

Secondary CLNA data: Size, Scope, Quality

Kari-Ann Ediger | Results Measurement/Program Improvement

Learning Outcomes

Purpose

The purpose of the Comprehensive Local Needs Assessment (CLNA) is to support data-driven decision-making and more closely align planning, spending and accountability activities under Perkins V to provide focus at the local consortium level. This session will provide an opportunity to **begin** discussing CLNA topics, specifically around Size, Scope, & Quality data and offer a starting point for compiling and organizing information.

Learning Outcomes

- 1. Size: Identify data sources and develop a strategy for compiling information. Learn some important tips when analyzing and considering whether gaps in student engagement are meaningful.
- 2. Scope: Explore an example strategy for mapping out secondary program offerings, where holes and gaps in access and opportunities might exist as well as monitoring student impact within those pathways. Be able to articulate the value of aligning secondary and postsecondary programs.
- 3. Quality: Discuss strategies for engaging with collaborative partners.

Presenters

- Kari-Ann Ediger, Minnesota Department of Education
- Jami Schwickerath, Rochester-ZED Consortium
- Brian Cashman, Southeast Consortium
- Leah Bott, Lake Superior
- Kelley McClure-Mork, Mid-Minnesota



A quick review of Performance

CLNA Elements

Element #1: Student Performance on Required Performance Indicators

Element #2: Program Size, Scope, & Quality to meet the needs of all students

Element #3: Progress towards implementation of CTE Programs of Study

Element #4: Improving recruitment, retention, and training of CTE professionals, including underrepresented groups

Element #5: Progress towards equal access to CTE programs for all students

Review of previous content

- Develop a process and timeline
- Compile (a lot) of data:
 - a) Element #1, Performance & gaps,
 - b) Element #5, Enrollment & gaps
- Review the data with your core team (first) in order to:
 - a) filter for most important and relevant information,
 - b) identify questions, areas of interest, needs, & priorities, and
 - c) identify decision/inflection points where collaborative partners will need to provide feedback
- Organize and share the relevant data with appropriate groups of collaborative partners in order to create a feedback loop for decision-making & continuous improvement.

Review of previous content

Tools for compiling data

- Trends
- Comparisons
- Pattern recognition & Asking questions
 - What successes do we see in the data?
 - What challenges do we see in the data and how do we know?
 - Reflections, Take-Aways & Suspected causes (recommended additional data to review)

Data Sources: Do you know where your data are?

- Secure Reports, https://public.education.mn.gov/MDEAnalytics/DataSecure.jsp
 - Accountability: Enrollment, Accountability: Performance Indicators, Enrollment: Participants & Concentrators
 - Pipeline: Career Field & Pathway, Waterline, State-Approved Program and Course List (PA Database)
- Data Reports and Analytics, https://public.education.mn.gov/MDEAnalytics/Data.jsp
 - **Graduation:** Accountability and Assessment > Graduation Files > Year > Subcategory: Graduation > Level: All (Gives you the Graduated, Continuing, Drop Out, or Unknown numbers)
 - Opt out: Accountability and Assessment > Assessment Files > Test Name: All > Year > Public > Subject: All > Grade: All the opt out numbers are included in this file. Can filter for your districts specifically.
 - Discipline data: Student Data > Discipline Data > Year > District/State Trend Report (or any other you want to review)
 {can download the report into excel}
 - MN Student Survey Report: Student Data > MN Student Survey Report (student leadership & connection)
- SLEDS, https://sleds.mn.gov/
 - Rigorous Course taking information & additional postsecondary data
- MnState, https://www.minnstate.edu/system/cte/perkins-consortia.html
 - Performance Report for your consortium
- PELSB, https://mn.gov/pelsb/board/data/
 - Teacher licensure data



Element 2: Size, Scope, & Quality

Elements 1 & 5 versus Element 2

- Whereas **Element 1**: Student Performance on Required Performance Indicators and **Element 5**: Programs toward equal access to CTE programs for all students address student performance and equitable access to CTE more generally, the question being:
 - Do all students have access to state-approved CTE programs and,
 - Are all students performing well?
- Element 2: Program Size, Scope, & Quality begins to take a closer look at specific career fields, cluster, and pathway information; in particular, how student enrollment in specific program areas are aligned to local labor market needs and whether these programs (secondary, secondary + postsecondary) lead to high market-value credentials, and develop foundational skills leading to employment.
 - Are the right programs in place?
 - Are the right partnerships in place to aid in staying current & innovate?
 - Are the right number of students engaging in the right programs —meaning, is program enrollment aligned with labor market needs (both within secondary and within the secondary to postsecondary pathway)?
 - Are the programs sufficiently equipping students with the career skills they need for their next steps after graduation?

Data Sources: Do you know where your data are?

