

Maximizing Access and Success for Special Populations: Data Collection and Analysis

ACTE & Advance CTE

April 16, 2024

Agenda

Introduction to the series

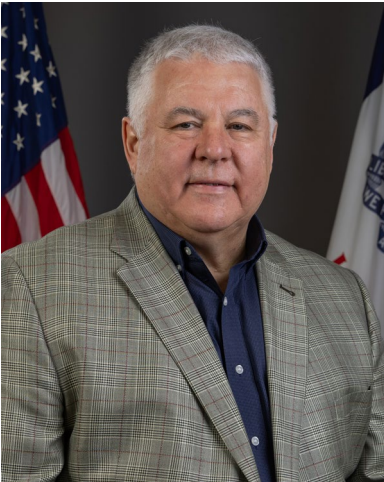
Challenges in special populations data collection and analysis

Considerations for special populations data collection and analysis

Case study from Iowa: Special populations data from third-party sources

Q&A

Guest Panelists



Vlad Bassis
Bureau of Community
Colleges and
Postsecondary
Readiness
Iowa Department of
Education



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Bureau of Community
Colleges and Postsecondary
Readiness
Iowa Department of
Education




Paula Nissen
Institutional Research
Collaborative
North Iowa Area
Community College

Communicating During Today's Webinar

- **Q&A:** Please ask questions of the panelists or requests for tech support using the Q&A feature
- **Chat:** Please share your strategies and successes and network with your colleagues using the Chat feature

Brief Series



INTRODUCTION

**MAXIMIZING ACCESS AND SUCCESS
FOR SPECIAL POPULATIONS**
in Career Technical Education

Among the most critical elements of the federal law governing Career Technical Education (CTE), the Carl D. Perkins Career and Technical Education Act (Perkins V), are the provisions in the law that prioritize expanding access to and supporting success within CTE programs for the following nine special populations:

SPECIAL POPULATIONS IN PERKINS V

LEARNER GROUPS DEFINED AS SPECIAL POPULATIONS IN PERKINS V:

- Out-of-workforce individuals
- English learners
- Individuals experiencing homelessness
- Individuals with disabilities
- Single parents, including single pregnant women
- Youth who are in/have aged out of the foster care system
- Individuals preparing for careers that are non-traditional for their gender
- Youth with a parent who is a member of the armed forces and is on active duty
- Individuals from economically disadvantaged families, ex. low-income youth and adults

CTE educators are developing strategies to support learner groups who, while not special populations under the law, may need additional supports, including migrant and undocumented, LGBTQ+ and justice-involved learners

ADVANCE >> CTE
State Leaders Connecting Learning to Work

ACTE

- Introduction
- 13 briefs on special populations and other underserved learner groups
- Definitions, strategies and examples

<https://careertech.org/resource-center/series/maximizing-access-success-special-populations-cte/>

Webinar Series

Webinar Topic	Date/Time
Collaboration	May 14 2pm Eastern
Wraparound supports	August 13 2pm Eastern
Instructional supports	September 10 2pm Eastern
Accelerated and flexible learning	October 8 2pm Eastern
Career exploration and planning	November 12 2pm Eastern

Special Populations

Individuals with disabilities

Individuals from economically disadvantaged families, including low-income youth and adults

Individuals preparing for non-traditional fields

Single parents, including single pregnant women

Out-of-workforce individuals

English learners

Individuals experiencing homelessness

Youth who are in, or have aged out of, the foster care system

Youth with a parent who is a member of the armed forces and is on active duty

Other Learner Groups

Justice-involved learners

LGBTQ+ learners

Migrant and undocumented learners

Tribal learners and communities



Data Sharing



Self
Disclosure



Changing
Learner
Statuses
Over Time



Teasing out
root causes
and
intersectionality



Common Data Challenges

Potential Data Sources

- *Economically disadvantaged*: Free and reduced-price lunch eligibility, public assistance programs, Pell Grants
- *Homelessness*: Housing and community development departments, organizations representing individuals experiencing homelessness
- *Foster youth*: Comprehensive Child Welfare Information Systems
- *Migrants*: Refugee services
- *Justice involved*: Reentry organizations, justice agencies
- *Military*: Military Student Identifier

FAFSA

Relevant learner groups

Individuals experiencing homelessness

Former foster youth

LGBTQ+

Economically disadvantaged

Parents with dependent children

Justice-involved adults

2024-25 FAFSA

Streamlined questions

Status rolls over year to year

Still need documented determination

Can share nonbinary identity

Identify federal benefits received

Identify learners' dependents

Separate form for individuals who are incarcerated

Self-Reporting

- Providing multiple opportunities
 - Enrollment forms, learner profiles, counseling and advising
- As part of providing support services
- Creating safe spaces
- Surveying current learners and alumni
- Helping students craft disclosure letters
- Enabling learners to update/change data

