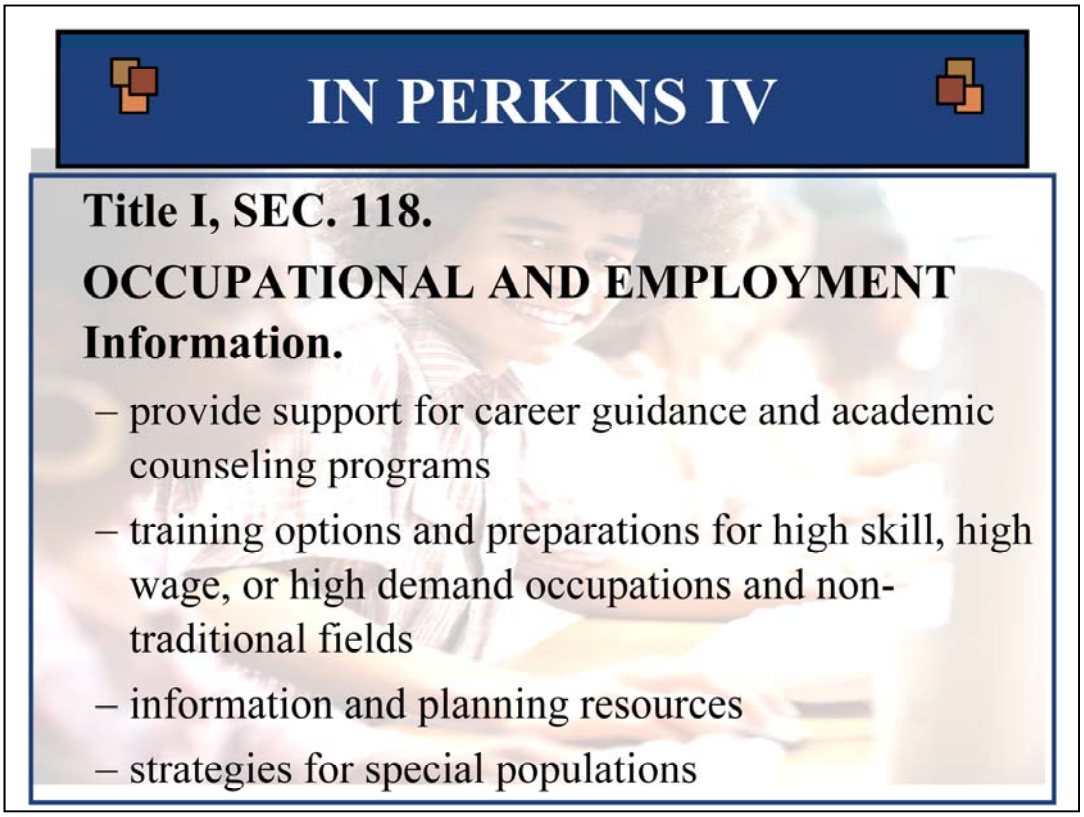
In Perkins IV

Title I, SEC. 118. OCCUPATIONAL AND EMPLOYMENT Information.

(c) STATE LEVEL ACTIVITIES.— In order for a State to receive a grant under this section, the eligible agency and the Governor of the State shall jointly designate an entity in the State—

(1) to provide support for career guidance and academic counseling programs designed to promote improved career and education decision making by students (and parents, as appropriate) regarding education (including postsecondary education) and training options and preparations for high skill, high wage, or high demand occupations and non-traditional fields;

(2) to make available to students, parents, teachers, administrators, faculty, and career guidance and academic counselors, and to improve accessibility with respect to, information and planning resources that relate academic and career and technical educational preparation to career goals and expectations;



In Perkins IV

Title I, SEC. 118. OCCUPATIONAL AND EMPLOYMENT Information. (cont.)

SEC. 122. STATE PLAN.