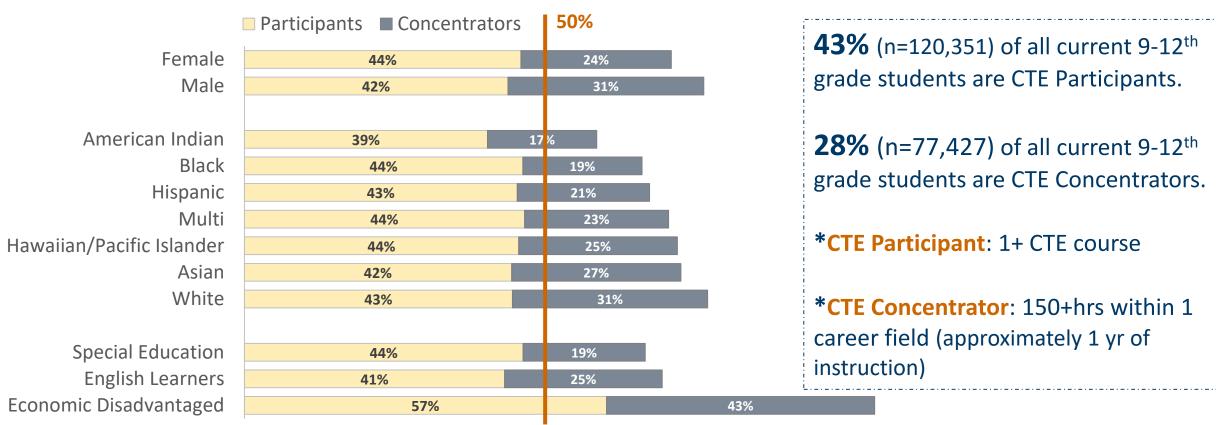
- Secure Reports, https://public.education.mn.gov/MDEAnalytics/DataSecure.jsp
 - Accountability: Enrollment, Accountability: Performance Indicators, Enrollment: Participants & Concentrators
 - Pipeline: Career Field & Pathway, Waterline, State-Approved Program and Course List (PA Database)
- Program Approval Database, https://education.mn.gov/MDE/dse/cte/progApp/
 - List of all secondary State-Approved CTE programs and courses
- SLEDS, https://sleds.mn.gov/
 - Rigorous Course taking & postsecondary enrollment, filter for CTE Concentrators
- DEED, https://mn.gov/deed/data/data-tools/career-pathways-tool/
 - Occupations in Demand, Career Pathway tool
- DEED, https://mn.gov/deed/data/data-tools/job-vacancy/
 - Job Vacancy Survey
- DEED, https://mn.gov/deed/data/data-tools/oes/
 - Occupational Employment and Wage Statistics, Data tool
- DEED, https://mn.gov/deed/data/data-tools/current-employment-statistics/
 - Current employment statistics



Examples: Element 1 and Element 5

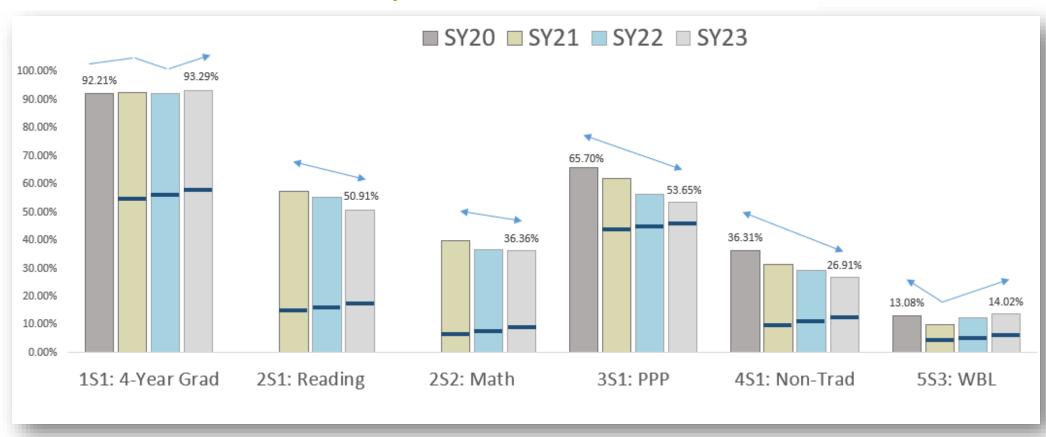
Element 2: Equitable access for all students

SY23, Percent of CTE Participants & CTE Concentrators from among all 9-12th grade students within each student group



Element 1: Student Performance

Secondary: Performance Indicators



^{*}Due to COVID-19, during SY2021 students across the state shifted from remote to in-person learning at different times and lengths of time across the school year. Comparisons across districts and even CTE content areas must be interpreted in light of these contexts.

