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

Jeffrey Fletcher, PhD, MPA
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
- 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

<table>
<thead>
<tr>
<th>Webinar Topic</th>
<th>Date/Time</th>
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<tbody>
<tr>
<td>Collaboration</td>
<td>May 14 2pm Eastern</td>
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<tr>
<td>Wraparound supports</td>
<td>August 13 2pm Eastern</td>
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<tr>
<td>Instructional supports</td>
<td>September 10 2pm Eastern</td>
</tr>
<tr>
<td>Accelerated and flexible learning</td>
<td>October 8 2pm Eastern</td>
</tr>
<tr>
<td>Career exploration and planning</td>
<td>November 12 2pm Eastern</td>
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**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
Common Data Challenges

- Data Sharing
- Self Disclosure
- Changing Learner Statuses Over Time
- Teasing out root causes and intersectionality

Connecting Education and Careers
#CAREERTECHED
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

Connecting Education and Careers

#CAREERTECHED
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
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.
# Iowa Perkins V & CTE Summary

## 1. Four-Year Graduation Rate

### AEA Consortium Four

<table>
<thead>
<tr>
<th>Year</th>
<th>All Students</th>
<th>Female</th>
<th>Male</th>
<th>NIKE (Black or American)</th>
<th>Hispanic/Latino</th>
<th>Native Hawaiian or Other</th>
<th>Two or More Races</th>
<th>White</th>
<th>FRL</th>
<th>ELL</th>
<th>Homeless</th>
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<tbody>
<tr>
<td>2020-2022</td>
<td>50.82%</td>
<td>50.64%</td>
<td>51.03%</td>
<td>100.00%</td>
<td>100.00%</td>
<td>100.00%</td>
<td>100.00%</td>
<td>100.00%</td>
<td>100.00%</td>
<td>100.00%</td>
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<tr>
<td>2021-2022</td>
<td>54.54%</td>
<td>54.39%</td>
<td>54.70%</td>
<td>100.00%</td>
<td>100.00%</td>
<td>100.00%</td>
<td>100.00%</td>
<td>100.00%</td>
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## 2. Academic Proficiency in Math

### AEA Consortium Four

<table>
<thead>
<tr>
<th>Year</th>
<th>All Students</th>
<th>Female</th>
<th>Male</th>
<th>Two or More Races</th>
<th>White</th>
<th>FRL</th>
<th>Non-traditional</th>
</tr>
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<tbody>
<tr>
<td>2022-2023</td>
<td>93.94%</td>
<td>93.74%</td>
<td>94.13%</td>
<td>100.00%</td>
<td>100.00%</td>
<td>70.00%</td>
<td>100.00%</td>
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<tr>
<td>2021-2022</td>
<td>92.96%</td>
<td>92.81%</td>
<td>93.19%</td>
<td>100.00%</td>
<td>100.00%</td>
<td>70.00%</td>
<td>100.00%</td>
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## 3. Academic Proficiency in ELA

### AEA Consortium Four

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<th>Year</th>
<th>All Students</th>
<th>Female</th>
<th>Male</th>
<th>Two or More Races</th>
<th>White</th>
<th>FRL</th>
<th>Non-traditional</th>
</tr>
</thead>
<tbody>
<tr>
<td>2022-2023</td>
<td>68.34%</td>
<td>68.12%</td>
<td>68.52%</td>
<td>100.00%</td>
<td>100.00%</td>
<td>70.00%</td>
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<tr>
<td>2021-2022</td>
<td>76.68%</td>
<td>76.41%</td>
<td>76.93%</td>
<td>100.00%</td>
<td>100.00%</td>
<td>70.00%</td>
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## 4. Academic Proficiency in Science

### AEA Consortium Four

<table>
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<th>Year</th>
<th>All Students</th>
<th>Female</th>
<th>Male</th>
<th>Two or More Races</th>
<th>White</th>
<th>FRL</th>
<th>Non-traditional</th>
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<tbody>
<tr>
<td>2022-2023</td>
<td>68.89%</td>
<td>68.82%</td>
<td>70.72%</td>
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<td>100.00%</td>
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<tr>
<td>2021-2022</td>
<td>54.06%</td>
<td>54.08%</td>
<td>54.18%</td>
<td>100.00%</td>
<td>100.00%</td>
<td>70.00%</td>
<td>100.00%</td>
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Iowa Perkins V & CTE Summary

551: Postsecondary Placement

541: Nontraditional Program Concentration

553: Participation in Work-Based Learning

https://www.iowastudentoutcomes.com/perkins_v
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!
Contact Us

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