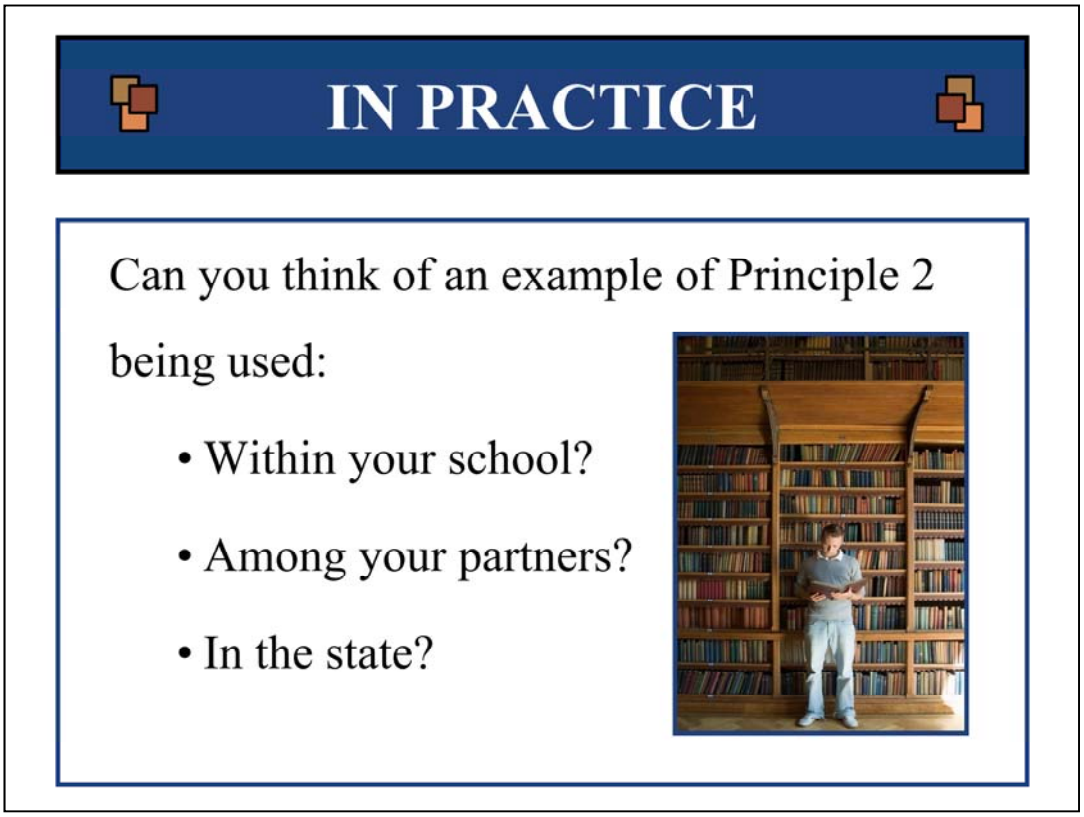
(c) PLAN CONTENTS.—The State plan shall include information that—

(9) describes the eligible agency's program strategies for special populations, including a description of how individuals who are members of the special populations—

(A) will be provided with equal access to activities assisted under this Act;

(B) will not be discriminated against on the basis of their status as members of the special populations; and

(C) will be provided with programs designed to enable the special populations to meet or exceed State adjusted levels of performance, and prepare special populations for further learning and for high skill, high wage, or high demand occupations;



An In Practice Example -

Men in Nursing at Lake Land College,

Lake Land Partnerships for College and Career Success

In 2006, the Lake Land Partnerships for College and Career Success implemented an initiative aimed at promoting health careers for young men. Recognizing the nursing shortage in Central Illinois and that men are an untapped resource, the Partnership collaborated with Sarah Bush Lincoln Health Care Center, St Anthony Memorial Hospital, Pana Community Hospital, and Paris Community Hospital to implement the initiative.

In the effort to increase male participation in health careers, key implementation strategies include:

