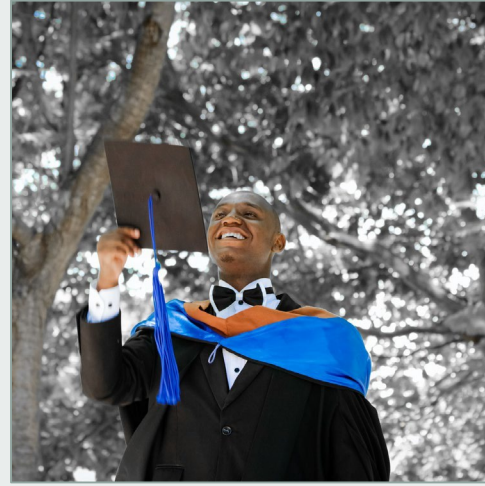


Supporting Students Experiencing Homelessness Through Career and Technical Education

National Center for Homeless Education &
Department of Education's Office of Career, Technical, and Adult Education

May 15, 2024





Supporting Students Experiencing Homelessness Through Career and Technical Education

Recording....



Meet Your Presenters



Megan Atchison
Program Specialist
National Center for Homeless Education (NCHE)
mjohnson@serve.org



Adam Flynn-Tabloff
Chief, Program Administration and Accountability
Branch
Office of Career, Technical, and Adult Education
(OCTAE)
U.S. Department of Education
Adam.Flynn-Tabloff@ed.gov



About NCHE

NCHE is 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)



About OCTAE

- Office of Career, Technical, and Adult Education (OCTAE) administers, coordinates programs that are related to adult education and literacy, career and technical education, and community colleges.
 - Division of Academic and Technical Education (DATE)
 - Division of Adult Education and Literacy (DAEL)
 - Policy, Research, and Evaluation Staff (PRES)
 - Community Colleges
 - Correctional Education

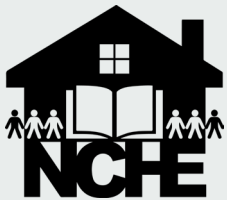
By attending this webinar, participants will:



- Learn what Career and Technical Education (CTE) is, benefits of CTE, and how to access CTE programs
- Gain an understanding of the Perkins V Act and the intersection with the McKinney-Vento Act at the state and local levels
- Discover how to access data and how to leverage data to increase outreach and develop partnerships
- Hear strategies for partnership, access, and success
- Receive resources to support this work



CTE and the Carl D. Perkins Career and Technical Education Act of 2006 (Perkins V)



What is CTE



- CTE is a broader term for education that combines academic and technical skills with knowledge and training needs to prepare students for success in the labor market. CTE is a sequence of courses that:
 - Provides rigorous academic content and technical knowledge/skills
 - Provides technical skill proficiency or a recognized postsecondary credential
 - Includes competency-based, work-based, or other applied learning
 - Coordinates between secondary and postsecondary education

CTE Career Clusters

- Agriculture, Food, and Natural Resources
- Education and Training
- Science, Technology, Engineering, and Mathematics
- Manufacturing
- Architecture and Construction
- Finance
- Business Management and Administration
- Health Science
- Human Services
- Marketing
- Information Technology
- Government & Public Administration
- Transportation, Distribution, and Logistics
- Law, Public Safety, and Administration
- Hospitality and Tourism
- Arts, A/V Technology and Communications

*Note each school and district will have different CTE options, not every district has classes in every cluster



CTE Credential Options

- CTE provides learners experiencing homelessness with flexible and stackable options for securing the education and training they need to secure living wage employment:
 - College degrees (2-year, 4-year, graduate)
 - Non-degree credentials
 - Certificates
 - Industry certifications
 - Apprenticeship certificates
 - Occupational licenses



Benefits of CTE

- Opportunity for credit accrual recovery/completion
- Pathway to accessing higher education topical areas
- Gives a head start on career exploration
- Option to stack credentials for increased marketability
- Dual credit options – can be free/low-cost to the student
- Ability to earn money while learning
- Moving into a living wage career path after graduating from high school
- Build social capital through work-based learning experiences

