



## 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.

- 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

**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?

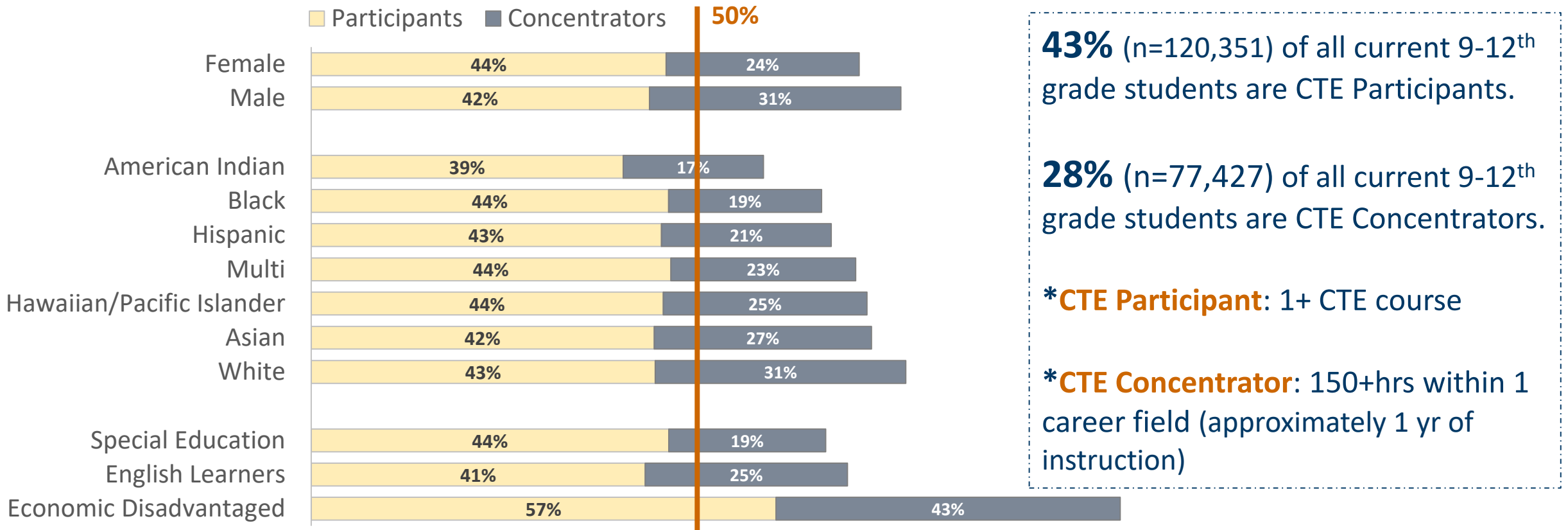
- Secure Reports, <https://public.education.mn.gov/MDEAnalytics/DataSecure.jsp>
  - Accountability: Enrollment, Accountability: Performance Indicators, Enrollment: Participants & Concentrators
  - Pipeline: Career Field & Pathway, Waterline, State-Approved Program and Course List (PA Database)
- Program 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