Nontraditional Data

OCTAE crosswalk

Non-traditional learner concentration definition

Disaggregating data by gender identities

CLNA

Considering equity for each special population and underserved learner group

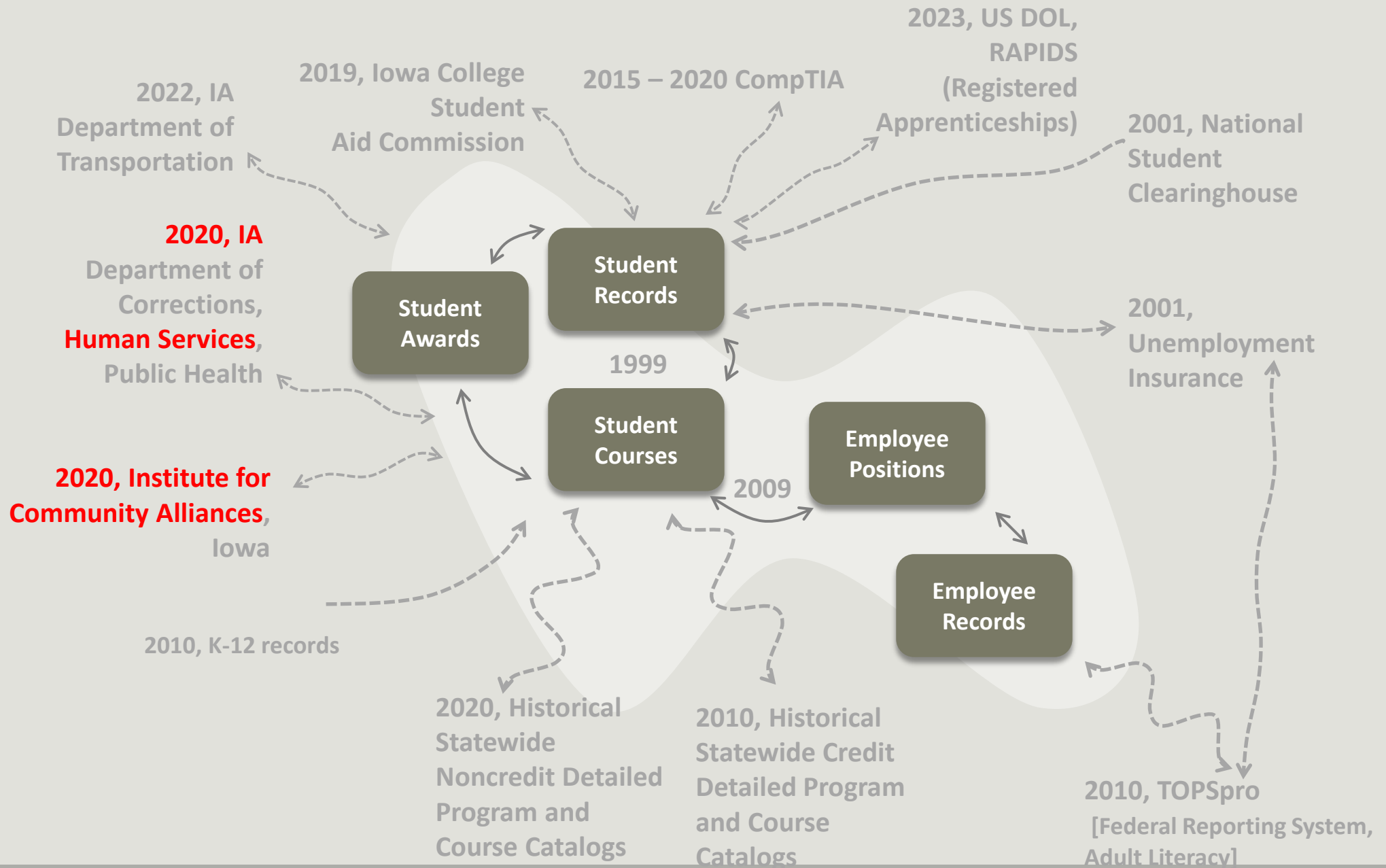
Considering equity among instructors, administrators and faculty

Considering equity in the labor market

Opportunity Gap Analysis

- Data dashboards
- Reviewing data collaboratively
- Engaging in root cause analysis
- Listening to learner voice
- Providing funding/PD to support data analysis

