



WELCOME

OGA DASHBOARD AND GOAL
SETTING TOOL REVIEW



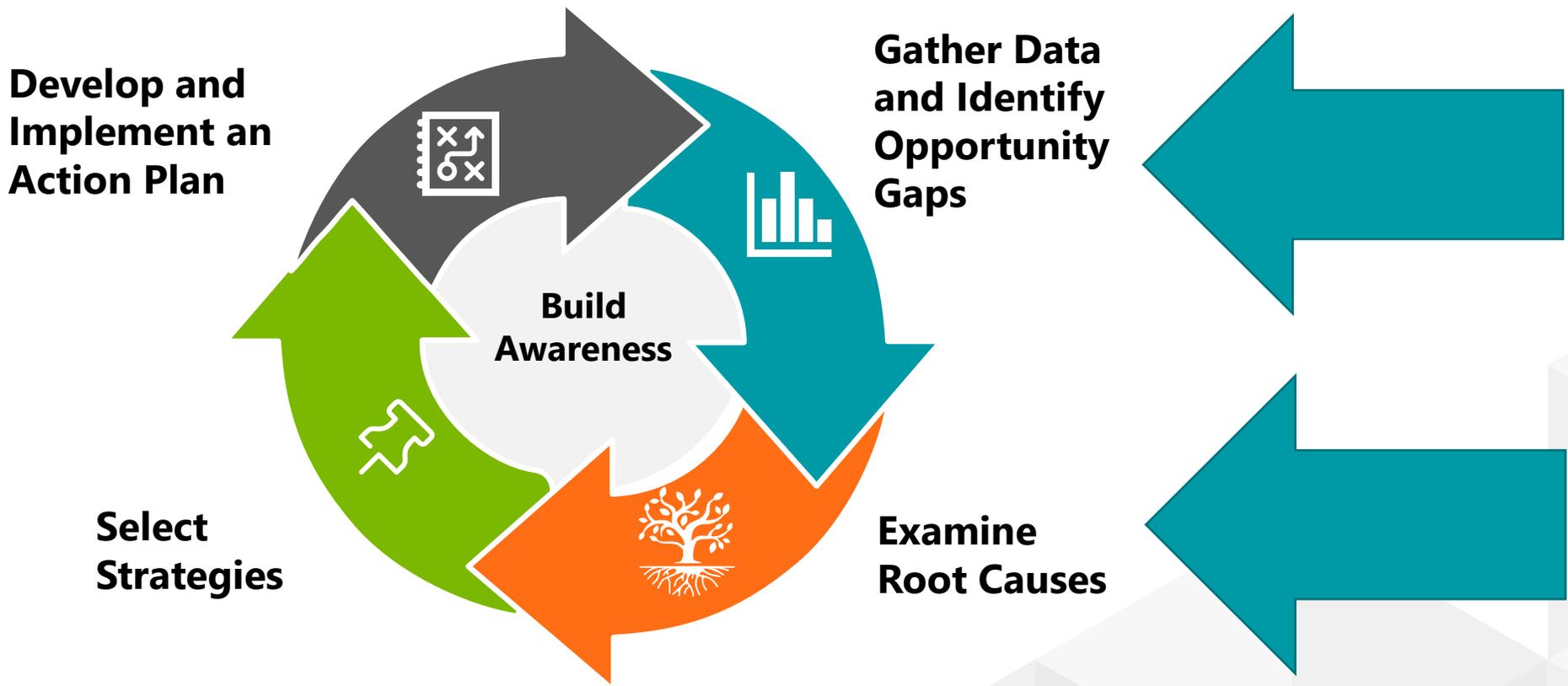
Opportunity Gap and Perkins V

What is a Gap? An observable disparity in access and/or outcomes for a specific subgroup or special population that results from systemic inequities, implicit biases, stereotypes and outright discrimination based on group identities.

Perkins V includes language that access must be equal for **all** students regardless of gender, race, or special needs, and improvement plans put in place where gaps are identified.



Reflective Approach to Building Access in CTE





Identify Opportunity Gaps

WHO

Who is most affected?

WHAT

What is the direction and degree of the opportunity gap?

WHERE

Where does the gap occur?

WHEN

When does the gap occur?

Analyzing Data using the OGA Dashboards



Instructions and Information

Using Data to Identify and Address CTE Opportunity Gaps

Opportunity Gap Analysis Dashboard

Skip to a Section

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Got
Questions?

OGA Dashboards: Comparison Population

- The fourth tab is your district's **COMPARISON POP** data which is the base for determining whether Career Clusters and/or programs are doing better, equal to, or lesser compared to overall district demographics.
- This tab may be modified to reflect an individual school or for post-secondary, your entire institution population or other regional representation, and not just your CTE population.