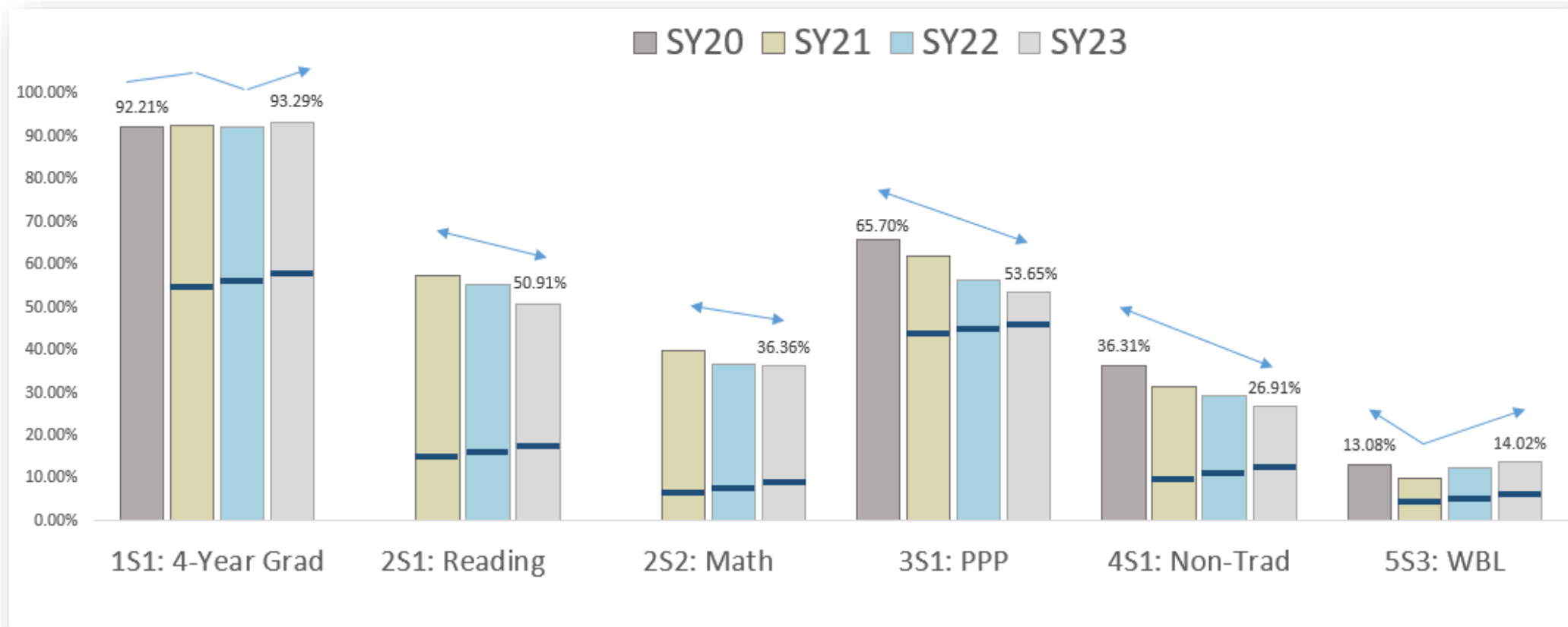
# Element 2: Equitable access for all students

## SY23, Percent of CTE Participants & CTE Concentrators from among all 9-12<sup>th</sup> 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.

# Element 1: Student Performance –Gap Analysis

## Secondary: Performance Gaps

	Performance Gaps (Student Group-Actual)																							
	1S1: 4yr GradRate				2S1: Reading				2S2: Math				3S1:PPP				4S1: NonTrad				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
<b>Grand Total</b>	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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<b>Grand Total</b>	<b>92.21%</b>	<b>92.66%</b>	<b>92.09%</b>	<b>93.29%</b>		<b>57.48%</b>	<b>55.25%</b>	<b>50.91%</b>		<b>39.73%</b>	<b>36.55%</b>	<b>36.36%</b>	<b>65.70%</b>	<b>61.93%</b>	<b>56.44%</b>	<b>53.65%</b>	<b>36.31%</b>	<b>31.56%</b>	<b>29.37%</b>	<b>26.91%</b>	<b>13.08%</b>	<b>9.98%</b>	<b>12.34%</b>	<b>14.02%</b>
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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%

# Element 1: Student Performance –Gap Analysis

## Secondary: Performance Gaps Gaps, by Student Group

	Performance Gaps (Student Group-Actual)																							
	1S1: 4yr GradRate				2S1: Reading				2S2: Math				3S1:PPP				4S1: NonTrad				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
<b>Grand Total</b>	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%

