



CTE | Career & Technical Education
RESEARCH NETWORK

Infusing an Equity Approach into Career and Technical Education Research

February 21, 2023

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Today's Goal

To help researchers develop, collect, analyze, and disseminate career and technical education (CTE) research with an **equity lens**, paying particular attention to both past and present equity concerns within CTE programs.

Equity in CTE Workgroup Facilitators

- Lois Joy, JFF
- Aimée Vargas, JFF
- Ivonne Garcia, MDRC
- Julie Edmunds, Early College Research Center, UNCG

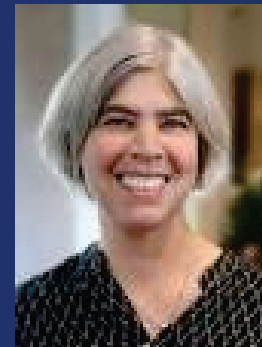
Today's Presenters



Corinne Alfeld,
IES



Emily Passias,
LinkedLearning



Lois Joy, JFF



D. Crystal Byndloss,
MDRC

CTE Research Network

Goal: To expand the evidence base on CTE by promoting and disseminating causal research

Five-year grant from the Institute of Education Sciences (IES), U.S. Department of Education; led by the American Institutes for Research, Vanderbilt University, the Association for CTE, and JFF

Six participating research teams, all conducting causal research in CTE with U.S. Department of Education grants



Guidance for CTE Researchers



CTE RESEARCH FUNDAMENTALS

- ⚙️ Equity Framework for CTE Research
- ⚙️ Improving Measurement in CTE to Support Rigorous Research
- ⚙️ Identification and Counterfactuals for Program Evaluation of CTE
- ⚙️ Incremental Costs in CTE
- ⚙️ Summer Training Institute

Connect With the Network!

- Visit our **website**:
<https://cteresearchnetwork.org/>
- Follow us on **Twitter** ([@CTEResNetwork](https://twitter.com/CTEResNetwork)) and **LinkedIn** for news and updates
- Sign up for our **mailing list**
- **Email** us: CTEResearchNetwork@air.org



The screenshot shows the homepage of the Career & Technical Education Research Network. The header includes the CTE logo, navigation links for RESEARCH, TRAINING, EVENTS, BLOG/NEWS, and RESOURCES, and utility links for ABOUT, SUBSCRIBE, and CONTACT. The main banner features a photograph of two students working on a project, with the headline "Expanding the evidence base for career and technical education" and a "Learn more" button. Below the banner is a "WHAT'S NEW" section with three featured items: a webinar on equity, research fundamentals, and a cost analysis brief.

CTE Career & Technical Education RESEARCH NETWORK

ABOUT ▾ SUBSCRIBE CONTACT


RESEARCH TRAINING EVENTS BLOG/NEWS ▾ RESOURCES 🔍

Expanding the evidence base for career and technical education

Career and technical education (CTE) prepares students with academic, technical, and employability skills for success in the workplace and in further education. Most high school students take at least one CTE course, and postsecondary students commonly pursue credentials in CTE. However, more research is needed to understand the effects of CTE on student outcomes. The CTE Research Network seeks to meet this need by increasing the number of CTE impact studies and strengthening the capacity of the field to conduct and use rigorous CTE research.

[Learn more](#)

WHAT'S NEW



WEBINAR

Feb. 21: Infusing an Equity Approach into CTE Research

Register now for our free webinar on Feb. 21 to learn about our new Equity Framework for CTE Research.

[VIEW](#)




CTE RESEARCH FUNDAMENTALS

RESOURCE

CTE Research Fundamentals: Resources...

Hone your CTE research skills with our suite of essential resources, developed by researchers for...

[VIEW](#)



CTE INCREMENTAL COST ANALYSIS

BRIEF


Incremental Costs in Career and Technical Education

Learn how to document the resources needed to provide a range of CTE experiences for learners.


[VIEW](#)

Equity Challenges in CTE

CTE, formerly known as vocational education, has a history of **"tracking" learners from historically marginalized populations** into terminal vocational programs with limited opportunities.



CTE has undergone a **transformation** and now includes a variety of career pathways at the secondary and postsecondary levels.

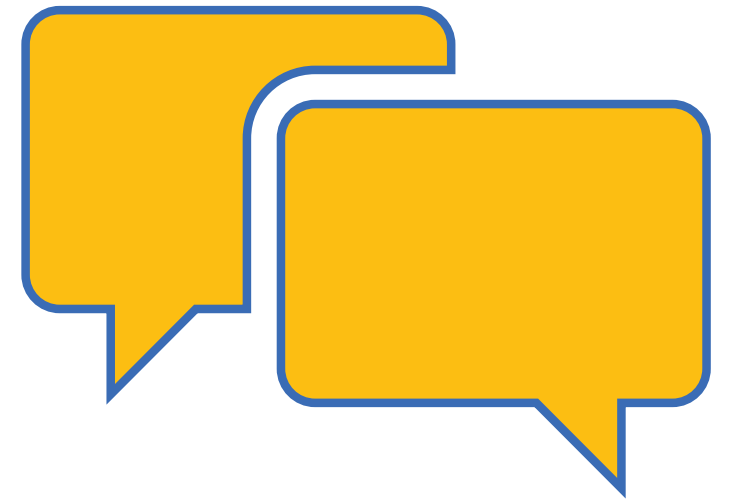


Inequities in accessing and succeeding in higher quality CTE programs **still exist**.