Secondary: Performance Gaps

										Perfor	mance	Gaps	(Stude	nt Grou	up-Actı	ual)								
	15	1: 4yr G	radRat	е		2S1: R	Reading			2S2 :	Math			3S1:F	РР			4S1: No	nTrad			5S3:	WBL	
	2020	2021	2022	2023	2020	2021	2022	2023	2020	2021	2022	2023	2020	2021	2022	2023	2020	2021	2022	2023	2020	2021	2022	2023
Grand Total	92.21%	92.66%	92.09%	93.29%		57.48%	55.25%	50.91%		39.73%	36.55%	36.36%	65.70%	61.93%	56.44%	53.65%	36.31%	31.56%	29.37%	26.91%	13.08%	9.98%	12.34%	14.02%
Male	-0.93%	-0.87%	-0.79%	-0.84%	n/a	-3.93%	-2.68%	-2.86%	n/a	1.15%	1.75%	2.07%	-4.45%	-4.88%	-4.68%	-4.63%	-4.68%	-9.01%	-10.95%	-9.97%	0.05%	0.57%	0.43%	0.59%
Female	1.26%	1.21%	1.04%	1.10%	n/a	5.83%	4.11%	4.23%	n/a	-1.78%	-2.65%	-3.22%	6.99%	7.74%	7.20%	5.98%	10.62%	19.92%	23.38%	19.15%	-0.06%	-0.75%	-0.54%	-0.74%
American Indian	-10.28%	-4.92%	-10.86%	-10.30%	n/a	-21.41%	-14.88%	-18.04%	n/a	-21.55%	-16.79%	-17.58%	-24.19%	-22.25%	-20.90%	-19.23%	-1.48%	-0.95%	2.65%	0.12%	6.09%	1.25%	-3.57%	2.17%
Asian	-1.24%	-0.07%	-0.19%	-0.24%	n/a	9.01%	4.94%	4.96%	n/a	6.67%	5.41%	1.94%	7.50%	8.25%	5.59%	4.26%	-0.46%	2.49%	3.34%	1.20%	-2.74%	-1.70%	-2.37%	-5.95%
Black	-6.50%	-6.81%	-7.51%	-5.30%	n/a	-10.92%	-12.39%	-12.66%	n/a	-22.97%	-20.83%	-20.30%	1.04%	-0.35%	-2.79%	-2.69%	0.03%	-2.40%	0.31%	3.90%	5.06%	1.66%	1.76%	0.80%
Hawaiian/PI	-12.21%	-9.33%	-8.22%	-8.29%	n/a	-24.15%	-33.03%	-17.58%	n/a	-39.73%	-18.37%	-25.25%	-10.14%	-19.07%	6.72%	-11.54%	-25.20%	5.94%	-16.87%	11.55%	-13.08%	-6.28%	-7.08%	0.27%
Hispanic	-5.46%	-5.95%	-6.70%	-5.91%	n/a	-12.04%	-8.09%	-13.17%	n/a	-17.52%	-17.54%	-17.04%	-11.70%	-12.09%	-12.83%	-22.12%	2.57%	2.09%	1.91%	3.39%	-1.47%	-0.06%	0.61%	-1.12%
White	1.72%	1.66%	1.84%	1.61%	n/a	0.97%	1.56%	2.31%	n/a	2.54%	3.09%	3.82%	0.80%	0.87%	1.36%	2.91%	-0.31%	-0.27%	-0.53%	-0.82%	-0.26%	-0.04%	0.07%	0.58%
Multi	-5.53%	-4.16%	-3.21%	-2.60%	n/a	6.54%	1.53%	1.53%	n/a	-0.55%	-1.15%	-5.16%	-8.21%	-5.82%	-4.40%	-5.61%	5.21%	2.06%	1.28%	1.53%	0.25%	0.34%	-1.13%	-0.46%
Special Education	-15.39%	-13.48%	-14.86%	-13.77%	n/a	-27.50%	-25.97%	-24.28%	n/a	-24.09%	-21.42%	-21.82%	-27.56%	-28.23%	-27.96%	-26.73%	-9.34%	-6.50%	-4.64%	-3.14%	13.64%	7.70%	9.09%	10.10%
Economic Disadvantaged	-6.16%	-5.46%	-6.78%	-5.76%	n/a	-13.85%	-12.34%	-10.76%	n/a	-16.73%	-15.46%	-15.40%	-12.80%	-12.09%	-13.20%	-15.38%	0.15%	0.36%	2.02%	2.43%	2.72%	1.79%	1.77%	1.80%
Non-traditional	1.01%	0.80%	0.98%	0.34%	n/a	-1.25%	-0.21%	-0.89%	n/a	0.03%	-1.72%	-1.09%	1.62%	3.79%	-0.70%	-0.61%					-0.57%	-0.64%	-0.33%	-0.11%
Single Parents	-21.24%	-30.76%	-38.24%	-7.58%	n/a		-5.25%		n/a	-39.73%	-36.55%	-36.36%	-26.57%	-33.36%	-56.44%	-47.40%	-9.04%	18.44%	-4.37%	10.59%	22.21%	10.02%	12.66%	24.44%
English Learners	-9.50%	-8.46%	-10.59%	-9.96%	n/a	-42.36%	-43.98%	-40.99%	n/a	-31.69%	-29.01%	-29.92%	-1.81%	-3.54%	-10.33%	-16.02%	-3.34%	-3.03%	0.21%	-0.68%	0.87%	-1.21%	0.05%	-1.56%
Homeless		-18.67%	-21.68%	-18.68%	n/a	-20.44%	-19.08%	-17.11%	n/a	-16.87%	-24.85%	-21.27%		-51.88%	-43.84%	-45.59%		-0.37%	2.25%	3.23%		4.00%	4.57%	4.19%
Youth in Foster Care				-24.42%	n/a		-21.92%	-15.20%	n/a		-21.55%	-15.03%							0.97%	-3.94%			6.63%	12.95%
Migrant	2.79%	-5.16%	-12.09%	-33.29%	n/a	42.52%	-5.25%	-50.91%	n/a	-39.73%	-36.55%	-36.36%	-25.70%	-36.93%	-16.44%	-16.15%	-27.22%	-11.56%	3.96%	23.09%	-0.58%	1.13%	-12.34%	13.25%