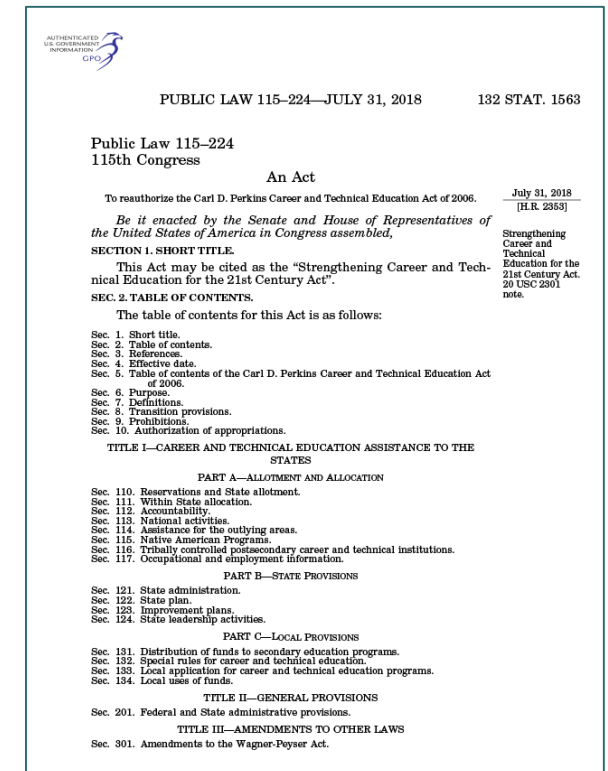
Accessing CTE Programs



- CTE courses can be in a local high school, skills center/ CTE center that serves as a feeder school, and community-based sites in the area (not all career clusters are offered at all locations)
- CTE delivery systems vary from state to state
- Connect with your state's CTE Director to learn about options available to students

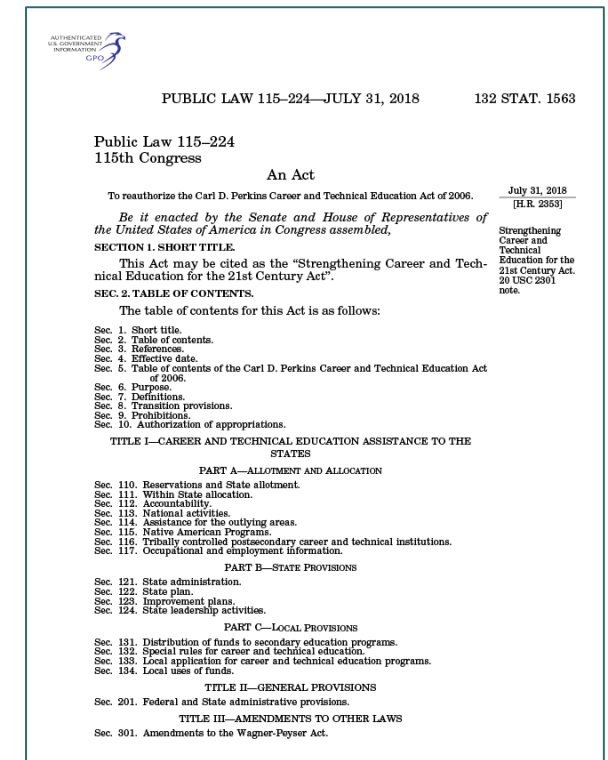
Perkins V

- The Perkins Act
 - Was reauthorized on July 31, 2018, by the Strengthening Career and Technical Education for the 21st Century Act ([Perkins V](#))
 - Invests more than \$1.4 billion a year in secondary and postsecondary CTE programs
 - Is administered by a state-designated eligible agency; local recipients submit a local application to receive Perkins funds



Perkins V Special Populations

- [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 also 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.



Perkins V Special Populations

Perkins V identifies nine subpopulations as “**special populations**” that must receive attention and support from State and local recipients:

- Individuals with disabilities
- Individuals from economically disadvantaged families, including low-income youth and adults
- Individual preparing for non-traditional fields
- Single parents, including single parent pregnant persons
- Out-of-workforce individuals
- English learners
- **Homeless individuals**
- Youth are in, or have aged out of, the foster care system
- Youth with a parent on active duty in the armed forces

Perkins V Funding to Support Special Populations

Use of Funds:

- Recruitment of special populations to enroll in CTE programs.
- Reduce or eliminate out-of-pocket expenses for special populations enrolled in CTE programs.

Comprehensive Local Needs Assessments (CLNAs):

- Evaluate the performance of students, including special populations, compared to state determined levels of performance (SDPLs).
- Progress toward ensuring equal access to high-quality CTE programs.

