DQI 2020 Virtual Series

“Learn” Session: Data Collection for Special Populations

October 7, 2020
Welcome!

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DQI-20 Planning Team: State Representatives

1. Nicassia Belton – Maryland (Director of Data and Accountability)
2. Richard Kincaid – District of Columbia (State Director)
3. Wendi Morton – Utah (CTE Coordinator)
4. Elaine Perea – New Mexico (State Director)
5. Luke Rhine – Delaware (State Director)
6. Maria Swygert – South Carolina (Team Lead Federal and State Accountability and Fiscal Compliance)
7. Michael Tinsley – Tennessee (Assistant Vice Chancellor, College System of Tennessee)
**DQI-20: Operationalizing Perkins V while coping with COVID-19**

2020 Data Quality Institute (DQI) Virtual Series

### “Connect” Session
- **Who:** State CTE directors and staff
- **Why:**
  - To get a better understanding of the DQI series/meetings
  - To hear about innovative strategies in state plans
  - To discuss how COVID is impacting data collection
- **When:** August 5, 2:00-4:00 ET

### “Learn” Sessions
- **Who:** State CTE directors and staff
- **Why:**
  - To learn how other states are addressing challenges pertaining to the topic
  - To discuss potential solutions
- **When:**
  1. Aligning Perkins Data and Methods of Administration (MOA) Plans (September 2, 1:00-3:00 ET)
  2. Determining Concentrator Status (September 14, 2:00-4:00 ET)
  3. Quality Indicators (September 23, 1:00-3:00 ET)
  4. Local Needs Assessments and Applications (September 30, 12:00-2:00 ET)
  5. Data Collection for Special Populations (October 7, 1:00-3:00 ET)

### “Report/Plan” Session
- **Who:** State CTE directors and staff
- **Why:**
  - To provide a synthesis of and reflect on the topics from the Learn Sessions
  - To identify strategies for adopting practices discussed during DQI series
- **When:** November 5, 1:00-3:00 ET

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**Perkins V: Accountability 101**

- **Who:** Targeted towards new CTE staff
- **Why:** To learn about Perkins V accountability
- **When:** August 26, 12:00-2:00 ET
SESSION AGENDA

- Welcome!
  - Sharon Lee Miller, Director, Division of Academic and Technical Education (DATE), Office of Career, Technical, and Adult Education (OCTAE), U.S. Department of Education

- Reviewing Special Populations Categories and Definitions
  - Allison Hill, PRC, DATE, OCTAE

- Think Tank
  - Olivia Rice, RTI International

- Presentations
  - Luke Rhine, Delaware
  - Ian Beagles & Heather Denny, Montana
  - Kevin Springman, Pennsylvania
  - Lesley Keeling-Olson, Temple College

- Breakout Groups
  - Led by RTI International Facilitators

- Closing Comments
  - Sharon Lee Miller, Director, DATE, OCTAE
SESSION OBJECTIVES

- To increase understanding of and awareness of strategies for data collection for special populations, with a focus on the new special populations in Perkins V
- To provide opportunities for participants to understand how states are collecting and using special populations data
- To provide opportunities to collaborate and discuss special populations data collection with other states
NORMS FOR VIRTUAL COLLABORATION

We agree to…

- **Be present.** We will minimize distractions and stay focused on accomplishing team tasks and goals.

- **Participate.** We will try to participate like we would in face-to-face meetings to the extent possible. We will be on video whenever possible. We will use the chat box and other Zoom features to enhance communication and the sharing of ideas and questions.

- **Support productive collaboration.** We will use a “Yes, and…” mindset to build on each other’s ideas and to address challenges as they arise.

- **Share airtime equitably.** We will listen actively and invite the contribution of all members.

- **Have grace.** We understand that working remotely can bring additional challenges. We will be professional and supportive of each other in our work together.

- **Begin and end on time.**
ZOOM TECHNOLOGY – MEETING CONTROLS

- **Audio**
  - During the whole group activities, please stay muted when not speaking.
  - You can change audio options at any time by clicking on the audio/mic button in the bottom left of your screen.