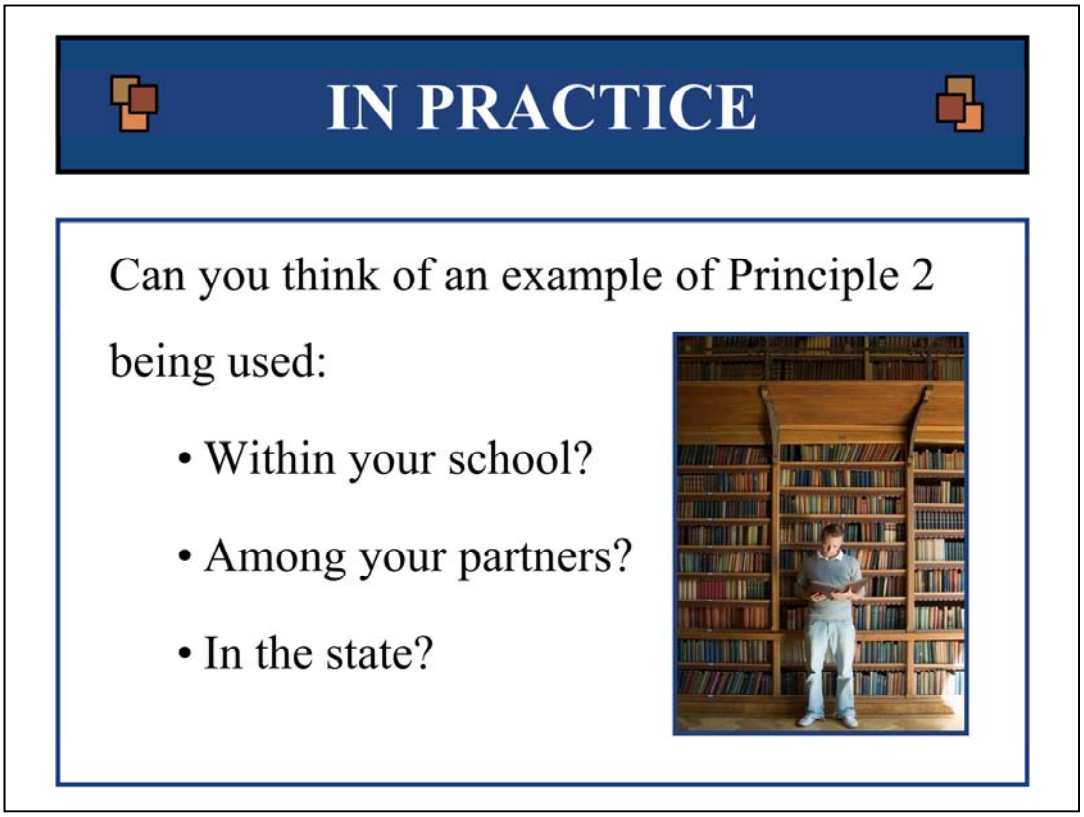
• Creating a poster “Are You Man Enough to be a Nurse?” for use in high schools

• Hosting a one day intensive job shadowing event for males (sophomore and juniors)

• Organizing a Health Careers Camp for young men entering the 9th and 10th grades