State and Local Applications:

- Eligible recipients must describe how they are providing equal access, preparing special populations for high-skill, high-wage, or in-demand occupations, addressing disparities or gaps in performance, and ensuring that members of special populations are not being discriminated against.

Barriers to CTE for Youth Experiencing Homelessness

CTE provides an important education pathway option for young people experiencing homelessness!

Join us at www.menti.com and enter code: 6568 1580

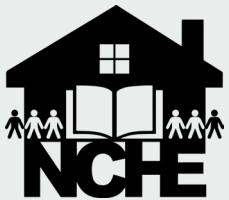
or use the QR code



To share what the barriers young people may face when accessing and succeeding in CTE programs?



McKinney-Vento Act and Perkins V Act



The McKinney-Vento Act

- The [McKinney-Vento Homeless Assistance Act](#) was reauthorized by Title IX, Part A of the Elementary and Secondary Education Act, as amended, in 2015
- The Act
 - Establishes the definition of *homeless* used by U.S. public schools and other federal statutes and programs
 - Establishes the educational rights of and supports available to children and youth experiencing homelessness
 - Requires the designation of a State Coordinator for Homeless Education in every state education department and a local homeless education liaison in every school district



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)].

Authorized Funding Activities to Support CTE

Title I-A Set-Aside Funds:

- Provide assistance to students experiencing homelessness in school/community learning opportunities that are related to academic achievement goals
- Assist with fees associated with college examinations or applications costs

ESEA section 1113(c)(3)(C)(ii)

EHCY/Homeless Subgrant Funds:

- Provision of tutoring, supplemental instruction, and enriched educational services that are linked to the achievement of the same challenging state student academic achievement standards the State establishes for other children and youth
- Provision of expedited evaluations of the strengths and needs of homeless children and youth, including needs and eligibility for programs and services such as.....**programs in vocational and technical education**

42 U.S.C. § 11433 (d)(1)(2)

ARP-HCY Funds:

- Can be used to pay for program or equipment fees associated with enrollment in CTE programs
- Pay for the time educator staff devote to doing outreach to students experiencing homelessness and developing partnerships

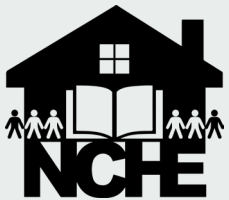
42 U.S.C. § 11433 (d)



Questions?
Comments?



CTE Data



CTE participants v. concentrators

CTE participant: a secondary student who has completed at least one course in a single CTE program or program of study.

CTE concentrator: at the secondary level -a student who has completed at least two courses in single CTE program or program of study