- **Video**
  - Turn the camera on! It helps everyone have a more engaging and productive virtual experience. You can turn the video on/off by clicking on the video button in the bottom left of your screen.
  - Put your webcam at eye level or higher – experiment for best angles.
  - Make Eye Contact - Try to look at your webcam while speaking versus the screen.

- **Layout Options**
  - Active Speaker View
  - Gallery View
  - Side-by-Side Mode
**Zoom Technology – Meeting Controls (cont’d)**

- **Participants**
  - You can click on the “Participants” button to view the names of the other participants.
  - From this screen, you can also use features such as raising your hand, responding yes/no, giving a thumbs up/down, asking the speaker to go slower or faster, ask for a break, or indicate that you have stepped away momentarily.

- **Chat**
  - Click “Chat” to start an in-meeting message with participants in the meeting. The dropdown on the chat window will allow you to message Everyone, or privately message a specific participant. **Note that all chats, even private, will be saved and available to meeting staff.**

- **Reactions**
  - Click “Reactions” to “Clap” for or give “Thumbs Up” to a speaker during the meeting. **These are encouraged throughout the sessions!**
REVIEWING SPECIAL POPULATIONS CATEGORIES AND DEFINITIONS

Allison Hill
Perkins Regional Coordinator (PRC), Division of Academic and Technical Education
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SPECIAL POPULATIONS: SUBGROUPS

- Individuals With Disabilities
- Individuals from Economically Disadvantaged Families
- Individuals Preparing for Non-Traditional Fields
- Single Parents
- Out of Workforce Individuals
- English Learners

NEW in Perkins V:

- Homeless Individuals
- Youth in Foster Care
- Youth with Parents in Active Military
Provisions in Perkins V: Uses of Funds

- **SEC. 112.** [20 U.S.C. 2322] *Within State Allocation.* (a) In General.—From the amount allotted to each State under section 111 for a fiscal year, the eligible agency shall make available—(C) an amount for the recruitment of special populations to enroll in career and technical education programs, which shall be not less than the lesser of— (i) an amount equal to 0.1 percent; or (ii) $50,000.  (Sec. 112 (a)(2)(C)(i)(ii))

- **SEC. 135.** [20 U.S.C. 2355] *Local Uses of Funds.*—Funds made available to eligible recipients under this part shall be used to support career and technical education programs that are of sufficient size, scope, and quality to be effective and that—(S) support to reduce or eliminate out-of-pocket expenses for special populations participating in career and technical education, including those participating in dual or concurrent enrollment programs or early college high school programs, and supporting the costs associated with fees, transportation, child care, or mobility challenges for those special populations.  (Sec. 135 (b)(5)(S))
**Provisions in Perkins V: Comprehensive Local Needs Assessment (CLNA)**

- An evaluation of the performance of the students served by the eligible recipient with respect to State determined and local levels of performance established pursuant to section 113, including an evaluation of performance for special populations and each subgroup described in section 1111(h)(1)(C)(ii) of the Elementary and Secondary Education Act of 1965.

- A description of progress toward implementation of equal access to high-quality career and technical education courses and programs of study for all students, including—
  - (i) strategies to overcome barriers that result in lower rates of access to, or performance gaps in, the courses and programs for special populations;
  - (ii) providing programs that are designed to enable special populations to meet the local levels of performance; and
  - (iii) providing activities to prepare special populations for high-skill, high-wage, or in-demand industry sectors or occupations in competitive, integrated settings that will lead to self-sufficiency.
PROVISIONS IN PERKINS V: LOCAL APPLICATION REQUIREMENTS

- Information on the career and technical education course offerings and activities that the eligible recipient will provide with funds under this part, which shall include not less than 1 program of study approved by a State under section 124(b)(2), including—
  - (A) how the results of the comprehensive needs assessment described in subsection (c) informed the selection of the specific career and technical education programs and activities selected to be funded;
  - (B) a description of any new programs of study the eligible recipient will develop and submit to the State for approval; and
  - (C) how students, including students who are members of special populations, will learn about their school’s career and technical education course offerings and whether each course is part of a career and technical education program of study.”
A description of how the eligible recipient will—

(A) provide activities to prepare special populations for high-skill, high-wage, or in-demand industry sectors or occupations that will lead to self-sufficiency;