Special Populations Reporting Involving Third Parties' Sources



Iowa Student Outcomes (live demo)

Iowa Student Outcomes






English ▾

Home Iowa Public Schools (K-12) Iowa College Aid Iowa Community Colleges Iowa Public Universities Iowa Adult Literacy Industry Credentials & Licenses Iowa Workforce Development

IOWA STUDENT OUTCOMES

Iowa Public Schools (K-12) 63% of public high school graduates enroll in postsecondary education within one year Click here for more	Iowa College Aid 7,764 Iowa students received the Last Dollar Scholarship in 2022	Iowa Community Colleges 90.5% became employed	Iowa Public Universities Student Enrollment 68,933 students enrolled at Iowa's Public Universities	Iowa Adult Literacy 1,670 received a high school equivalency diploma	Industry Credentials & Licenses 30,623 active Certified Nurse Assistant Certificates in Iowa	Registered Apprenticeships Completing 2014 RA electricians earned \$64,279 (median) after five years.
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The growing demand for an educated workforce dictates the need to monitor student outcomes closely throughout student enrollments, progress through different levels of education, successful completion of education, and into gainful employment. Successful student outcomes require robust programs of study, a variety of financial aid, and a customized approach to student needs. Data plays a critical role for the ability of decision-makers to improve educational programs, direct financial aid into best channels, align education programs with industry demands, and cater better to student needs. This student outcomes dashboard allows Iowa partners ease of access to Iowa's student outcomes in one consolidated place providing information related to student success, from PK-12 education and college readiness, to postsecondary education, gainful employment, and adult literacy programs.

This workforce product was funded by a grant awarded by the U.S. Department of Labor's Employment and Training Administration. The product was created by the recipient and does not necessarily reflect the official position of the U.S. Department of Labor. The Department of Labor makes no guarantees, warranties, or assurances of any kind, express or implied, with respect to such information, including any information on linked sites and including, but not limited to, accuracy of the information or its completeness, timeliness, usefulness, adequacy, continued availability, or ownership. This product is copyrighted by the institution that created it.

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PERKINS V - SECONDARY & COMMUNITY COLLEGE