COMPARISON POPULATION DEMOGRAPHIC PROFILE		
In this tab, enter the demographic data for your comparison population. The comparison population is the total population of individuals from which CTE students are recruited.		
- Secondary: In Column D enter the disaggregated student counts for all comparable secondary students. This should reflect the grade levels of students enrolled in CTE. We have provided data for all 9th-12th grade students for your district, but you may determine whether there is a more appropriate comparison population for your situation.		
- Postsecondary: In Column D, enter the disaggregated counts for your comparison population. Consider using Census Bureau data to capture demographic information for the overall community that is served by the college, as the student counts may not fully reflect the demographic makeup of the community. We have provided data for the data housed in the CTE database for your institution (i.e. students enrolled in a CTE program or students who have completed CTE coursework); however, this may not reflect statistics for your institution's entire student population, so you may opt to use another data resource for your comparison population.		
Student Group	Count	%
GENDER		
Female	2459	49%
Male	2593	51%
RACE/ETHNICITY		
American Indian/ Alaska Native	14	0%
Asian	127	3%
Latinx	906	18%
Black or African American	93	2%
White	3668	72%
Hawaiian/ Pacific Islander	7	0%
Multiracial	237	5%
Unknown (PS)		0%
SPECIAL POPULATIONS		
Students with Disabilities	1066	21%
Economically Disadvantaged	1070	21%
English Learners	203	4%
Individuals Experiencing Homelessness (S)	35	1%
Youth with Active Duty Parents (S)	3	0%
Total Enrollment:	5052	

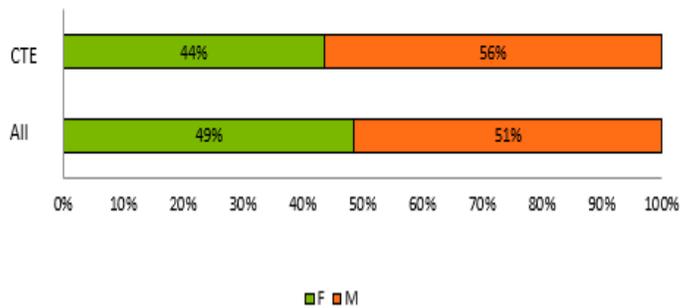
OGA Dashboards: Summary

To analyze your data, start with the second tab, which is the visual **DASHBOARD**, where you can see at a high level your Overall Enrollment in CTE versus your Overall Comparison Population in the top graph and Enrollment by Career Cluster in the second graph. Ask yourself the below questions and make notes.

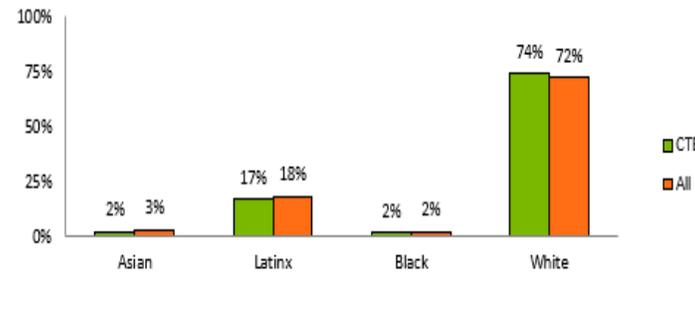
ENROLLMENT IN CTE

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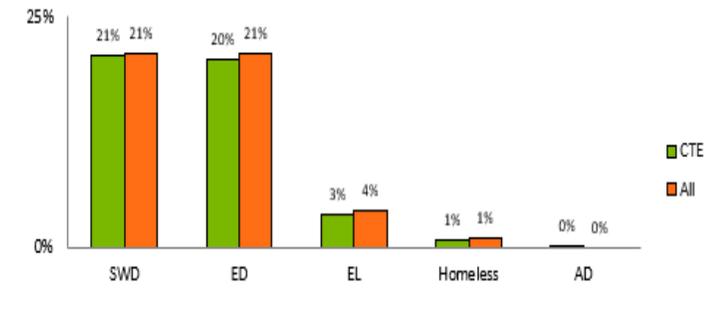
CTE Enrollment Compared to Community Demographics by Gender



CTE Enrollment Compared to Community Demographics by Race/Ethnicity



CTE Enrollment Compared to Community Demographics by Special Population



Questions

- Overall, how does CTE student enrollment reflect the demographic makeup of your comparison group?
- Which specific subgroups and special populations are under-represented in CTE overall?
- Which specific subgroups and special populations are over-represented in CTE overall?

OGA Dashboards: Career Cluster

Selecting a Career Cluster in the dropdown box will allow you to quickly see how you're doing in that cluster across gender, race/ethnicity, and special populations compared to your district demographics. For example, here you can see that in Architecture & Construction, males represent 40% compared to the district's overall male representation of 51%. In racial clusters, Latinx is the most underrepresented, as are economically disadvantaged students within special pops.