<https://cte.ed.gov/accountability/nonregulatory-guidance-for-accountability>

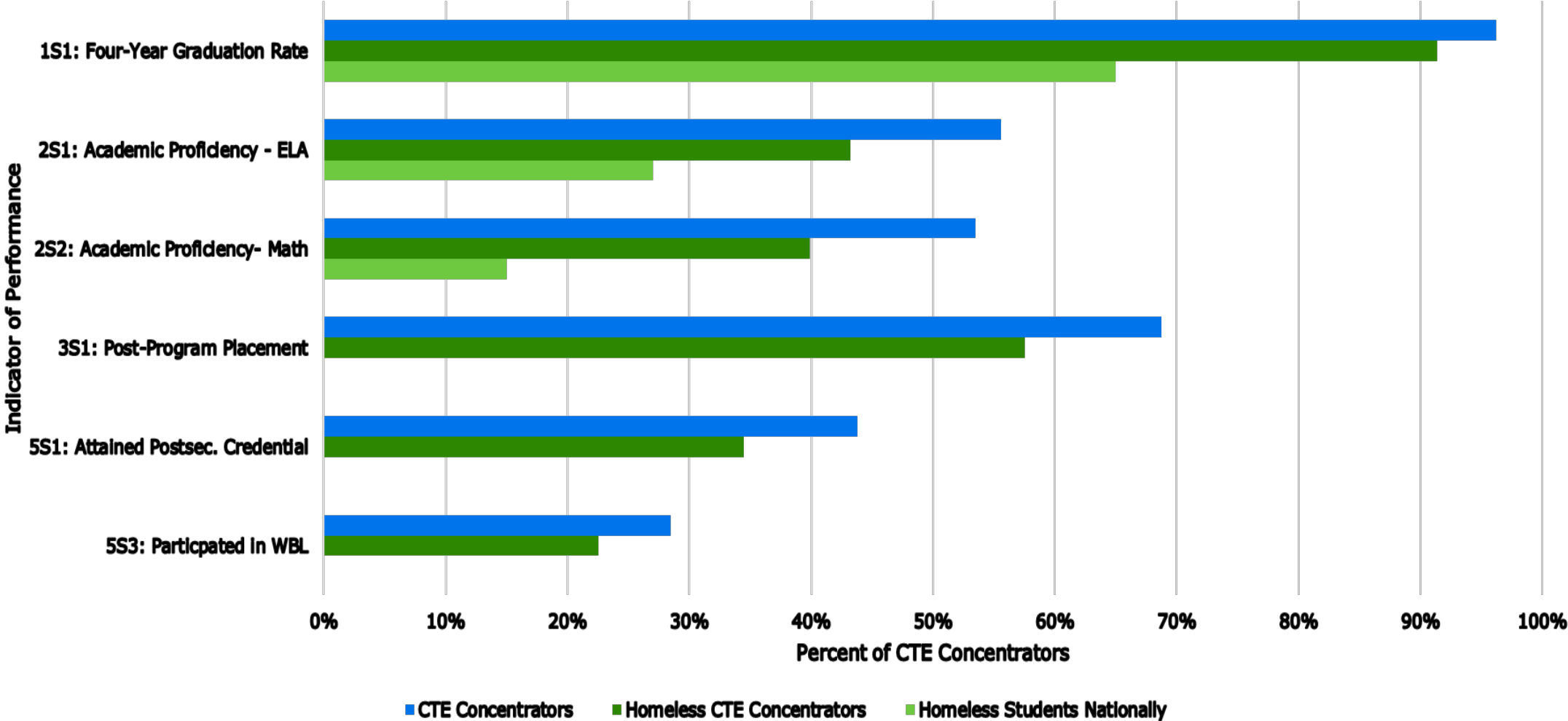


Homeless Student Enrollment

Homeless Student Enrollment – School Year 2021-22

	Total Number Enrolled	% Homeless Students
All Students	49,634,110	2.42%
CTE Participants	8,151,708	1.74%
CTE Concentrators	2,836,162	1.39%

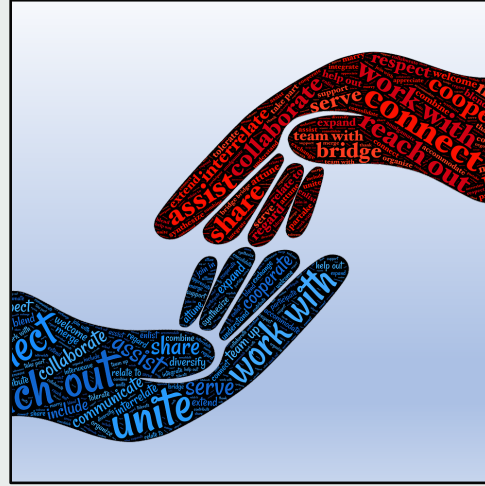
Performance Comparison – School Year 2021-22



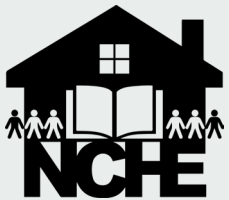
Perkins Collaborative Resource Network (PCRN)

- Visit PCRN regularly to stay up-to-date regarding Perkins V and CTE
 - State Profiles
 - National Summary
 - State Plans
 - Website: <https://cte.ed.gov/>

Questions?
Comments?



Strategies for Partnership, Access to CTE, and Success



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 counterpart and learn about each other's work.
 - [Contact your State Coordinator for Homeless Education](#)
 - [Contact your State CTE Director](#)
- 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



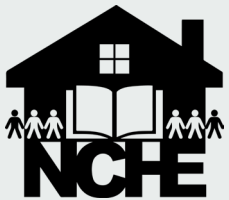
- Start somewhere and build: Focus first on “low-hanging fruit” (goals that may be achieved with relatively limited effort). Over time, take on more complex issues that require more effort but yield greater impact.
- Continue to invest: Establish ongoing communication with your CTE counterpart to assess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

Takeaway Point

CTE holds promise for learners experiencing homelessness to advance educationally, secure living-wage employment, and make sustainable exits from homelessness; but intentional partnership between CTE and homeless education will help make good on the promise of CTE.



