**Developing Culturally Responsive Practices with Perkins V**

Perkins V recognizes, in a way that previous iterations of Perkins legislation did not, the value and importance of in-depth, continual programmatic self-examination to improve programs and benefit students, including implementing equal access to CVTE programs. One strategy is to develop cultural responsiveness in CVTE program development, practices and policies.

What is **cultural responsiveness**? Cultural responsiveness is an approach to viewing culture and identity as assets, including students' race, ethnicity, or linguistic assets, among other characteristics. See more about [Building a Culturally Responsive and Diverse Workforce](http://www.doe.mass.edu/instruction/crdw/) and [Culturally Responsive Schools & Classrooms](http://www.doe.mass.edu/odl/e-learning/culturally-resp-sust/content/index.html) on the DESE website.

Applying a **racial equity lens** to CVTE programming is one way to develop culturally responsive practices and is a consistent approach or paradigm for addressing and remediating *racial inequity* and advancing *racial equity*. Racial Equity builds on and goes beyond diversity and inclusion –

* **Racial diversity** refers to composition or representation.
* **Racial inclusion** addresses how welcomed, valued and affirmed people are; the degree to which people, regardless of racial identity, are heard and may bring their ‘whole selves’ to school or work.

What does it look like to bring a **Racial Equity lens** to CVTE programming?

* Engage a racially diverse community in problem-solving & decision-making. Consider ‘who is at the table’ (diversity) and how are they may be fully included (inclusion).
* Identify a problem to be addressed.
* Think through the benefits and the burdens of possible decisions, considering root causes of inequity and unintended consequences.
* Implement decisions that advance racial equity and minimizes harm.
* Track impact with disaggregated data and re-evaluate the decision.

When cultivating a racial equity learning community, a few basic principles may help –

* Recognize all are coming together to learn and grow.
* Provide an opportunity for all to engage and speak (for example, in small groups or breakouts).
* Listen for understanding.
* Refer to [research & resources](http://www.doe.mass.edu/research/howdoweknow/researchpolicy.html).
* Online teaching can be culturally responsive as well! Read more. <https://www.tolerance.org/magazine/online-teaching-can-be-culturally-responsive>

Rather than leading to easy answers, **applying a racial equity lens** is an approach which leads to **questions, discussion and further consideration**. It is a framework to nudge oneself and others to **keep racial equity front and center** among the ‘regular work’, and for keeping racial equity on the table even when answers are not crystal clear.

Adapted from Advance CTE webinar: Applying a Racial Equity Lens to CTE during the COVID-19 Pandemic, Advance CTE and Kumea Shorter-Gooden, Ph.D.

**References:**

Carl D. Perkins Strengthening Career and Technical Education in the 21st Century Act (Perkins V)

<https://cte.careertech.org/sites/default/files/PerkinsV_September2018.pdf>

Massachusetts Perkins V Manual at <http://www.doe.mass.edu/ccte/cvte/perkins-v/>

Massachusetts Comprehensive Local Needs Assessment Guide and Worksheet (Part VI)

<http://www.doe.mass.edu/ccte/cvte/perkins-v/>

Guidelines for Eliminating Discrimination and Denial of Services on the Basis of Race, Color, National Origin, Sex and Handicap in Vocational Education Programs (34 CFR, Part 100, Appendix B)

<http://www.doe.mass.edu/ccte/cvte/admissions/>

Chapter 74 Selected Sections & 603 CMR 4.00 Vocational Technical Education Regulations and Guidelines

<http://www.doe.mass.edu/ccte/cvte/laws.html>

Chapter 74 Manual for Vocational Technical Education Admission Policies

<http://www.doe.mass.edu/ccte/cvte/admissions/>

Massachusetts General Law Chapter 76, Section 5 <http://www.mass.gov/legis/laws/mgl/gl-pt1-toc.htm>

Massachusetts Access to Equal Educational Opportunity Regulations 603 CMR 26.00

<http://www.doe.mass.edu/lawsregs/603cmr26.html>