(B) prepare CTE participants for non-traditional fields;

(C) provide equal access for special populations to career and technical education courses, programs, and programs of study; and

(D) ensure that members of special populations will not be discriminated against on the basis of their status as members of special populations.
PROVISIONS IN PERKINS V: LOCAL APPLICATION REQUIREMENTS (CONT’D 2)

- A description of how the eligible recipient will address disparities or gaps in performance between groups of students in each of the plan years, and if no meaningful progress has been achieved prior to the third program year, a description of the additional actions that will be taken to eliminate these disparities or gaps.
PROVISIONS IN PERKINS V: NONTRADITIONAL INDICATORS

4S1/3P1: Non-Traditional Enrollment

- **Numerator:** Number of CTE concentrators, from underrepresented gender groups, in career and technical education programs and programs of study, that lead to non-traditional fields.

- **Denominator:** Number of CTE concentrators in a CTE program or program of study that leads to a nontraditional field, during the reporting year.

Non-Traditional Fields: The term “non-traditional fields” means occupations or fields of work, such as careers in computer science, technology, and other current and emerging high skill occupations, for which individuals from one gender comprise less than 25 percent of the individuals employed in each such occupations or field of work.
OCTAE is grateful for the generous assistance in the development of the 2020 Nontraditional Crosswalk from staff and task force members of the National Alliance for Partnerships in Equity (NAPE).

We particularly acknowledge the expertise, input, and time dedicated to the project by Chief Executive Officer (CEO) Dr. Ben Williams, CEO Emerita Mimi Lufkin, and Consultant Nancy Tuvesson. Each of these individuals provided extensive input into the decision rules for the crosswalk, and carefully reviewed and provided feedback on each draft.

We are also grateful for the input regarding the overall direction of this project from the Executive Director of Advance CTE, Kim Green.
DATA QUALITY AT THE STATE AND LOCAL LEVELS

- How does your State/local programs ensure quality in collecting, analyzing, and reporting data for students that fall within the special population subgroups?

- How will the current COVID-19 pandemic impact your ability to ensure data quality and/or serve students of special populations?
SPECIAL POPULATIONS THINKTANK

Led by Olivia Rice, RTI International
SPECIAL POPULATIONS THINKTANK (CONT’D)

To better understand how states are addressing data collection of special populations, particularly the new populations included in Perkins V, we will use the digital collaboration platform, “ThinkTank”.

![Image of ThinkTank interface]
**THINK TANK PLATFORM**

Question will be posted here

You can reply to other responses, or ‘upvote’ them (you can also delete the comment if it is yours)

You can add your response to the question here
“SPECIAL Populations” ThinkTank Questions:

1. What types of data does your postsecondary system collect that can be used for special populations reporting (e.g., FAFSA, student surveys)?

2. What strategies, including partnerships, has your state used to recruit or retain homeless students? What strategies has your state used to identify/collect/access data on them?

3. What strategies, including partnerships, has your state used to recruit or retain youth who are in or who have aged out of the foster care system? What strategies has your state used to identify/collect/access data on them?

4. What strategies, including partnerships, has your state used to recruit or retain youth with a parent who is on active military duty? What strategies has your state used to identify/collect/access data on them?

5. Other… what else would you like to share with/ask other states as related to identifying/collecting/accessing/using data on special populations?
TO NAVIGATE TO THE THINKTANK...

- Click on the link provided in the Chat box (https://engage.thinktank.net/sessionJoin/-Mlz6uxCvEb-xptFaA)

- When prompted, enter the password: LEARN.

- You will then enter your name.