Iowa Perkins V & CTE Summary



Community College

(All) ▾

Best Viewed in Full-Screen Mode



Indicator of Performance Category

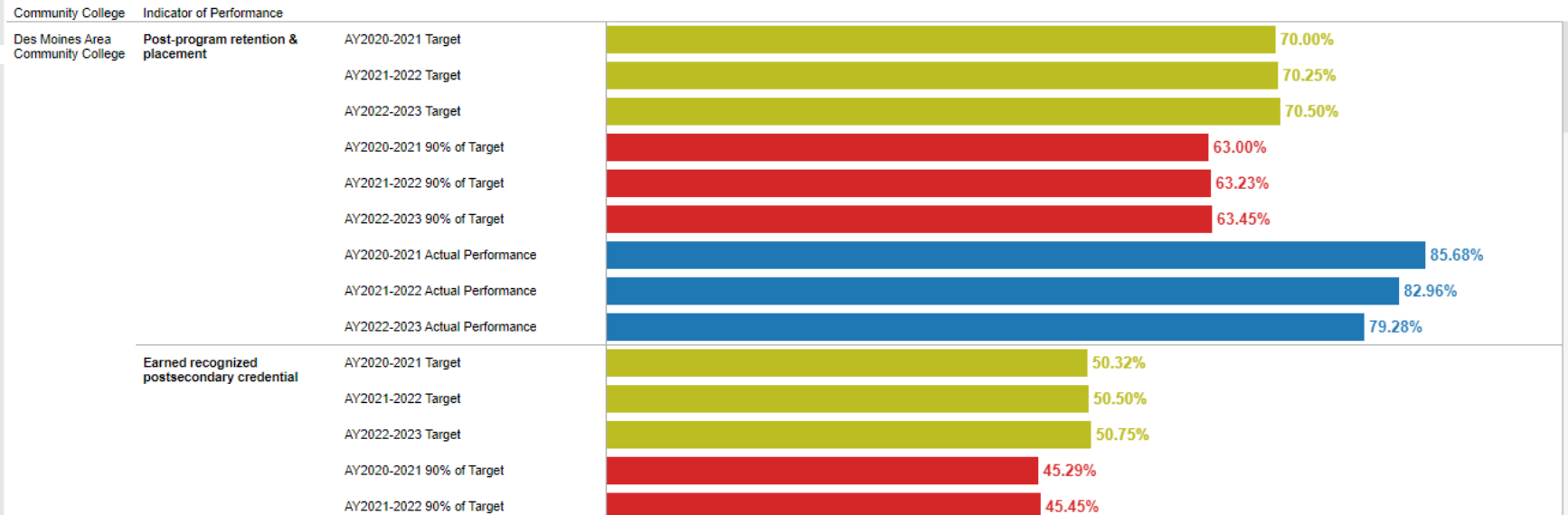
(All) ▾

Indicator of Performance

- AY2020-2021 Target
- AY2021-2022 Target
- AY2022-2023 Target
- AY2020-2021 90% of Target
- AY2021-2022 90% of Target
- AY2022-2023 90% of Target
- AY2020-2021 Actual Performance
- AY2021-2022 Actual Performance
- AY2022-2023 Actual Performance

 STATE PERFORMANCE
 Must meet or exceed 90% of Target

Community College Perkins V Performance



AY
2022-2023

Community College
(All)

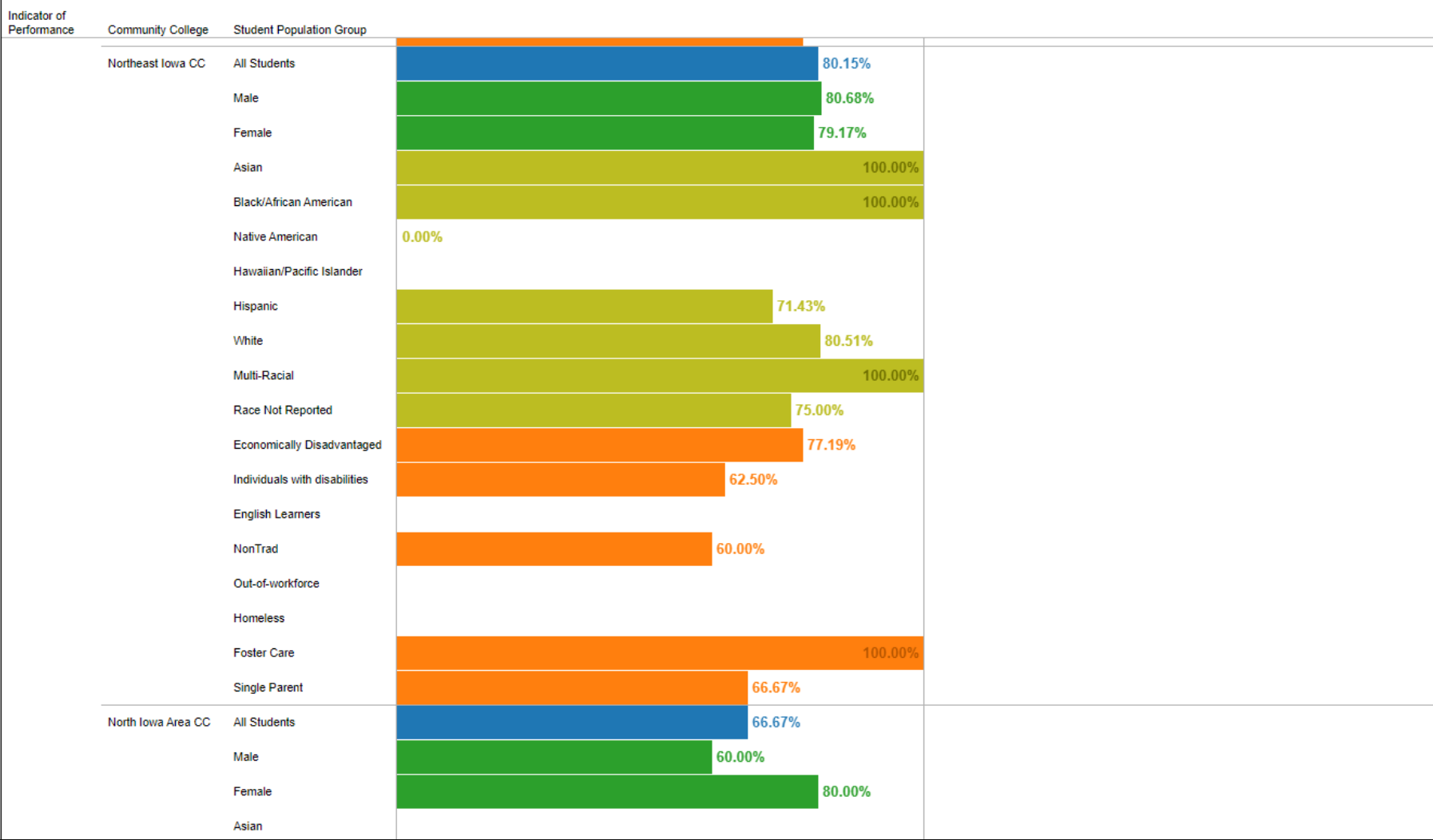
Population Group
(All)