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English Learners	-9.50%	-8.46%	-10.59%	-9.96%	n/a	-42.36%	-43.98%	-40.99%	n/a	-31.69%	-29.01%	-29.92%	-1.81%	-3.54%	-10.33%	-16.02%	-3.34%	-3.03%	0.21%	-0.68%	0.87%	-1.21%	0.05%	-1.56%
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Hispanic	-5.46%	-5.95%	-6.70%	-5.91%	n/a	-12.04%	-8.09%	-13.17%	n/a	-17.52%	-17.54%	-17.04%	-11.70%	-12.09%	-12.83%	-22.12%	2.57%	2.09%	1.91%	3.39%	-1.47%	-0.06%	0.61%	-1.12%
White	1.72%	1.66%	1.84%	1.61%	n/a	0.97%	1.56%	2.31%	n/a	2.54%	3.09%	3.82%	0.80%	0.87%	1.36%	2.91%	-0.31%	-0.27%	-0.53%	-0.82%	-0.26%	-0.04%	0.07%	0.58%
Multi	-5.53%	-4.16%	-3.21%	-2.60%	n/a	6.54%	1.53%	1.53%	n/a	-0.55%	-1.15%	-5.16%	-8.21%	-5.82%	-4.40%	-5.61%	5.21%	2.06%	1.28%	1.53%	0.25%	0.34%	-1.13%	-0.46%
Special Education	-15.39%	-13.48%	-14.86%	-13.77%	n/a	-27.50%	-25.97%	-24.28%	n/a	-24.09%	-21.42%	-21.82%	-27.56%	-28.23%	-27.96%	-26.73%	-9.34%	-6.50%	-4.64%	-3.14%	13.64%	7.70%	9.09%	10.10%
Economic Disadvantaged	-6.16%	-5.46%	-6.78%	-5.76%	n/a	-13.85%	-12.34%	-10.76%	n/a	-16.73%	-15.46%	-15.40%	-12.80%	-12.09%	-13.20%	-15.38%	0.15%	0.36%	2.02%	2.43%	2.72%	1.79%	1.77%	1.80%
Non-traditional	1.01%	0.80%	0.98%	0.34%	n/a	-1.25%	-0.21%	-0.89%	n/a	0.03%	-1.72%	-1.09%	1.62%	3.79%	-0.70%	-0.61%					-0.57%	-0.64%	-0.33%	-0.11%
Single Parents	-21.24%	-30.76%	-38.24%	-7.58%	n/a		-5.25%		n/a	-39.73%	-36.55%	-36.36%	-26.57%	-33.36%	-56.44%	-47.40%	-9.04%	18.44%	-4.37%	10.59%	22.21%	10.02%	12.66%	24.44%
English Learners	-9.50%	-8.46%	-10.59%	-9.96%	n/a	-42.36%	-43.98%	-40.99%	n/a	-31.69%	-29.01%	-29.92%	-1.81%	-3.54%	-10.33%	-16.02%	-3.34%	-3.03%	0.21%	-0.68%	0.87%	-1.21%	0.05%	-1.56%
Homeless		-18.67%	-21.68%	-18.68%	n/a	-20.44%	-19.08%	-17.11%	n/a	-16.87%	-24.85%	-21.27%		-51.88%	-43.84%	-45.59%		-0.37%	2.25%	3.23%		4.00%	4.57%	4.19%
Youth in Foster Care				-24.42%	n/a		-21.92%	-15.20%	n/a		-21.55%	-15.03%							0.97%	-3.94%			6.63%	12.95%
Migrant	2.79%	-5.16%	-12.09%	-33.29%	n/a	42.52%	-5.25%	-50.91%	n/a	-39.73%	-36.55%	-36.36%	-25.70%	-36.93%	-16.44%	-16.15%	-27.22%	-11.56%	3.96%	23.09%	-0.58%	1.13%	-12.34%	13.25%