Resources

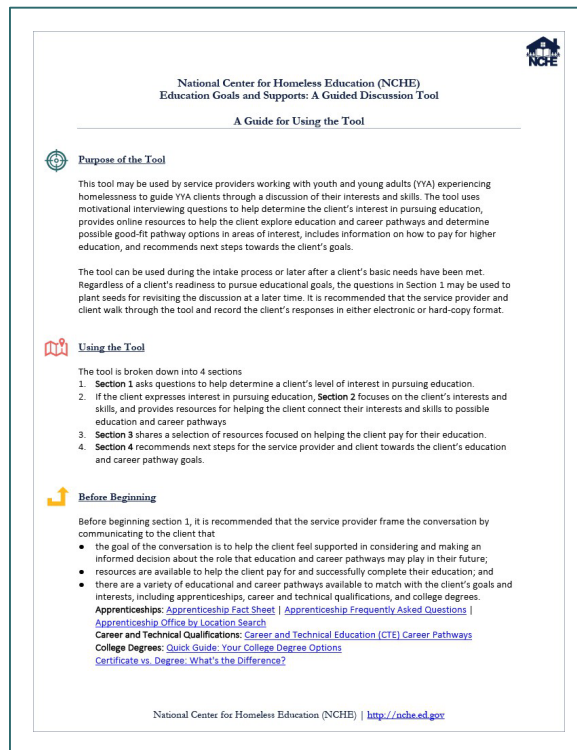


For more information visit:

- NCHE resources:
 - webinar: [Supporting Career and Technical Education Access and Success for Learners Experiencing Homelessness](#)
 - webinar: [How McKinney-Vento/EHCY Programs Can Increase Access & Success for HCY in Federal Workforce Programs](#)
- Career and Technical Education resources:
 - visit the [Office of Career, Technical and Adult Education \(OCTAE\) website](#)
 - visit the [Advance CTE website](#)
- Free Application for Federal Student Aid (FAFSA) Resource:
 - visit [SchoolHouse Connection](#)



Resource Spotlights:



National Center for Homeless Education (NCHE)
Education Goals and Supports: A Guided Discussion Tool

A Guide for Using the Tool

Purpose of the Tool

This tool may be used by service providers working with youth and young adults (YJA) experiencing homelessness to guide YJA clients through a discussion of their interests and skills. The tool uses motivational interviewing questions to help determine the client's interest in pursuing education, provides online resources to help the client explore education and career pathways and determine possible good-fit pathway options in areas of interest, includes information on how to pay for higher education, and recommends next steps towards the client's goals.

The tool can be used during the intake process or later after a client's basic needs have been met. Regardless of a client's readiness to pursue educational goals, the questions in Section 1 may be used to plant seeds for revisiting the discussion at a later time. It is recommended that the service provider and client walk through the tool and record the client's responses in either electronic or hard-copy format.

Using the Tool

The tool is broken down into 4 sections

1. **Section 1** asks questions to help determine a client's level of interest in pursuing education.
2. If the client expresses interest in pursuing education, **Section 2** focuses on the client's interests and skills, and provides resources for helping the client connect their interests and skills to possible education and career pathways
3. **Section 3** shares a selection of resources focused on helping the client pay for their education.
4. **Section 4** recommends next steps for the service provider and client towards the client's education and career pathway goals.

Before Beginning

Before beginning section 1, it is recommended that the service provider frame the conversation by communicating to the client that

- the goal of the conversation is to help the client feel supported in considering and making an informed decision about the role that education and career pathways may play in their future;
- resources are available to help the client pay for and successfully complete their education; and
- there are a variety of educational and career pathways available to match with the client's goals and interests, including apprenticeships, career and technical qualifications, and college degrees.