  Note: Your name WILL be visible during the ThinkTank to help states connect easier.
STATE PANEL PRESENTATIONS

Challenges and Solutions in Data Collection for Special Populations
State Panel

Luke Rhine, Delaware

Ian Beagles & Heather Denny, Montana

Kevin Springman, Pennsylvania

Lesley Keeling-Olson, Temple College

Broad State Approach

Data Collection for Homeless Students at the Local Level

Using the Data at the State Level

The Local Lens
DELAWARE: AN OVERALL STATE APPROACH TO DATA COLLECTION FOR SPECIAL POPULATIONS

Luke Rhine
Director, Career and Technical Education
Delaware Department of Education

Luke Rhine
Student Equity & Special Populations (DQI)

October 2020
• Begin with the end in mind—the relationship between equity and special populations; and

• Equity as a guiding principle—linking equity to:
  (1) Organizational structure and staffing;
  (2) Lines of delivery and technical assistance; and
  (3) Operational procedures, accountability, and research.
Defining Equity & Special Populations:
Equity is “the state of being just and fair”.

Systemic equity is “to consciously combine interrelated elements of a system to create and sustain justice and fairness”.

Special populations are defined to help establish the platforms necessary to ensure Systemic Equity in education.

For Systemic Equity in education to be achieved—organizations must link internal controls and external agency—through measurable habits, clear lines of business, and purposeful outcomes.
Vision: Every person able to choose their life's path

Organizational Structure:
- Systemic Equity
  - High School Readiness
  - College & Career Readiness
  - Placement Plus
- Delivery at Scale
  - Middle Grades
  - Career Pathways
  - Postsecondary Systems
- Outcomes & Research
  - Every student ready to enter a rigorous career pathway
  - Every student graduating from high school prepared for continuing education and a career
  - Every student entering the labor market at a living wage
Equity as a Guiding Principle

Linking equity to organizational structure and staffing:

1. **Equity**
   - High School Readiness
   - College & Career Readiness
   - Placement Plus

**Assigned Goals**

- Measure of High School Readiness (in progress)
- On-track in Grade 9
- Graduation Rate
- College & Career Readiness
- Student Placement
- Credential/Degree Attainment
- Student Placement

**Systems Leadership**

- Assigned Equity Lead to develop macro-strategy and to lead the State’s Civil Rights agenda
- Assigned staff to lead each goal area
- Assigned Data & Systems lead to ensure accurate information and shared understanding of student needs
Equity as a Guiding Principle (cont’d)

Linking equity to delivery and technical assistance:

2. Delivery

- Middle Grades
- Career Pathways
- Postsecondary Systems

Technical Assistance

- Focused equity programs for race, gender, and disability
- Focused readiness
- Mathematics
- Aligned systems for youth with barriers to high school graduation and SWD
- Targeted fiscal supports, pay-for-performance, and movement beyond accountability

Systems Leadership

- Expansion of CTE to include grades 5 to 8, transition models, and student advisement
- Career pathways operate in 95% of all schools and support 73% of all youth in grades 9 to 12
- Expansion of CTE to include credential programs, RAP, and two-year degrees
Linking equity to operations, accountability, and research:

3. Outcomes

- Every student ready to enter a rigorous career pathway
- Every student graduating from high school prepared for continuing education and a career
- Every student entering the labor market at a living wage

Performance Management Routine

- Research & Evaluation, Data collection and publication, and focus on Shared Development
- Focused Needs Assessment & linked Local Application
- Customized Performance Management & Monitoring
- Publication of State & Local Goals, Performance Targets, and Trajectories
- Customized Technical Assistance & Incentives
Luke Rhine
Director, CTE & STEM Initiatives
Delaware Department of Education
luke.rhine@doe.k12.de.us
MONTANA: SUPPORTING NEW PERKINS V SPECIAL POPULATIONS – HOMELESS STUDENTS

Ian Beagles
CTAE and Perkins Data Control Specialist
Heather Denny
State Coordinator for Homeless Education
Montana Office of Public Instruction
MONTANA HOMELESS CTE STUDENTS

HEATHER M. DENNY
STATE COORDINATOR FOR HOMELESS EDUCATION
IAN BEAGLES
CTAE DATA SPECIALIST
DATA COLLECTION IN MONTANA

- Montana uses Infinite Campus as its State SIS; School Districts are not required to use Infinite Campus
  - We have real time data for the districts that use Infinite Campus
  - Districts that do not use Infinite Campus as their SIS upload their data to the State SIS
- There are 3 primary collection windows through the year: Fall, Spring, and End-of-Year
- We take 4 snapshots: Fall, December, Spring, and End-of-Year
- Data collections are snapshotted within 2 weeks of the collection close
IDENTIFY CTE STUDENTS