What does equity mean to you?

What does it mean specifically in the context of CTE?

Jot your ideas in the chat.



Defining Equity

“Every student has access to the educational resources and rigor they need at the right moment in their education across race, gender, ethnicity, language, disability, sexual orientation, family background, and/or family income.

— Wisconsin Department of
Public Instruction, n.d.

CTE Research Network Equity Workgroup



The CTE Research Network is a group of IES-funded projects that examine the **impact of CTE**.



The Network's **Equity in CTE Workgroup** includes members who are interested in issues of equity.



The workgroup saw the need for a framework to guide CTE researchers in **using an equity lens**.



The workgroup reviewed existing frameworks and literature to develop the **equity framework**, which was then reviewed by individuals from different audiences.



Values Underlying the Framework

About CTE

- Every student should have the opportunity to engage in high-quality CTE experiences that align with and expand their interests and aspirations and prepare them for labor market opportunities.
- Participation in CTE programs, experiences of CTE, and outcomes of CTE should not be determined by group characteristics (e.g., race/ethnicity, family structure, income, disability status, language, sexual orientation, gender identity).

About CTE Research

- Data should be collected, obtained, analyzed, and used to identify and address structural and institutional barriers that inhibit equitable participation and outcomes for CTE participants.
- Different research questions require different methods, and multiple methods are needed to understand the issues of equity more fully.

What This Framework Is (and Is Not)



It **IS NOT** a methodological primer or a replication of existing research guidance.



It **IS** intended to encourage researchers to think about their work through a different lens to center equity.



“We believe that infusing equity throughout our research is critical to ensuring that research can make a difference in promoting equitable learning experiences and outcomes for all students who participate in CTE.” — Equity in CTE Workgroup

What does the framework cover?

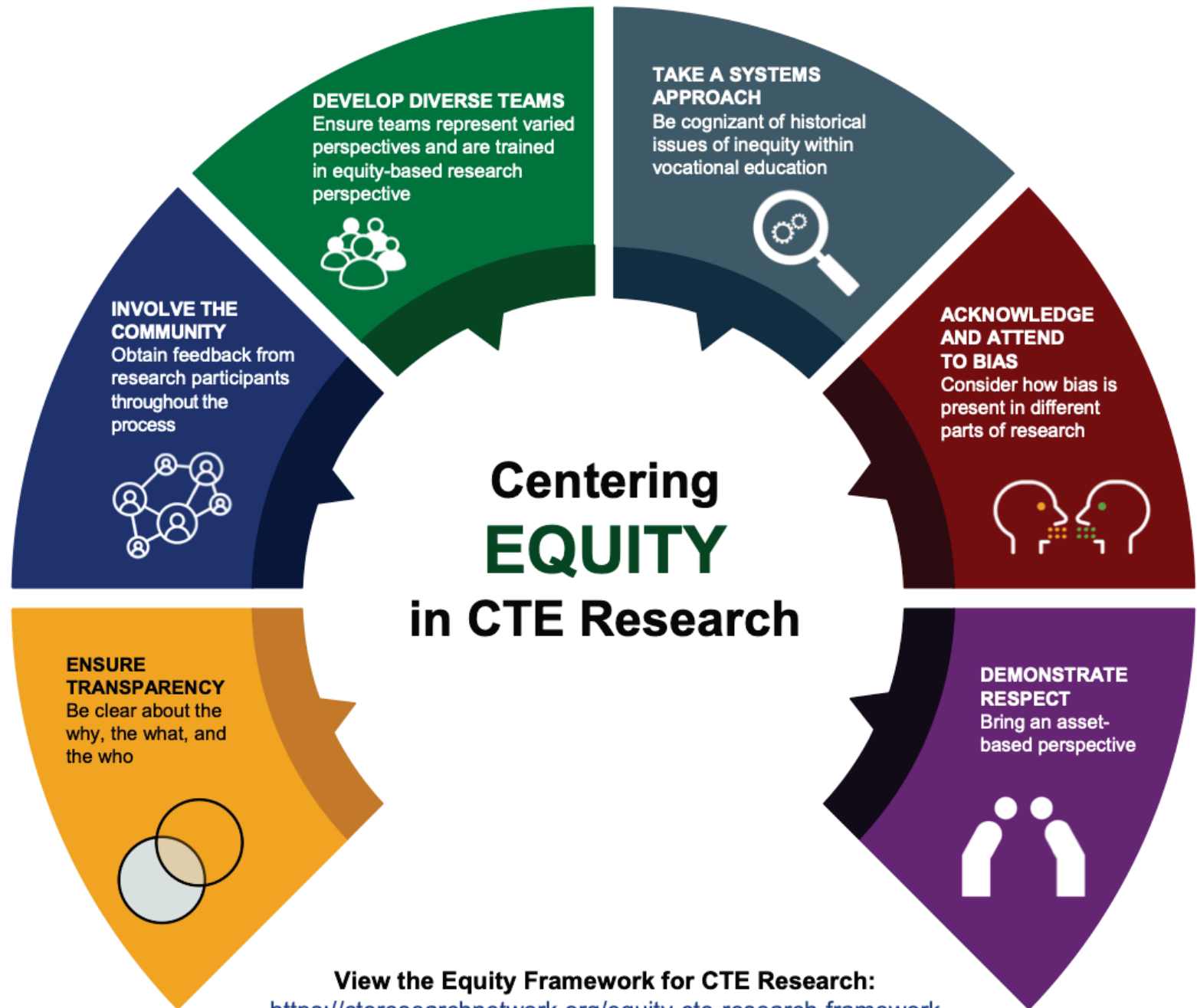
Complex, structural inequities in CTE require research that embeds a focus on equity at **every stage of the research process**.