# Element 1: Student Performance –Gap Analysis

## Secondary: Performance Gaps Closing/Shrinking Gaps

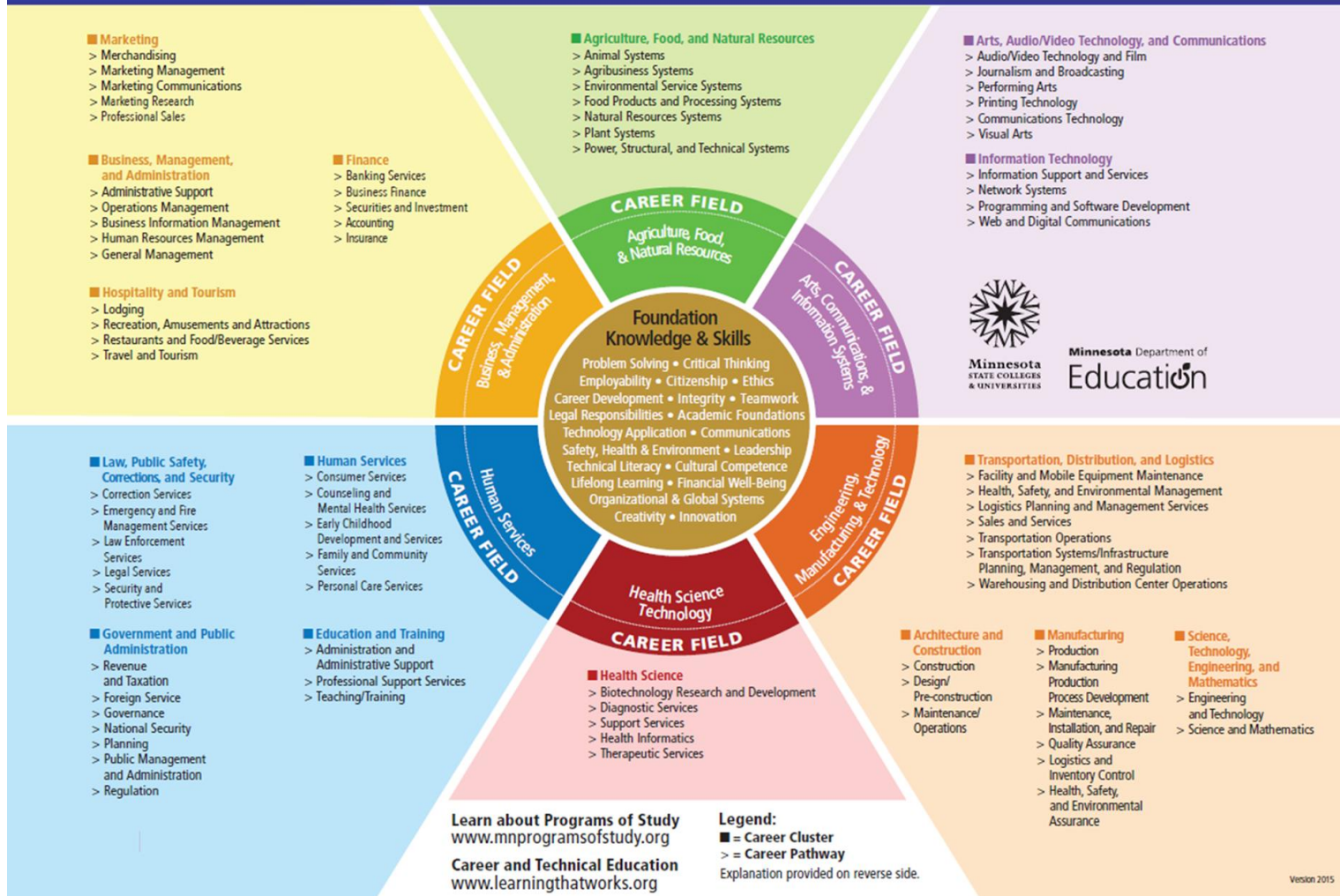
	Performance Gaps (Student Group-Actual)																							
	1S1: 4yr GradRate				2S1: Reading				2S2: Math				3S1:PPP				4S1: NonTrad				5S3:WBL			
	2020	2021	2022	2023	2020	2021	2022	2023	2020	2021	2022	2023	2020	2021	2022	2023	2020	2021	2022	2023	2020	2021	2022	2023
<b>Grand Total</b>	92.21%	92.66%	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



In Minnesota we organize our career pathways and instruction around the **Career Wheel**.

\*Created **collaboratively** between secondary, postsecondary & business and industry.

	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

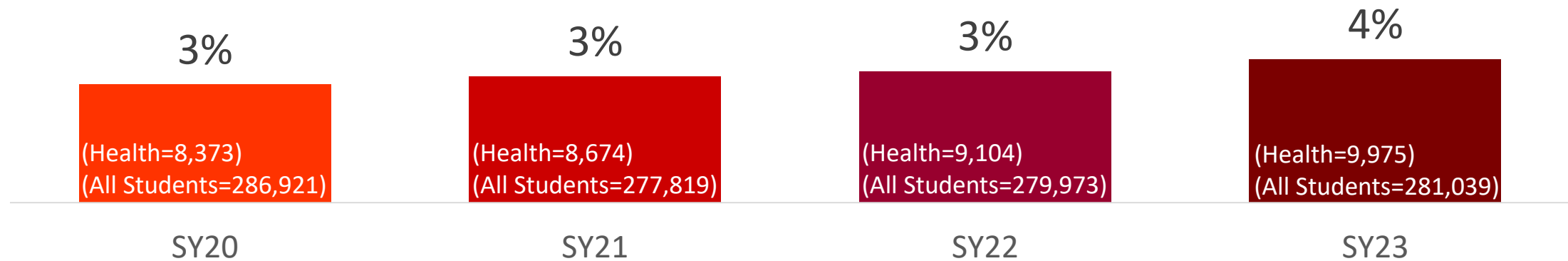
\*\*Career Clusters are federal determined categories