Indicator of Performance
 Earned Recognized Postsecondary Credential
 Non-traditional Program Concentration
 Postsecondary Placement

Population Group

- All Students
- Male
- Female
- Asian
- Black/African American
- Native American
- Hawaiian/Pacific Islander
- Hispanic
- White
- Multi-Racial
- Race Not Reported
- Economically Disadvantaged
- Individuals with disabilities
- English Learners
- NonTrad
- Out-of-workforce
- Homeless
- Foster Care
- Single Parent

Community College Perkins V Performance by Population Group



PERKINS V - SECONDARY & COMMUNITY COLLEGE

Iowa Perkins V & CTE Summary



Local Education Agency (LEA)

(All) ▾

Indicator of Performance

(All) ▾

Measure Names

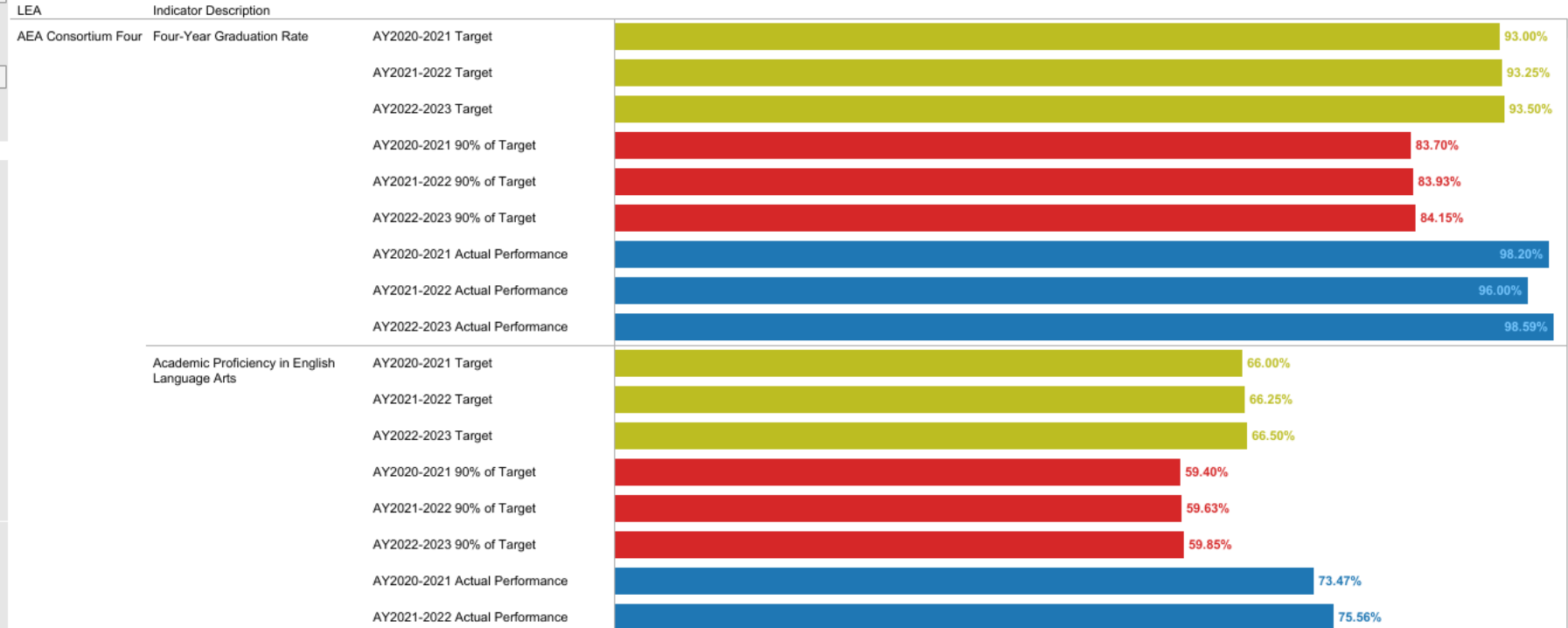
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STATE PERFORMANCE - Must meet or exceed 90% of Target

1S1, Four-Year Graduation Rate
 AY20-21 - TARGET: 93.00% || AY20-21 - ACTUAL PERFORMANCE: 96.24%
 AY21-22 - TARGET: 93.25% || AY21-22 - ACTUAL PERFORMANCE: 94.80%
 AY22-23 - TARGET: 93.50% || AY22-23 - ACTUAL PERFORMANCE: 94.60%