Each stage includes the following:

- Description of the stage and how to implement it with an equity-focused lens
- Questions and issues to consider in implementing an equity-focused research lens
- Potential barriers to implementing an equity lens in CTE research
- Examples from current or future CTE research



**Cross-Cutting
Themes Within
the Equity
Framework**



View the Equity Framework for CTE Research:
<https://ctereseachnetwork.org/equity-cte-research-framework>

THEME

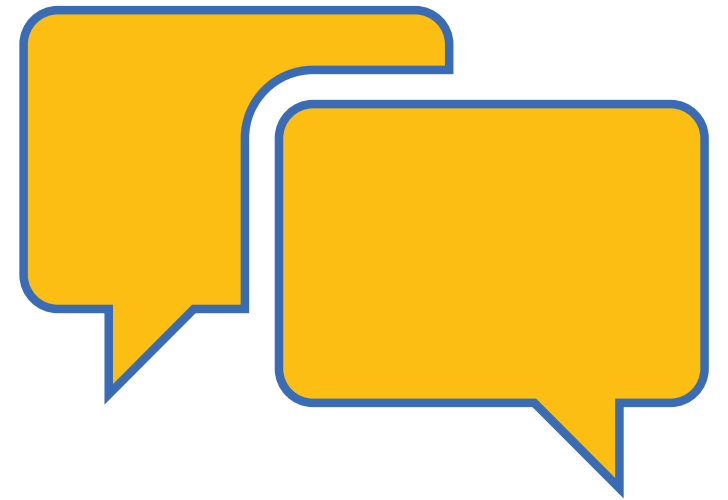
INVOLVE THE COMMUNITY



Research Stage	Sample Strategies
Project Management	Create diverse and representative research teams. Provide leadership and development opportunities for all team members.
Research Design	Engage the community of interest in designing the project to reflect members' input, experiences, and perspectives.
Measurement and Data Collection	Integrate community feedback throughout the instrument development and data collection process.
Reporting and Dissemination	Gain input from the populations studied about the language used to share findings.

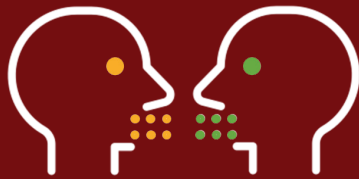
How do you involve representatives from the community and other stakeholders in the different stages of the research process?

Jot your ideas in the chat.



THEME

ACKNOWLEDGE AND
ATTEND TO BIAS



Research Stage	Sample Strategies
Project Management	Improve the cultural competence of research team members.
Measurement and Data Collection	Examine administrative data with a critical lens before implementation. Directly and explicitly examine selected measures for implicit or explicit bias.
Data Analysis	In qualitative analyses, examine the development, use, and interpretation of codes for implicit and explicit bias.
Cost and Resource Equity	Compare the enrollment and participation of different groups in high- and low-cost CTE programs.

Has the research team examined the potential reasons for which participants may opt out of data collection, and has it examined those reasons as a potential source of bias?

**Example
question to ask
as you collect
and analyze
data**

Reflections



Crystal Byndloss, MDRC



Equity Resources

Equity Framework for CTE Research:

<https://ctereseachnetwork.org/equity-cte-research-framework>

Selected resources for using an equity lens in research:

Guiding Questions for Supporting Culturally Responsive Evaluation Practices and an Equity-Based Perspective (MDRC):

https://www.mdrc.org/sites/default/files/Equity-Guiding_Questions.pdf

How to Embed a Racial and Ethnic Equity Perspective in Research (Child Trends):

https://www.childtrends.org/wp-content/uploads/2019/09/RacialEthnicEquityPerspective_ChildTrends_October2019.pdf

Urban Institute Guide for Racial Equity in the Research Process (Urban Institute):

https://www.urban.org/sites/default/files/publication/103102/urban_institute_guide_for_racial_equity_in_research_process_0.pdf

The Data Equity Framework (We All Count):

<https://weallcount.com/the-data-process/>

Questions?

Submit your questions in the **Q&A**.

We will post answers to all questions after the webinar. Watch for our email.

Facilitator: Dawn Rowe,
East Tennessee State University





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