Secondary: Performance Gaps Gaps, by Student Group

										Perfor	mance	Gaps	(Stude	nt Grou	up-Actı	ual)								
	1\$	1: 4yr G	radRat	е		2S1: R	eading			2S2 :	Math			3S1:F	PPP			4\$1: No	nTrad			5S3:	WBL	
	2020	2021	2022	2023	2020	2021	2022	2023	2020	2021	2022	2023	2020	2021	2022	2023	2020	2021	2022	2023	2020	2021	2022	2023
Grand Total	92.21%	92.66%	92.09%	93.29%		57.48%	55.25%	50.91%		39.73%	36.55%	36.36%	65.70%	61.93%	56.44%	53.65%	36.31%	31.56%	29.37%	26.91%	13.08%	9.98%	12.34%	14.02%
Male	-0.93%	-0.87%	-0.79%	-0.84%	n/a	-3.93%	-2.68%	-2.86%	n/a	1.15%	1.75%	2.07%	-4.45%	-4.88%	-4.68%	-4.63%	-4.68%	-9.01%	-10.95%	-9.97%	0.05%	0.57%	0.43%	0.59%
Female	1.26%	1.21%	1.04%	1.10%	n/a	5.83%	4.11%	4.23%	n/a	-1.78%	-2.65%	-3.22%	6.99%	7.74%	7.20%	5.98%	10.62%	19.92%	23.38%	19.15%	-0.06%	-0.75%	-0.54%	-0.74%
American Indian	-10.28%	-4.92%	-10.86%	-10.30%	n/a	-21.41%	-14.88%	-18.04%	n/a	-21.55%	-16.79%	-17.58%	-24.19%	-22.25%	-20.90%	-19.23%	-1.48%	-0.95%	2.65%	0.12%	6.09%	1.25%	-3.57%	2.17%
Asian	-1.24%	-0.07%	-0.19%	-0.24%	n/a	9.01%	4.94%	4.96%	n/a	6.67%	5.41%	1.94%	7.50%	8.25%	5.59%	4.26%	-0.46%	2.49%	3.34%	1.20%	-2.74%	-1.70%	-2.37%	-5.95%
Black	-6.50%	-6.81%	-7.51%	-5.30%	n/a	-10.92%	-12.39%	-12.66%	n/a	-22.97%	-20.83%	-20.30%	1.04%	-0.35%	-2.79%	-2.69%	0.03%	-2.40%	0.31%	3.90%	5.06%	1.66%	1.76%	0.80%
Hawaiian/PI	-12.21%	-9.33%	-8.22%	-8.29%	n/a	-24.15%	-33.03%	-17.58%	n/a	-39.73%	-18.37%	-25.25%	-10.14%	-19.07%	6.72%	-11.54%	-25.20%	5.94%	-16.87%	11.55%	-13.08%	-6.28%	-7.08%	0.27%
Hispanic	-5.46%	-5.95%	-6.70%	-5.91%	n/a	-12.04%	-8.09%	-13.17%	n/a	-17.52%	-17.54%	-17.04%	-11.70%	-12.09%	-12.83%	-22.12%	2.57%	2.09%	1.91%	3.39%	-1.47%	-0.06%	0.61%	-1.12%
White	1.72%	1.66%	1.84%	1.61%	n/a	0.97%	1.56%	2.31%	n/a	2.54%	3.09%	3.82%	0.80%	0.87%	1.36%	2.91%	-0.31%	-0.27%	-0.53%	-0.82%	-0.26%	-0.04%	0.07%	0.58%
Multi	-5.53%	-4.16%	-3.21%	-2.60%	n/a	6.54%	1.53%	1.53%	n/a	-0.55%	-1.15%	-5.16%	-8.21%	-5.82%	-4.40%	-5.61%	5.21%	2.06%	1.28%	1.53%	0.25%	0.34%	-1.13%	-0.46%
Special Education	-15.39%	-13.48%	-14.86%	-13.77%	n/a	-27.50%	-25.97%	-24.28%	n/a	-24.09%	-21.42%	-21.82%	-27.56%	-28.23%	-27.96%	-26.73%	-9.34%	-6.50%	-4.64%	-3.14%	13.64%	7.70%	9.09%	10.10%
Economic Disadvantaged	-6.16%	-5.46%	-6.78%	-5.76%	n/a	-13.85%	-12.34%	-10.76%	n/a	-16.73%	-15.46%	-15.40%	-12.80%	-12.09%	-13.20%	-15.38%	0.15%	0.36%	2.02%	2.43%	2.72%	1.79%	1.77%	1.80%
English Learners	-9.50%	-8.46%	-10.59%	-9.96%	n/a	-42.36%	-43.98%	-40.99%	n/a	-31.69%	-29.01%	-29.92%	-1.81%	-3.54%	-10.33%	-16.02%	-3.34%	-3.03%	0.21%	-0.68%	0.87%	-1.21%	0.05%	-1.56%
Homeless		-18.67%	-21.68%	-18.68%	n/a	-20.44%	-19.08%	-17.11%	n/a	-16.87%	-24.85%	-21.27%		-51.88%	-43.84%	-45.59%		-0.37%	2.25%	3.23%		4.00%	4.57%	4.19%
Youth in Foster Care				-24.42%	n/a		-21.92%	-15.20%	n/a		-21.55%	-15.03%							0.97%	-3.94%			6.63%	12.95%
Migrant	2.79%	-5.16%	-12.09%	-33.29%	n/a	42.52%	-5.25%	-50.91%	n/a	-39.73%	-36.55%	-36.36%	-25.70%	-36.93%	-16.44%	-16.15%	-27.22%	-11.56%	3.96%	23.09%	-0.58%	1.13%	-12.34%	13.25%