**Perkins IV**

- **CTE Concentrator**: (Student has earned 2 units of CTE credit (4 semesters), and is considered a CTE concentrator.)
- **Student is a Single Parent**
- **Area of Concentration**

**Perkins V**

<table>
<thead>
<tr>
<th>CTE Pathway</th>
<th>Previous Year(s)/</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Out of State CTE Credits Earned</td>
</tr>
<tr>
<td></td>
<td>High School</td>
</tr>
<tr>
<td>----------------------------------</td>
<td>-------------------</td>
</tr>
<tr>
<td>Advanced Manufacturing</td>
<td>(At Least) 0.5</td>
</tr>
<tr>
<td>Agriculture, Food &amp; Natural Resources</td>
<td>0</td>
</tr>
<tr>
<td>Agriculture, Mechanics &amp; Construction</td>
<td>0</td>
</tr>
<tr>
<td>Arts, A/V Technology, Communication</td>
<td>0</td>
</tr>
<tr>
<td>Business Management</td>
<td>0</td>
</tr>
<tr>
<td>Design &amp; Construction</td>
<td>0</td>
</tr>
<tr>
<td>Education</td>
<td>0</td>
</tr>
<tr>
<td>Finance</td>
<td>0</td>
</tr>
<tr>
<td>Health Professions</td>
<td>0</td>
</tr>
</tbody>
</table>
Districts are responsible for identifying their homeless students in addition to the student’s nighttime residence.
DATA QUALITY

- Each collection is reviewed by their respective Data Stewards during the collection.
- There is a CTE Data Steward and a separate Homeless Data Steward.
- Districts are contacted to verify/resubmit data in case of anomalies are identified during the data collection.
- The state homeless youth coordinators, state foster care point of contact, students with disabilities staff, Title III (EL), Title I, and CTAE will meeting twice yearly to review disaggregated data, share topic updates, and will plan additional technical assistance to develop guidance for the upcoming grant year.
12th Grader Graduation Percentages

<table>
<thead>
<tr>
<th>Year</th>
<th>Total Graduates</th>
<th>Homeless Graduates</th>
<th>Homeless CTE Graduates</th>
</tr>
</thead>
<tbody>
<tr>
<td>2017</td>
<td>90.41%</td>
<td>69.58%</td>
<td>87.83%</td>
</tr>
<tr>
<td>2018</td>
<td>89.91%</td>
<td>75.39%</td>
<td>90.07%</td>
</tr>
<tr>
<td>2019</td>
<td>90.04%</td>
<td>80.23%</td>
<td>90.21%</td>
</tr>
</tbody>
</table>
Pennsylvania: Using Data to Inform Technical Assistance

Kevin Springman
Research Associate, Bureau of Career and Technical Education
Pennsylvania Department of Education
Pennsylvania’s Strategies

- Perkins IV Retention and Transfer Best Practices
- Perkins V Subgroups in Local Applications
- Perkins V Fall Workshop – Perkins V Subgroups
- Onsite Compliance Methodology
- TAP Program – PACTA PIL
- Non-Traditional Consultants
TEMPLE COLLEGE (TEXAS): SPECIAL POPULATION DATA COLLECTION AND USE AT THE LOCAL LEVEL

Lesley Keeling-Olson
Director of Perkins Grants
Temple College (Texas)
Data Quality Institute - LEARN Session #5

Dr. Lesley B. Keeling-Olson, Dir of Perkins Grants
Temple College
Temple College – CLNA Information

Temple College 5 year Enrollment Comparison

Temple College 2019-2020 CTE GPA Comparison by Degree Type

(Data Sources: THECB Accountability Reports, Temple College Fact Books, and Temple College Informer System)
Temple College Strategies for Data Collection

• Student Management Systems – Add categories

• Developed intake and self-identification policies and processes.

• Implemented a web page intake form.

• Contacted all CTE students at the beginning of each semester.