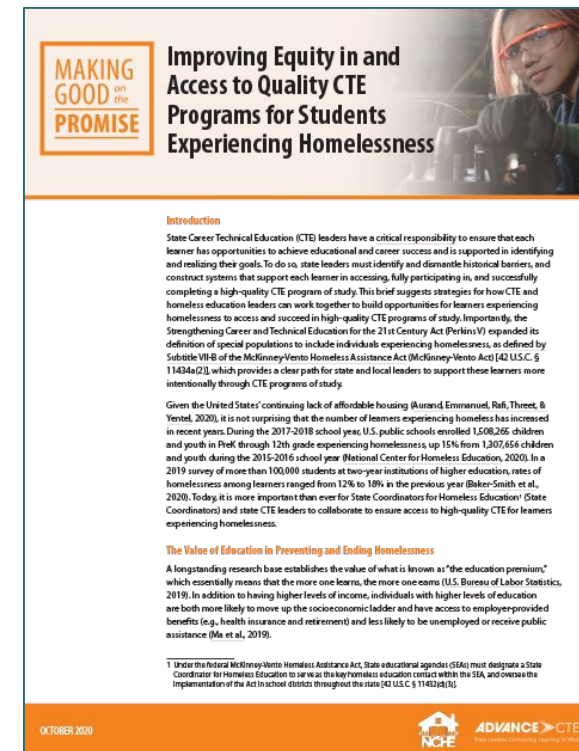
Apprenticeships: [Apprenticeship Fact Sheet](#) | [Apprenticeship Frequently Asked Questions](#) | [Apprenticeship Office by Location Search](#)

Career and Technical Qualifications: [Career and Technical Education \(CTE\) Career Pathways](#)

College Degrees: [Quick Guide: Your College Degree Options](#)
[Certificate vs. Degree: What's the Difference?](#)

National Center for Homeless Education (NCHE) | <http://ncche.ed.gov>

[Education Goals and Supports:
A Guided Discussion Tool](#)



MAKING GOOD with the PROMISE

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

Introduction

State Career Technical Education (CTE) leaders have a critical responsibility to ensure that each learner has opportunities to achieve educational and career success and is supported in identifying and realizing their goals. To do so, state leaders must identify and dismantle historical barriers, and construct systems that support each learner in accessing, fully participating in, and successfully completing a high-quality CTE program of study. This brief suggests strategies for how CTE and homeless education leaders can work together to build opportunities for learners experiencing homelessness to access and succeed in high-quality CTE programs of study. Importantly, the Strengthening Career and Technical Education for the 21st Century Act (Perkins V) expanded its definition of special populations to include individuals experiencing homelessness, as defined by Subtitle VII of the McKinney-Vento Homeless Assistance Act (McKinney-Vento Act) [42 U.S.C. § 11434a(2)], which provides a clear path for state and local leaders to support these learners more intentionally through CTE programs of study.

Given the United States' continuing lack of affordable housing (Kusand Emmanuel, Ra6, Threest, & Yentel, 2020), it is not surprising that the number of learners experiencing homelessness has increased in recent years. During the 2017-2018 school year, U.S. public schools enrolled 1,508,265 children and youth in PreK through 12th grade experiencing homelessness, up 15% from 1,307,656 children and youth during the 2015-2016 school year (National Center for Homeless Education, 2020). In a 2019 survey of more than 100,000 students at two-year institutions of higher education, rates of homelessness among learners ranged from 12% to 18%, in the previous year (Baker-Smith et al., 2020). Today it is more important than ever for State Coordinators for Homeless Education¹ (State Coordinators) and state CTE leaders to collaborate to ensure access to high-quality CTE for learners experiencing homelessness.

The Value of Education in Preventing and Ending Homelessness

A longstanding research base establishes the value of what is known as "the education premium," which essentially means that the more one learns, the more one earns (U.S. Bureau of Labor Statistics, 2019). In addition to having higher levels of income, individuals with higher levels of education are both more likely to move up the socioeconomic ladder and have access to employer-provided benefits (e.g., health insurance and retirement) and less likely to be unemployed or receive public assistance (Ma et al., 2019).

¹ Under the federal McKinney-Vento Homeless Assistance Act, state educational agencies (SEAs) must designate a State Coordinator for Homeless Education to act as the lead homeless education contact within the SEA, and oversee the implementation of the Act in school districts throughout the state (42 U.S.C. § 11432(b)(3)).

OCTOBER 2020

NCHE ADVANCE CTE

[Improving Equity in and Access to Quality CTE
Programs for Students Experiencing
Homelessness](#)



Thank You!

- Contact NCHE www.nche.ed.gov or our helpline 1-800-308-2145 or homeless@serve.org
- Adam Flynn-Tabloff: adam.Flynn-tabloff@ed.gov
- Megan Atchison: mjohnson@serve.org