Secondary: Performance Gaps Closing/Shrinking Gaps

										Perfor	mance	Gaps	(Stude	nt Grou	up-Actı	ual)								
	15	1: 4yr G	radRat	е		2S1: R	eading			2S2 :	Math			3S1:F	PPP			4S1: No	nTrad			5S3:\	NBL	
	2020	2021	2022	2023	2020	2021	2022	2023	2020	2021	2022	2023	2020	2021	2022	2023	2020	2021	2022	2023	2020	2021	2022	2023
Grand Total	92.21%	92.66%	92.09%	93.29%		57.48%	55.25%	50.91%		39.73%	36.55%	36.36%	65.70%	61.93%	56.44%	53.65%	36.31%	31.56%	29.37%	26.91%	13.08%	9.98%	12.34%	14.02%
Male	-0.93%	-0.87%	-0.79%	-0.84%	n/a	-3.93%	-2.68%	-2.86%	n/a	1.15%	1.75%	2.07%	-4.45%	-4.88%	-4.68%	-4.63%	-4.68%	-9.01%	-10.95%	-9.97%	0.05%	0.57%	0.43%	0.59%
Female	1.26%	1.21%	1.04%	1.10%	n/a	5.83%	4.11%	4.23%	n/a	-1.78%	-2.65%	-3.22%	6.99%	7.74%	7.20%	5.98%	10.62%	19.92%	23.38%	19.15%	-0.06%	-0.75%	-0.54%	-0.74%
American Indian	-10.28%	-4.92%	-10.86%	-10.30%	n/a	-21.41%	-14.88%	-18.04%	n/a	-21.55%	-16.79%	-17.58%	-24.19%	-22.25%	-20.90%	-19.23%	-1.48%	-0.95%	2.65%	0.12%	6.09%	1.25%	-3.57%	2.17%
Asian	-1.24%	-0.07%	-0.19%	-0.24%	n/a	9.01%	4.94%	4.96%	n/a	6.67%	5.41%	1.94%	7.50%	8.25%	5.59%	4.26%	-0.46%	2.49%	3.34%	1.20%	-2.74%	-1.70%	-2.37%	-5.95%
Black	-6.50%	-6.81%	-7.51%	-5.30%	n/a	-10.92%	-12.39%	-12.66%	n/a	-22.97%	-20.83%	-20.30%	1.04%	-0.35%	-2.79%	-2.69%	0.03%	-2.40%	0.31%	3.90%	5.06%	1.66%	1.76%	0.80%
Hawaiian/PI	-12.21%	-9.33%	-8.22%	-8.29%	n/a	-24.15%	-33.03%	-17.58%	n/a	-39.73%	-18.37%	-25.25%	-10.14%	-19.07%	6.72%	-11.54%	-25.20%	5.94%	-16.87%	11.55%	-13.08%	-6.28%	-7.08%	0.27%
Hispanic	-5.46%	-5.95%	-6.70%	-5.91%	n/a	-12.04%	-8.09%	-13.17%	n/a	-17.52%	-17.54%	-17.04%	-11.70%	-12.09%	-12.83%	-22.12%	2.57%	2.09%	1.91%	3.39%	-1.47%	-0.06%	0.61%	-1.12%
White	1.72%	1.66%	1.84%	1.61%	n/a	0.97%	1.56%	2.31%	n/a	2.54%	3.09%	3.82%	0.80%	0.87%	1.36%	2.91%	-0.31%	-0.27%	-0.53%	-0.82%	-0.26%	-0.04%	0.07%	0.58%
Multi	-5.53%	-4.16%	-3.21%	-2.60%	n/a	6.54%	1.53%	1.53%	n/a	-0.55%	-1.15%	-5.16%	-8.21%	-5.82%	-4.40%	-5.61%	5.21%	2.06%	1.28%	1.53%	0.25%	0.34%	-1.13%	-0.46%
Special Education	-15.39%	-13.48%	-14.86%	-13.77%	n/a	-27.50%	-25.97%	-24.28%	n/a	-24.09%	-21.42%	-21.82%	-27.56%	-28.23%	-27.96%	-26.73%	-9.34%	-6.50%	-4.64%	-3.14%	13.64%	7.70%	9.09%	10.10%
Economic Disadvantaged	-6.16%	-5.46%	-6.78%	-5.76%	n/a	-13.85%	-12.34%	-10.76%	n/a	-16.73%	-15.46%	-15.40%	-12.80%	-12.09%	-13.20%	-15.38%	0.15%	0.36%	2.02%	2.43%	2.72%	1.79%	1.77%	1.80%
English Learners	-9.50%	-8.46%	-10.59%	-9.96%	n/a	-42.36%	-43.98%	-40.99%	n/a	-31.69%	-29.01%	-29.92%	-1.81%	-3.54%	-10.33%	-16.02%	-3.34%	-3.03%	0.21%	-0.68%	0.87%	-1.21%	0.05%	-1.56%
Homeless		-18.67%	-21.68%	-18.68%	n/a	-20.44%	-19.08%	-17.11%	n/a	-16.87%	-24.85%	-21.27%		-51.88%	-43.84%	-45.59%		-0.37%	2.25%	3.23%		4.00%	4.57%	4.19%
Youth in Foster Care				-24.42%	n/a		-21.92%	-15.20%	n/a		-21.55%	-15.03%							0.97%	-3.94%			6.63%	12.95%
Migrant	2.79%	-5.16%	-12.09%	-33.29%	n/a	42.52%	-5.25%	-50.91%	n/a	-39.73%	-36.55%	-36.36%	-25.70%	-36.93%	-16.44%	-16.15%	-27.22%	-11.56%	3.96%	23.09%	-0.58%	1.13%	-12.34%	13.25%



Examples: Element 2

MN Career Wheel

Minnesota Career Fields, Clusters & Pathways

> Merchandising > Marketing Management > Marketing Communications > Marketing Research > Professional Sales Business, Management, ■ Finance and Administration > Banking Services > Administrative Support > Business Finance > Operations Management > Securities and Investment > Business Information Management > Accounting > Human Resources Management > Insurance > General Management ■ Hospitality and Tourism > Recreation, Amusements and Attractions > Restaurants and Food/Beverage Services > Travel and Tourism

- Law, Public Safety, Corrections, and Security
- > Correction Services > Emergency and Fire
- Management Services
- > Law Enforcement Services
- > Legal Services > Security and
- Protective Services
- Government and Public
- > Revenue and Taxation
- > Foreign Service
- > Governance > National Security
- > Planning
- > Public Management and Administration
- > Regulation

■ Human Services > Consumer Services

- > Counseling and
- Mental Health Services > Early Childhood
- Development and Services > Family and Community Services
- > Personal Care Services

■ Education and Training

- > Administration and Administrative Support
- > Professional Support Services
- > Teaching/Training

■ Agriculture, Food, and Natural Resources

- > Animal Systems
- > Agribusiness Systems
- > Environmental Service Systems
- > Food Products and Processing Systems
- > Natural Resources Systems
- > Plant Systems
- > Power, Structural, and Technical Systems

AREER FIELD

Agriculture, Food, & Natural Resources

Foundation **Knowledge & Skills**

Problem Solving • Critical Thinking Employability • Citizenship • Ethics Fechnical Literacy • Cultural Competer felong Learning • Financial Well-Bei

Organizational & Global System

Health Science Technology

CAREER FIELD

■ Health Science

- > Biotechnology Research and Development
- > Diagnostic Services > Support Services
- > Health Informatics

Learn about Programs of Study

Career and Technical Education

www.learningthatworks.org

www.mnprogramsofstudy.org

> Therapeutic Services

Legend:

- = Career Cluster
- > = Career Pathway

Explanation provided on reverse side.

