Example Response to the *CLNA Results & Priorities* Question

Briefly describe the process used to complete the CLNA (type your summary in the space below):

Our consortium compiled information from multiple sources using various strategies depending on the source:

- Data from local, regional, state, and national databases
- Surveys
- Focus Groups
- Interviews
- Research
- Other….

Key partners analyzed the information and conclusions were collaboratively derived.

Element #1: Student Performance

A detailed review of performance indicator data and enrollment in current and potential programs of study was completed using postsecondary data available from PowerBI and the ASA All Access databases and secondary data from MDE's Secure Reports. Discussions included secondary and postsecondary administrators, counselors, instructors, students, and special population groups. We focused on disaggregated data and on determining which student groups were most impacted including exploring root causes.

Element #2: Size, Scope, Quality, and Alignment with Labor Market

We reviewed in-depth information on the labor market from Real Time Talent, DEED, the local chamber of commerce, and local employers. The greatest employment opportunities were identified for our region and compared to existing POS. POS class size, courses, and student disaggregated data and interest were considered. Course alignment, sequencing, rigor, and dual enrollment opportunities were examined in relation to scope. Quality indicators included looking at course materials, work-based learning opportunities, certificates, and degrees available.

Element #3: Programs of Study (POS) Implementation Progress

Using much of the information collected in Elements 1 & 2, existing and potential POS were examined to determine if they met the needs of students and employers. Multiple exit and entry points were identified, along with dual enrollment options, and obtainable certificates and degrees. Priorities are based on the existing status and the future career needs. POS areas were discussed and updated and will be shared as part of the consortium plan and POS spreadsheet.

Element #4: Recruitment, Retention, and Training of CTE Educators

Educator shortage areas and projections of current and future staffing needs were identified at both the secondary and postsecondary levels. Alternative licensing options at the secondary level were explored and utilized, including a review of licensure data by program (OFPs, Tier I, Tier II, etc.). Postsecondary

credential criteria were reviewed. Aiding in this analysis was the input gathered from secondary and postsecondary administrators, educators, and employers. Area trends were also consulted.

Element #5: Progress toward Improving Equity and Access
Data collected from Element #1 provided good initial information on performance and enrollment for students of special populations into CTE programs. Also examined were potential processes and structural procedures that may or may not encourage students of special populations to participate in CTE courses. This included a review of marketing materials, advising practices, accommodation processes, and recruitment processes. Administrators, educators, counselors, students, parents, and special population groups were consulted.