2S1, Academic Proficiency in ELA

Secondary Perkins V Performance

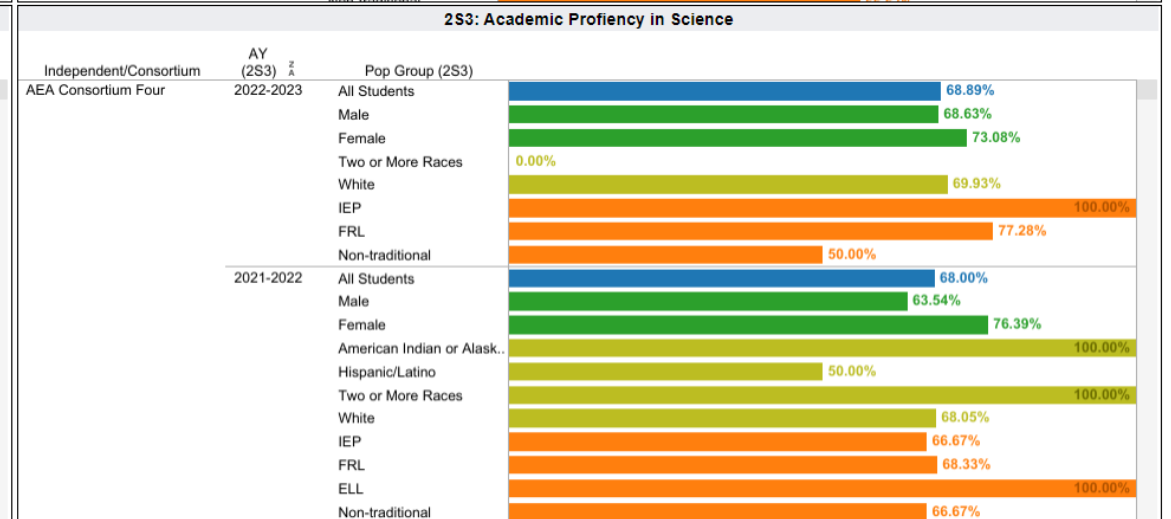