■ Arts, Audio/Video Technology, and Communications

- > Audio/Video Technology and Film
- > Journalism and Broadcasting
- > Performing Arts
- > Printing Technology
- > Communications Technology
- > Visual Arts

■ Information Technology

- > Information Support and Services
- > Network Systems
- > Programming and Software Development
- > Web and Digital Communications



Minnesota Department of Education

■ Transportation, Distribution, and Logistics

- > Facility and Mobile Equipment Maintenance
- > Health, Safety, and Environmental Management
- > Logistics Planning and Management Services
- > Sales and Services
- > Transportation Operations
- > Transportation Systems/Infrastructure Planning, Management, and Regulation
- > Warehousing and Distribution Center Operations

■ Architecture and

- > Construction
- > Design/ Pre-construction
- > Maintenance/

Manufacturing

- > Production > Manufacturing
- Production Process Development
- > Maintenance. Installation, and Repair

and Technology

> Science and Mathematics

Version 2015

- > Quality Assurance > Logistics and
- Inventory Control > Health, Safety,
- and Environmental Assurance

*Created collaboratively between

secondary, postsecondary & business

In Minnesota we organize our career pathways and instruction around the

and industry.

Career Wheel.

	Career Wheel	Table C
Career Fields	6	7*
Career Clusters	16	16**
Pathways	79	96***

^{*}WBL (center of the wheel) is counted as a Career Field within Table C.

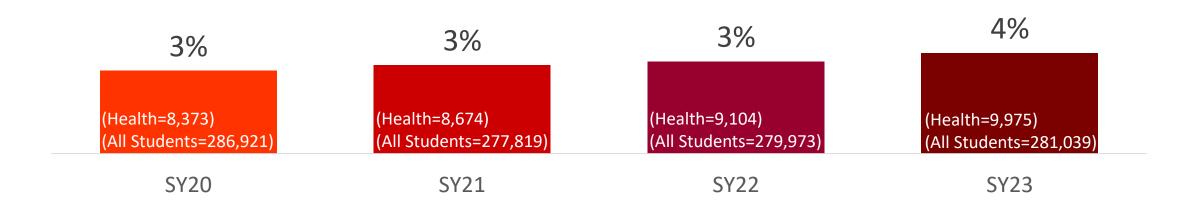
However, for the actual structure of the secondary data -please review the Career Field, Cluster, & Pathway codes listed on Table C.

^{**}Career Clusters are federal determined categories

^{***}Each WBL and Youth Apprenticeship within each program area is also counted here as a Pathway within Table C

Program Enrollment: Health Science Career Field

Percentage of 9-12th grade Health Science career field students, prior to graduation, relative to all 9-12th grade students.



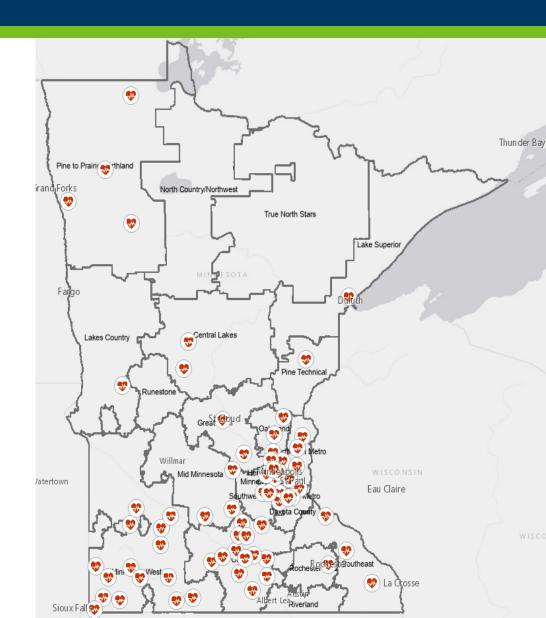
2/16/2024

Health Science: CTE Map

Where in MN are the Health Science programs located?

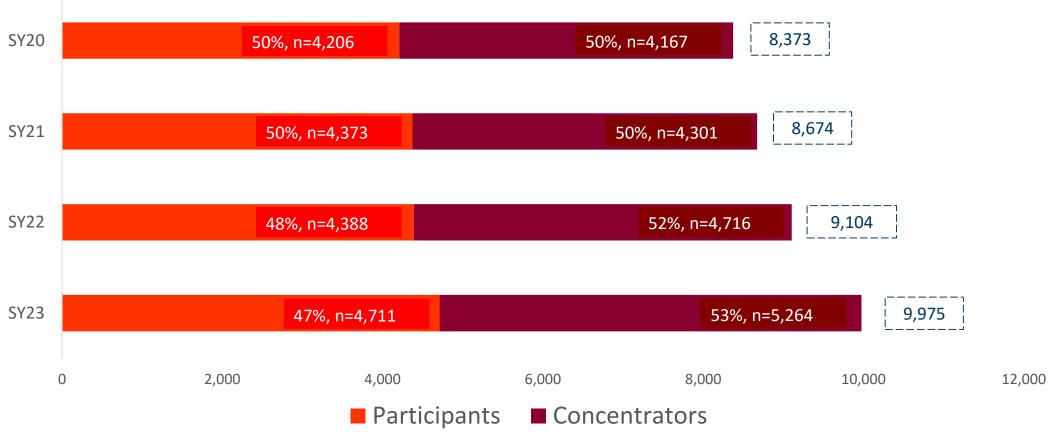
- --Where are recruitment efforts going well?
- --Where can we improve?