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

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

# Program Enrollment: Health Science Career Field

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





# Health Science: CTE Map

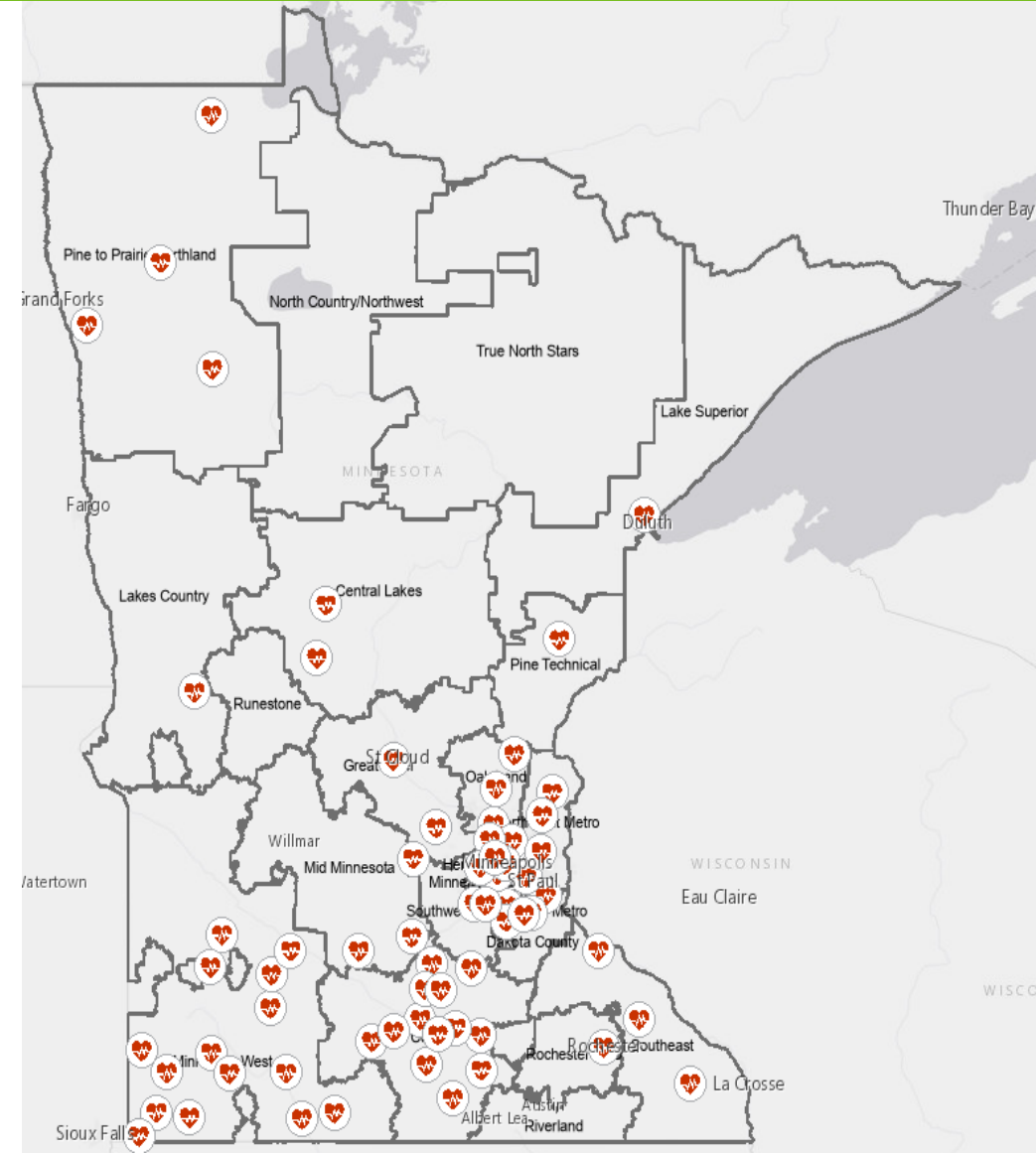
Where in MN are the Health Science programs located?