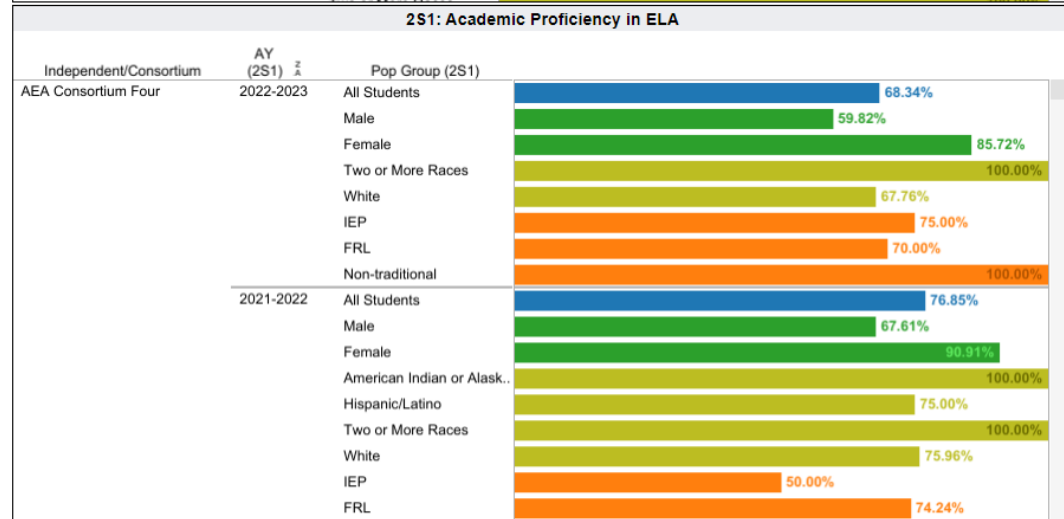
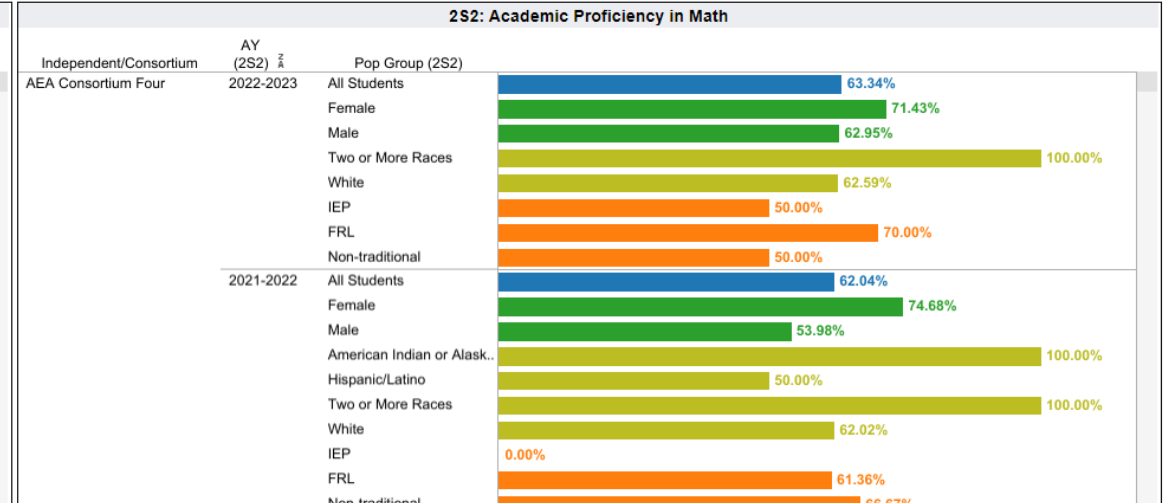
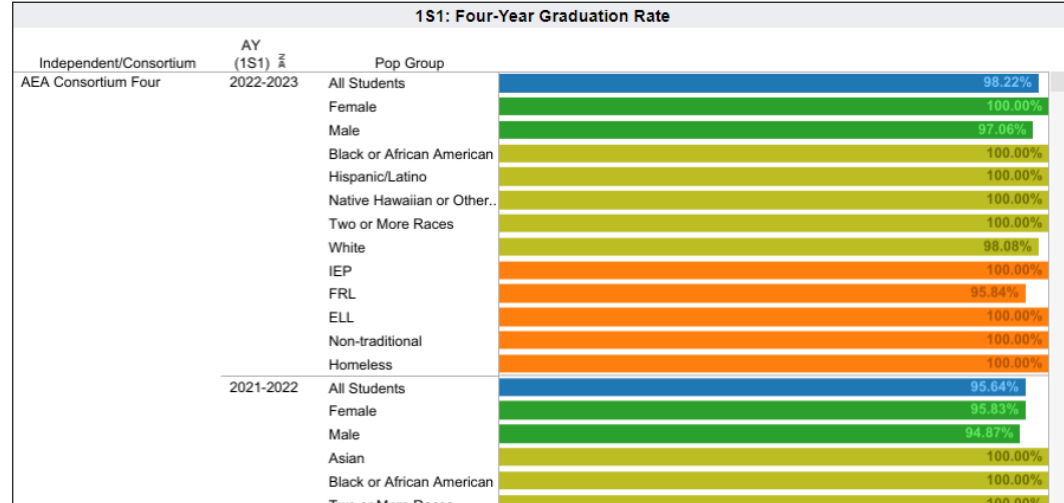