• Implemented a spreadsheet for tracking.
Strategies for identifying youth in foster care or who have aged out of foster care

15,919 Children in Foster Care as of Aug. 2020

- Temple College is located in Bell County, Texas.
- We rank 6th in the state for children in foster care.
Specific Strategies for Students Aging out of Foster Care

• Collaboration with Texas Department of Protective and Regulatory Services
• Hand-off from ISD programs directly to the Perkins Basic Grant Director
• Continue coordination with their social worker or bring in a social worker to assist. (Referral services are essential)
• Know the barriers.
  • Transitional housing may not be close to campus.
  • They need transportation help.
  • How do they get an apartment when they need a co-signer?

Permanent Planning for Older Youth

The Texas Foster Care Handbook helps children and youth in foster care to better understand how the foster care system works and to address many of the questions and concerns they have regarding foster care.

A youth-driven transition plan is developed with all youth ages 16 and older and identifies services for each youth to accomplish goals and to assist them in transitioning from foster care.

Aging-out seminars allow youth ages 15 ½ to 18 to meet in interactive groups to learn more about DFPS Transitional Living Services, programs, benefits, community resources, and other important life skills topics.

PAL (Preparation for Adult Living) helps older youth in foster care prepare to leave DFPS care and support and live as adults. Eligible youth up to age 21 receive services and benefits that help them become self-sufficient and productive adults. PAL services include life skills assessments, life skills trainings, a transitional living allowance, aftercare room and board, and case management services. PAL regional staff can help you with these services.

Information about College Benefits

The Education and Training Voucher (ETV) Program serves eligible youth or young adults, ages 16 up to age 23 and are enrolled in a college, university or a vocational or technical program. Eligible youth may receive up to $5,000 in financial assistance per academic year to help pay for basic living expenses while attending school.

Foster youth, adopted youth, and youth where DFPS permanent managing conservatorship was granted to a non-parent on or after September 1, 2009 are exempt from tuition and fees at state-supported colleges and universities.

Texas’ institutions of higher education must help full-time students who were formerly in DFPS conservatorship or who have been legally emancipated to find temporary housing during breaks between academic terms.
Students with an active duty military parent.

- The star on the map represents Temple College.
- Temple serves many students with an active duty military parent, due to its proximity to Ft. Hood, these students have a strong support network through the base and do not tend to struggle.
Strategies for supporting special populations

Use funds to support a social worker to develop referral network.

Removing barriers to student success

The Circle of Support program is a partnership between Temple College and the Temple community to make sure no students drop out of college because of barriers such as emergency expenses, child care, transportation, housing and food.

Students who need referrals for assistance with non-academic issues can stop by the Circle of Support Resource Center in Room 803 of the Arnold Student Union or fill out the form below.
Using Perkins Money Wisely

• Kindles instead of Textbooks.
• Coordination and collaboration of all CARES Act and COVID support services.
Coordinating

- Considering equity as a whole
- Share Resources
The Carl D. Perkins Career and Technical Education Act of 2006 as amended by the Strengthening Career and Technical Education for the 21st Century Act (Perkins V) was signed into law on July 31, 2018. The new Act provides an increased focus on the academic achievement of career and technical education students and emphasizes alignment with state-level and local needs. This link provides information, documents, and archived information from colleges and agencies across the state designed to help you learn or manage your Perkins Basic Grant. The text of Perkins V can be found by clicking Perkins V Act.
Temple College Career and Technical Education (CTE) students will be offered rigorous workforce specific curriculum designed to prepare students to enter the workforce with a degree or certificate from a highly regarded and respected CTE program. Temple College CTE students will be supported with holistic services designed to “walk with them” from program acceptance to workforce placement.

Student Graduation and Job Placement
High Certification or Licensure Pass Rates
Student Employment in CTE Field
Teaching Quality Skills
Industry Recognized Skills and/or Certifications

Thank you for joining me today. Please let me know if you have any questions or concerns.