--Where are recruitment efforts going well?

--Where can we improve?

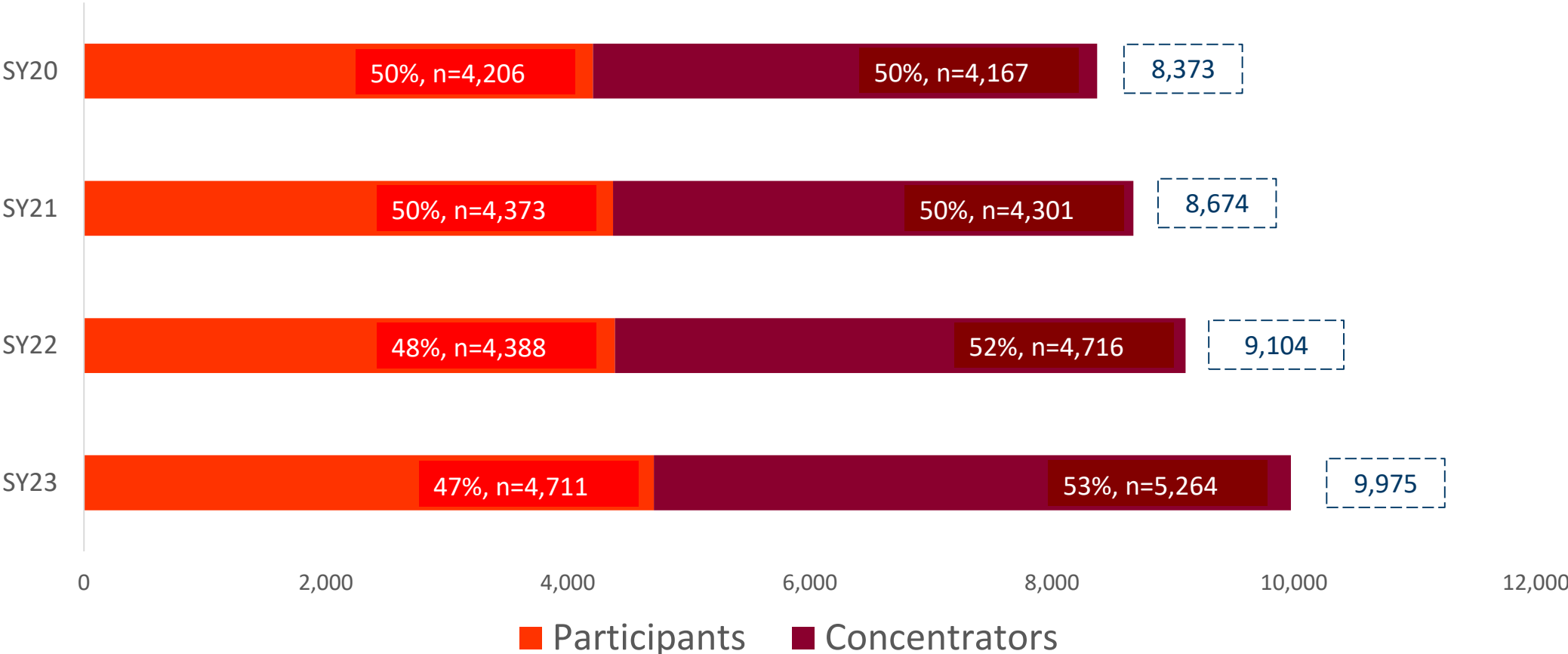
CTE Map, State-Approved Programs