• Designing an “Are You Man Enough to be a Nurse? yearly planner/calendar

• Developing a transfer guide yearly planner/calendar

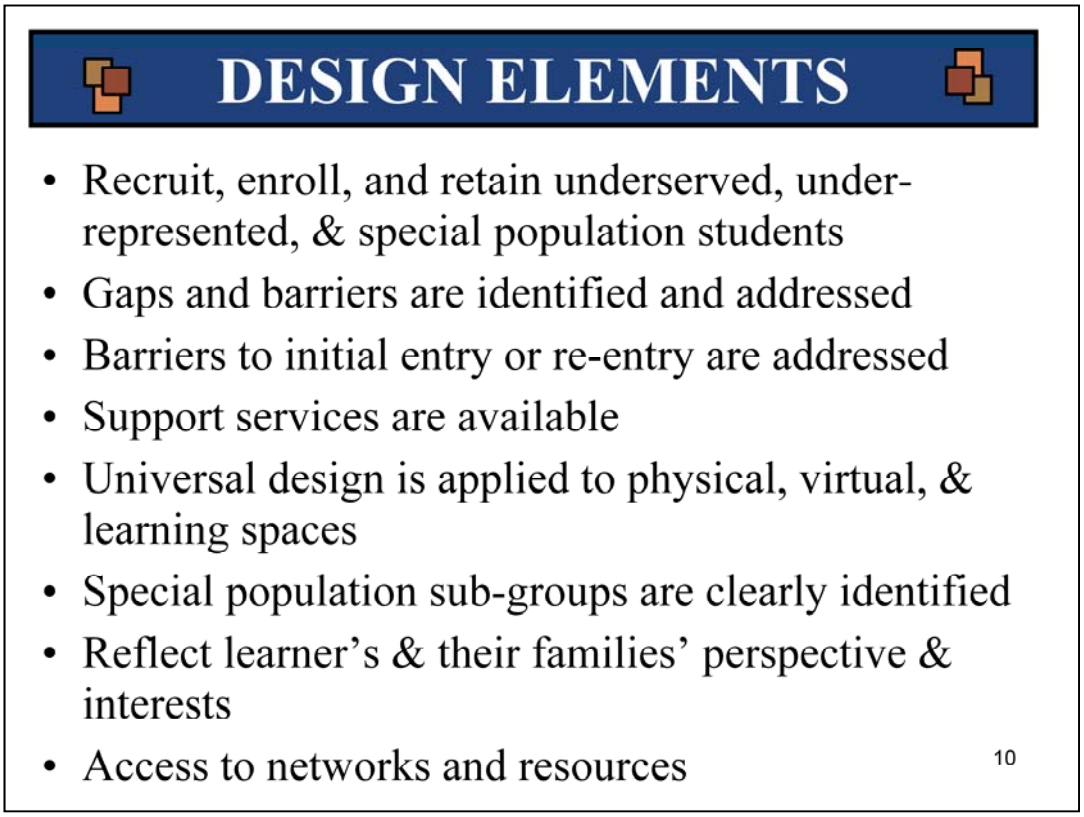


An In Practice Example -

Men in Nursing at Lake Land College,

Lake Land Partnerships for College and Career Success (cont.)

These strategies capitalized on promotional materials to inform prospective students about health careers, as well as deadlines for applications, testing and admission to the nursing programs. Lake Land Community College and the local Education for Employment System worked hard to distribute planners and materials to high school and college counselors, health occupation teachers and potential students. Evaluating their local efforts, over 90% of high school students participating in the program indicated they were interested in pursuing a nursing or other health care career field. The Partnership is hopeful of continued success as they make concerted efforts to recruit men into health careers.



There are 8 design elements for Principle 2. For each of the design elements, tools and resources are provided to guide partnerships in the implementation. Also, an appendix is included, Appendix B, which is a poster with tips for promoting equity in the classroom entitled, *18 Ways to Warm Up a Chilly Climate,* developed by the National Alliance for Partnerships in Equity Education Foundation (NAPEEF).

Please take a moment to review the design elements tools and resources and the appendix for Principle 2.

Principle 2

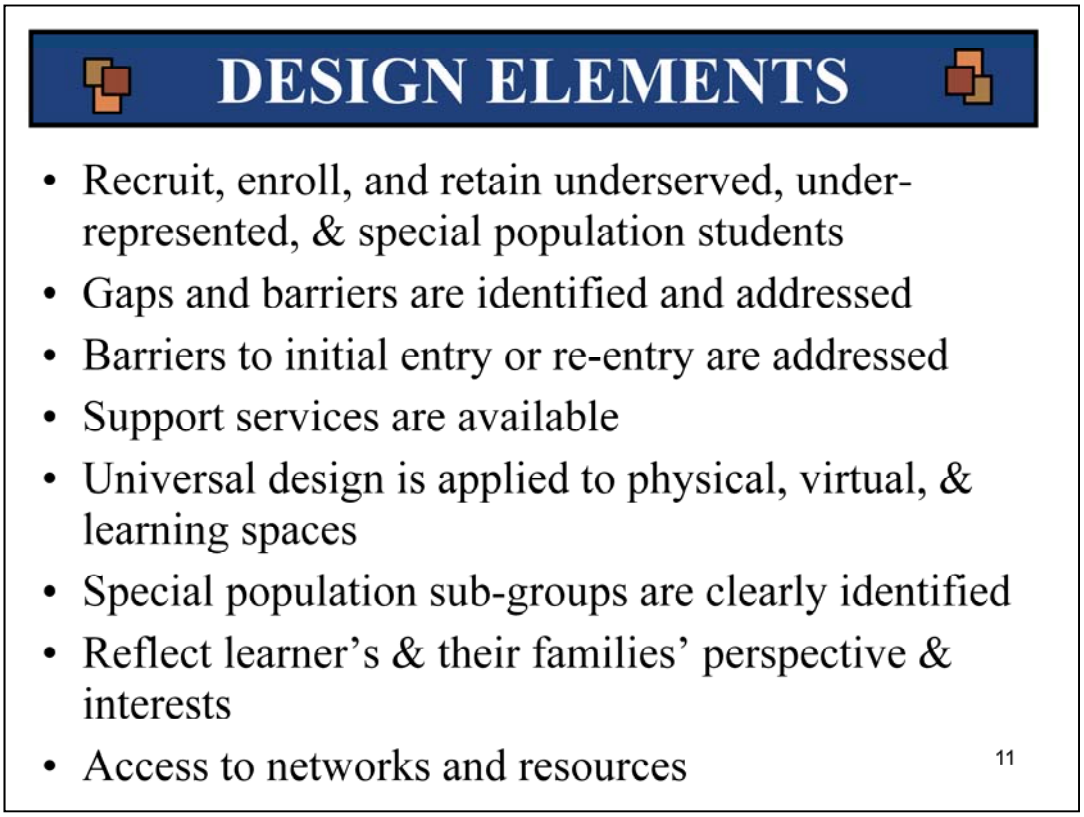
Design Elements at a Glance

1. Various strategies are used to recruit, enroll, and retain students including students who are **underserved, under-represented, and from special populations.**