CTE Map, State-Approved Programs https://education.mn.gov/Maps/CTE/

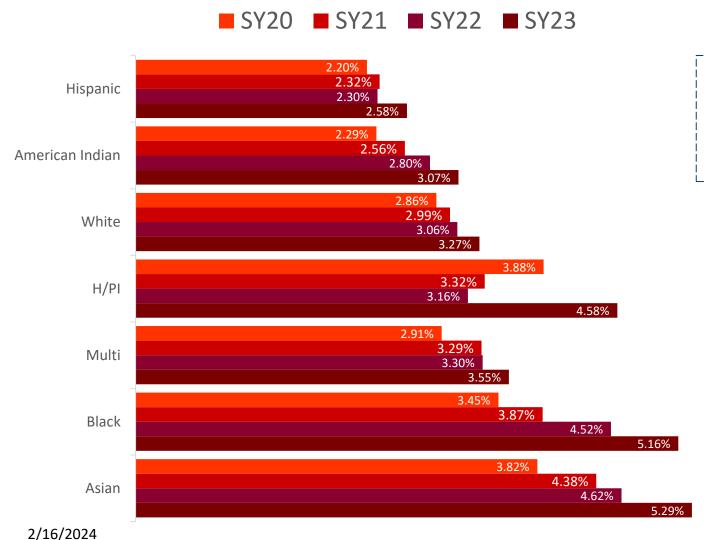


Health Science Program Enrollment: Participants & Concentrators

Percentage of 9-12th grade Health Science students, prior to graduation, who are Participants or Concentrators

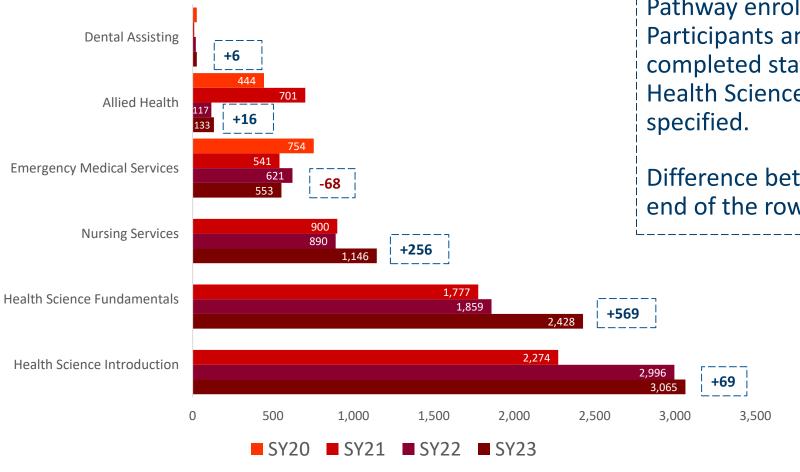


Health Science: Career Field Program Enrollment Participants & Concentrators (combined), by Race/Ethnicity



Percentage of 9-12th grade Health Science career field students, prior to graduation, relative to *all* 9-12th grade students within each student group.

Health Science: Count of Participants & Concentrators combined, by Pathway



Pathway enrollment –Combined number of Participants and Concentrators who successfully completed state-approved CTE courses within the Health Science career cluster within the year specified.

Difference between SY23-SY22 displayed at the end of the row.

*SY2020 not available for Nursing Services, Health Science Fundamentals & Health Science Introduction

Health Science Pathway Enrollment: Participants & Concentrators, by Gender

		Ma	le					Fer	nale			
	SY20	SY21*	SY22	SY23	Differen	ice	SY20	SY21*	SY22	SY23	Differ	ence
Health Science Fundamentals	N/A	450	483	715	1	232	N/A	1,327	1,376	1,713	1	337
Nursing Services	N/A	127	121	185	1	64	N/A	773	769	961	1	192
Health Science Introduction	N/A	573	843	744	1	-99	N/A	1,701	2,153	2,321	1	168
Allied Health	146	180	40	60	1	20	298	521	77	73	1	-4
Dental Assisting	8	1	3	2	1	-1	18	9	17	24	1	7
Emergency Medical Services	218	199	229	194		-35	536	342	392	359	1	-33

^{*}COV19, many students were engaged in distance learning this during the FY21 school year.

Health Science: Program-Course information

72 Districts/Programs (070300 & 070101)

304 courses offered (SY2023)

	#Districts offering Courses (SY23)	# of students enrolled SY21	# of students enrolled SY22		%Change (in #of students)
(95) Career Seminar 1	2	41	34	18	-47%
(96) Career Seminar 2	1	1	4	14	
(97) Work Experience	1	40	33	18	-45%



Consortium Leaders Presentations

Consortium Leader Presentations

- Jami & Brian (Rochester-AED and Southeast)
 - Innovative strategy for organizing program and student enrollment information
- Leah (Lake Superior)
 - CLNA process, communication/collaboration processes, and creating transparency
- Kelley (Mid-Minnesota)
 - Staying in communication with collaborative partners, increasing transparency and creating efficiencies
 - https://www.midmnperkins.com/home





Thank you for your time today and for all you do to provide support to local programs, teachers, & students.