<https://education.mn.gov/Maps/CTE/>



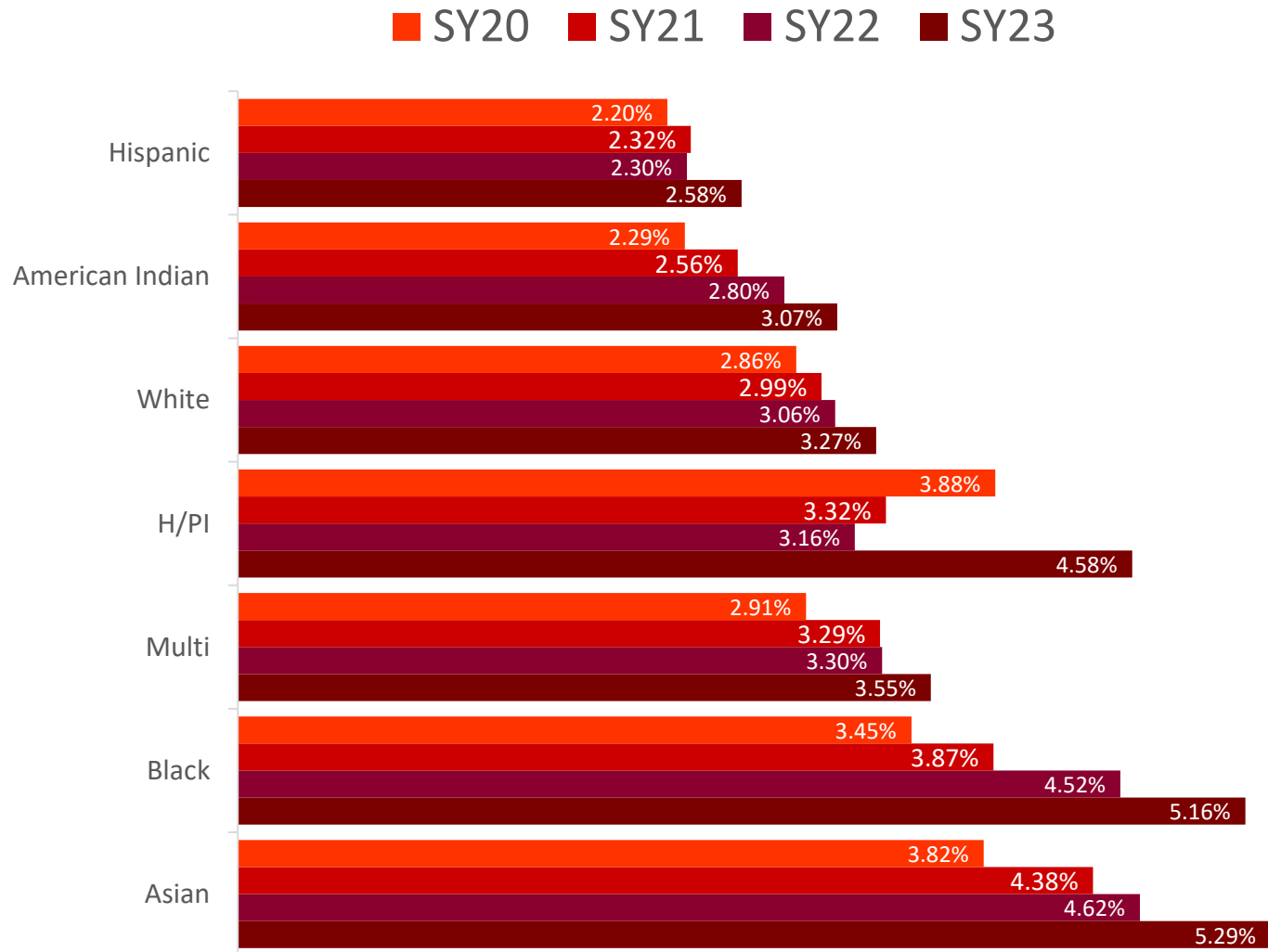
# Health Science Program Enrollment: Participants & Concentrators