Iowa Perkins V & CTE Summary

- Community College Performance
- CC Performance by Population Group
- Community College Perkins Enrollment
- Secondary LEA Performance
- K12 Performance by Population Group - I
- K12 Performance by Population Group - II
- Consortium-View: Enrollment
- District-View: Enrollment
- Perkins Metric Details

RPP # (All) Ind./Con. (All) District (All)

Filters apply to bar charts for 1S1, 2S1, 2S2, 2S3 by population group



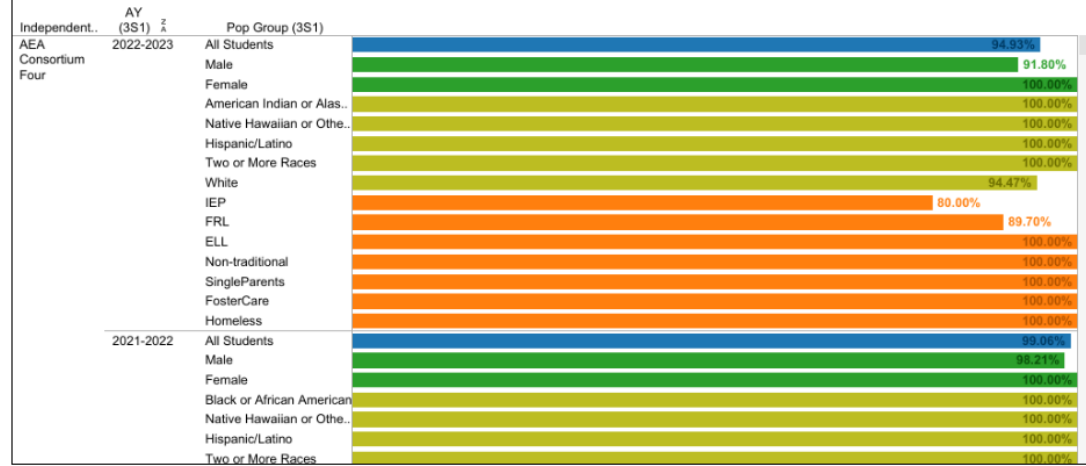
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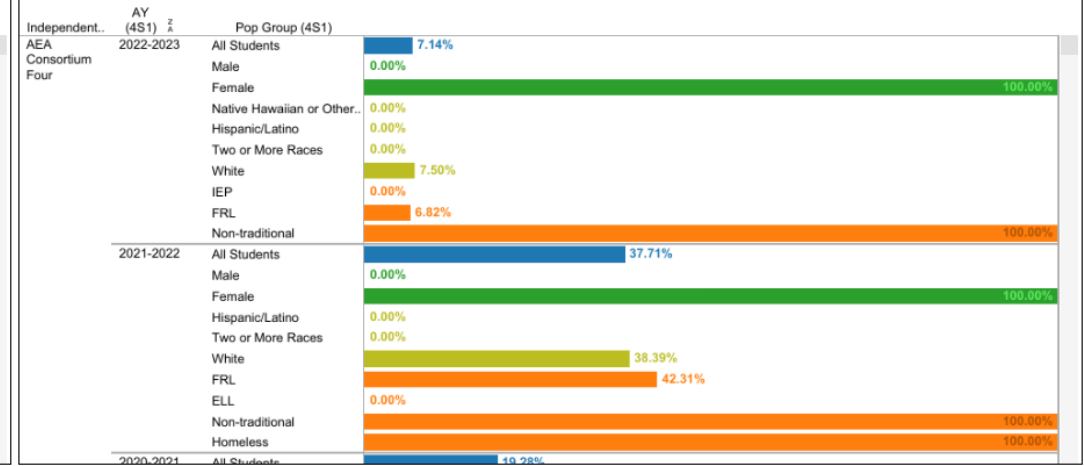
RPP # (All) Ind./Cons. (All) District (All)

Filters apply to bar charts for 3S1, 4S1, 5S3 by population group

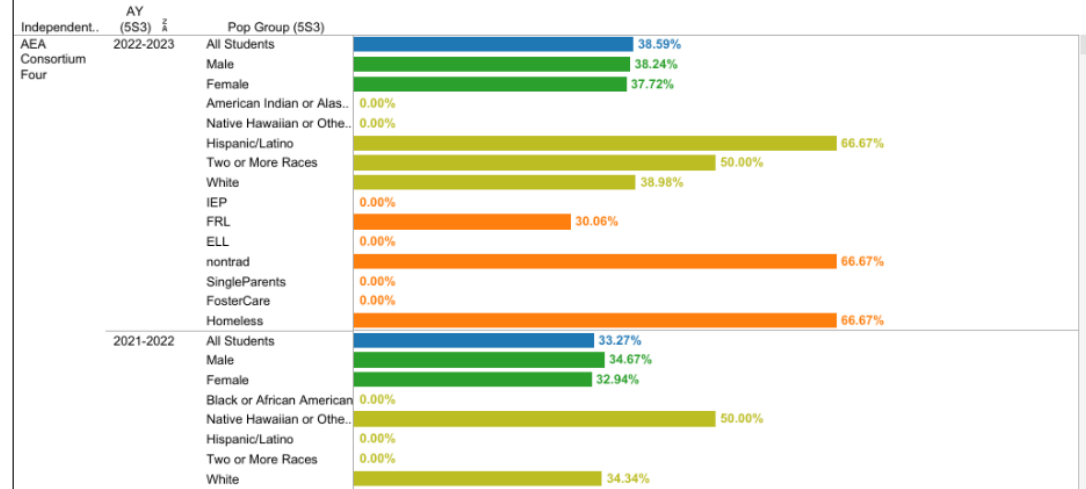
3S1: Postsecondary Placement



4S1: Nontraditional Program Concentration



5S3: Participation in Work-Based Learning



Q&A

Next Webinar

*Maximizing Access and Success for Special
Populations: Collaborative Approaches*

May 14, 2024

2pm ET/1pm CT/12pm MT/11am PT

Registration link coming soon!

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