2. Processes are in place to identify and overcome **gaps and barriers for learners** in order to foster access to education and inclusion in educational programs including flexible time and location of programs.

3. Processes are in place to assist students to overcome **barriers to initial entry or re-entry** into secondary and postsecondary education.

4. Appropriate **support services** are available to promote student success, help student become college and career ready, and meet their educational goals.

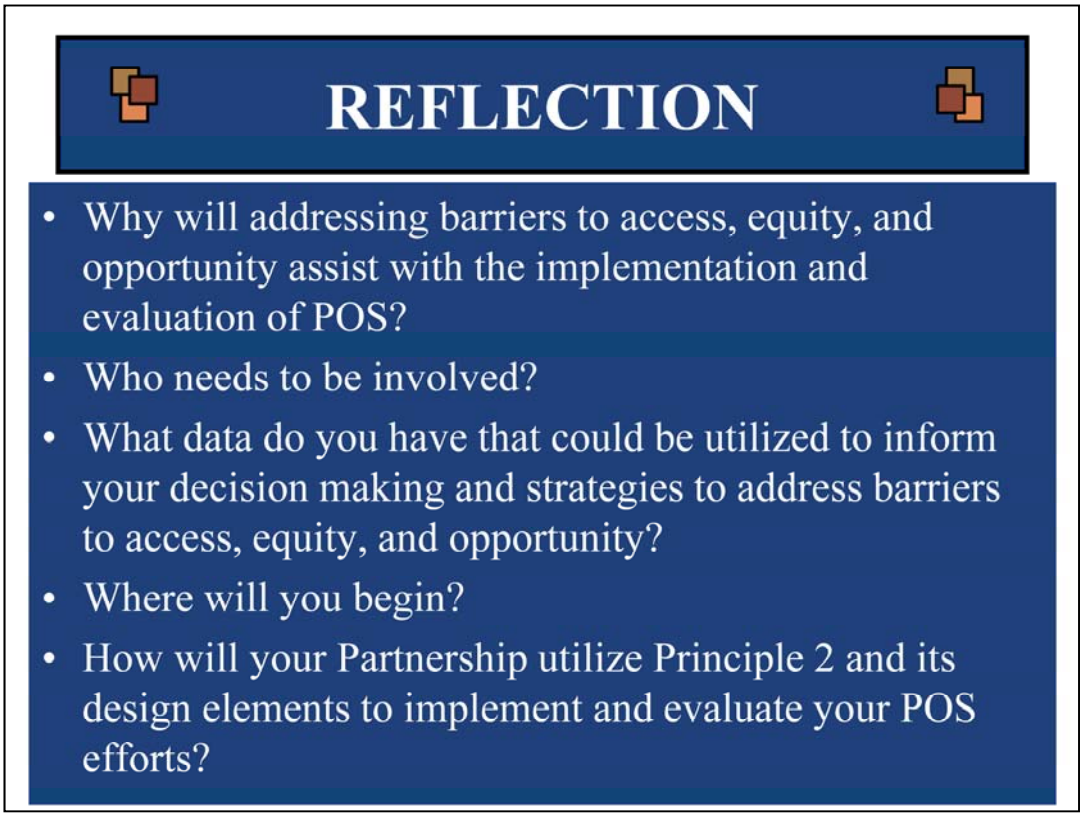


5. The physical, virtual, and learning spaces of programs and support services are **universally designed** to promote state-wide access to education and successful transition.

6. **Special population sub-groups** are clearly identified so that their progress and success can be quantified and compared with other populations.

7. Programs and support services reflect **learners' and their families'** perspectives and interests in education and transition while addressing changes in resources and family role across settings.

8. Students have **access to networks and resources** to assist with curriculum, their career exploration opportunities and work-based learning.



Use these reflective questions to lead thinking and discussion about next steps for implementation and evaluation of Programs of Study efforts.