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



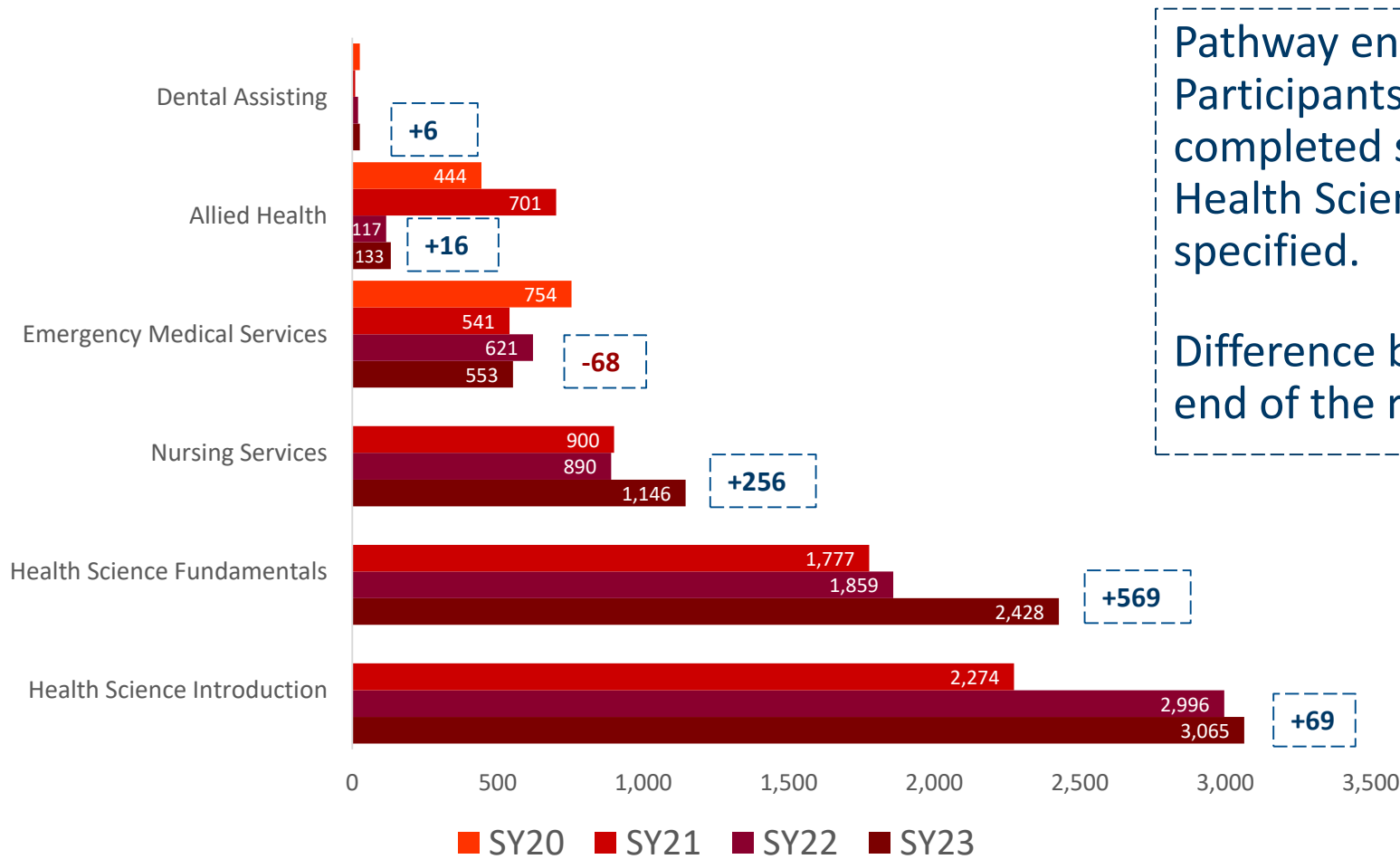


# Health Science: Career Field Program Enrollment Participants & Concentrators (combined), by Race/Ethnicity



Percentage of 9-12<sup>th</sup> grade Health Science career field students, prior to graduation, relative to *all* 9-12<sup>th</sup> 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

	Male					Difference	Female					
	SY20	SY21*	SY22	SY23			SY20	SY21*	SY22	SY23	Difference	
Health Science Fundamentals	N/A	450	483	715		232	N/A	1,327	1,376	1,713		337
Nursing Services	N/A	127	121	185		64	N/A	773	769	961		192
Health Science Introduction	N/A	573	843	744		-99	N/A	1,701	2,153	2,321		168
Allied Health	146	180	40	60		20	298	521	77	73		-4
Dental Assisting	8	1	3	2		-1	18	9	17	24		7
Emergency Medical Services	218	199	229	194		-35	536	342	392	359		-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	# of students enrolled SY23	%Change (in #of students)
Health Science Work-based learning (Career Cluster areas)					
(95) Career Seminar 1	2	41	34	18	-47%
(96) Career Seminar 2	1	1	4	14	
<b>(97) Work Experience</b>	<b>1</b>	<b>40</b>	<b>33</b>	18	<b>-45%</b>



## 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>

*you  
are  
Amazing*

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



HAPPY  
*Valentine's*  
DAY