Lesley
lkeeling@templejc.edu or 254-298-8634
Participant Questions:
Type your question in the chat box, or ‘raise your hand’ to ask your question directly
[click on “Participants,” “More,” and then “Raise Hand”]

Luke Rhine, Delaware
Ian Beagles & Heather Denny, Montana
Kevin Springman, Pennsylvania
Lesley Keeling-Olson, Temple College (Texas)
BREAKOUT GROUP ACTIVITY OVERVIEW

Olivia Rice, RTI International
“Rose, Bud, Thorn” Breakout Group Overview

- Each group will include an RTI facilitator
- **Process:**
  1. Participate in a Google Jamboard activity to individually respond the following questions (a link will be provided in the breakout room chat):
     - What are your state's "Roses" as related to data collection for special populations (i.e. things that are going well)?
     - What are your state's "Buds" as related to data collection for special populations (i.e. things that are emerging)?
     - What are your state's "Thorns" as related to data collection for special populations (i.e. things that are challenging)?
  2. Begin breakout session with a quick round of introductions, with each person sharing their name/title/org/state and ONE rose or bud.
  3. Open the floor for a discussion around thorns.
**Jamboard Overview**

DQI-20 Data Collection for Special Populations "Learn" Session

- **Rose**: Going Well
- **Bud**: Emerging
- **Thorn**: Challenging

Breakout Group Activity
Jamboard Overview (cont’d)
What are your state’s “Thorns” as related to data collection for special populations? (i.e. things that are challenging)
BREAKOUT GROUPS

Led by RTI International Facilitators
WELCOME BACK!

Olivia Rice, RTI International
<table>
<thead>
<tr>
<th>Group 1: Olivia Rice</th>
<th>Group 2: Jessie Stadd</th>
<th>Group 3: Gwen Shaw</th>
<th>Group 4: Jordan Hudson</th>
</tr>
</thead>
<tbody>
<tr>
<td>Breaking down barriers and collaboration.</td>
<td>N counts for special population groups is an issue for other states.</td>
<td>Using visuals for data in CLNA</td>
<td>collaboration</td>
</tr>
<tr>
<td>Breaking down Silos</td>
<td>Shifting from check boxes to more meaningful activities</td>
<td>There is good work happening in other states that we can learn from (and borrow).</td>
<td>Working closely w/ Voc Rehab</td>
</tr>
<tr>
<td>Creating new partnerships</td>
<td>COVID is shining a spotlight on CTE</td>
<td>Collection of special population data for concentrator maybe a challenge, small numbers affects validity and reliability</td>
<td></td>
</tr>
<tr>
<td>Establish mutual benefit between agencies for data sharing/usage.</td>
<td>NH relationships, among CTE providers, SEAs, and agencies are necessary to effectively collect, analyze, and then apply lessons learned from data around special pops.</td>
<td>Perkins V is creating many new collaborations</td>
<td></td>
</tr>
<tr>
<td>Youth with parents in military large challenge</td>
<td>Make your buds your buddy!</td>
<td>Perkins V is shining a light on equity issues in policy and data conversations</td>
<td></td>
</tr>
</tbody>
</table>

Group 5: Jon Boyette

- Resource for collecting data on homeless.
- The role of collaboration at the local level

Group 6: Laura Rasmussen Foster

- How to report on students that do not identify as male or female (is an issue)

Group 7: Natassia Rodriguez Ott

- Post secondary and secondary need to work closer on the data collection
- CTE has a seat at the table now!
- Perkins V is shining a light on equity issues in policy and data conversations
- Improve our collaboration with others who can help us with recruiting and retaining and measuring special pops.

Group 8: Sandra Staklis

- Accessing reliable data on special pops is a challenge at the postsec level
- Validating new data takes time
CLOSING COMMENTS

Sharon Lee Miller, OCTAE
UP NEXT...

**“Connect”**
- Perkins V: Accountability 101
  - August 26, 12:00-2:00 ET

**“Learn”**
1. Aligning Perkins Data and Methods of Administration (MOA) Plans
   - September 2, 1:00-3:00 ET
2. Determining Concentrator Status
   - September 14, 2:00-4:00 ET
3. Quality Indicators
   - September 23, 1:00-3:00 ET
4. Local Needs Assessments and Applications
   - September 30, 12:00-2:00 ET
5. Data Collection for Special Populations
   - October 7, 1:00-3:00 ET

**“Report/Plan”**
- November 5, 1:00-3:00 ET
THANK YOU FOR ATTENDING!

Please complete the follow-up survey…