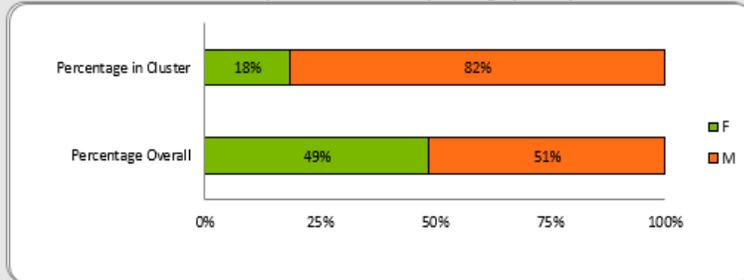
Enrollment by Career Cluster

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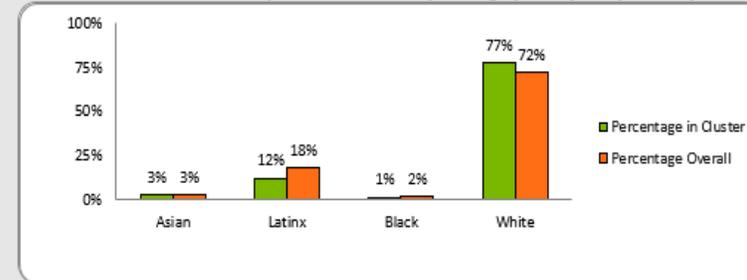
Select a Career Cluster:

Information Technology

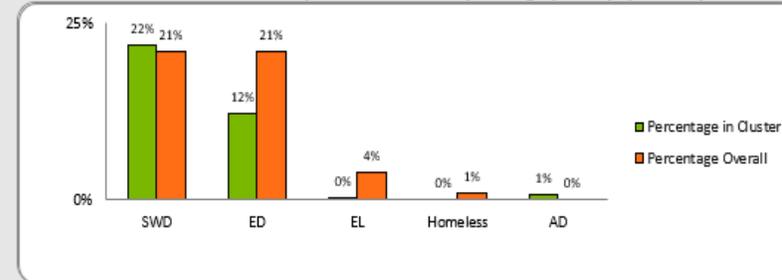
Career Cluster Enrollment Compared to Community Demographics by Gender



Career Cluster Enrollment Compared to Community Demographics by Race/Ethnicity



Career Cluster Enrollment Compared to Community Demographics by Special Population



Questions

- Which Career Clusters have enrollment by learner subgroup and special population that is consistent with the comparison group's demographics?
- Which Career Clusters have one or more subgroups or special populations that are under-represented?
- Are any specific subgroups or special populations consistently under-represented in multiple Career Clusters?

Considerations

- Look at the heatmap tabs to get a closer look at the specific enrollment patterns in each program.
- Be cautious of Career Clusters with low overall enrollment. It is harder to draw meaning from the data with smaller n-sizes.
- Start your analysis with priority Career Clusters such as STEM that are more likely to include programs that are aligned with high-wage, in-demand occupations.

OGA Dashboards: CTE Enrollment

The third tab, the CTE Enrollment tab, shows key Participant, Concentrator, Completer, and WBL counts as well as the ratios those counts represent. This tab is best for seeing how well your programs are moving students from enrolled to participation (one year) to concentration (two years).

CIP_Code	NonTrad CIP	Program Name	CareerClusterTitle	Total	Participant	Concentrator	Completer	% Participant	% Concentrator	% Completer	WBL (S)	% WBL (S)
19999		Agriculture, Food & Natural Resources	Agriculture, Food & Natural Resources	46	46	11	0	100.00%	23.90%	0.00%	0	0.00%
150506	YES	Water Quality and Management	Agriculture, Food & Natural Resources	57	57	13	0	100.00%	22.80%	0.00%	1	1.80%
998005		ACE CTE	Alternative Cooperative Education (AC	346	39	2	0	11.30%	0.60%	0.00%	29	8.40%
460000	YES	Construction Trades	Architecture & Construction	559	158	101	0	28.30%	18.10%	0.00%	1	0.20%
529999		Business, Management, Marketing	Business Administration	1510	566	221	1	37.50%	14.60%	0.10%	132	8.70%
130101		Education	Education & Training	30	30	25	0	100.00%	83.30%	0.00%	27	90.00%
140101	YES	Engineering	Engineering & Technology	752	216	76	0	28.70%	10.10%	0.00%	1	0.10%
510913		Athletic Training/Sports Medicine	Health Science	170	169	85	0	99.40%	50.00%	0.00%	0	0.00%
511599		Behavioral Health	Health Science	15	14	8	0	93.30%	53.30%	0.00%	0	0.00%
513902	YES	Nurse Aide - NA	Health Science	183	181	95	0	98.90%	51.90%	0.00%	58	31.70%
190599	YES	Hospitality and Food Production	Hospitality & Tourism	159	82	1	0	51.60%	0.60%	0.00%	0	0.00%
110101		Computer & Digital Technologies	Information Technology	293	121	60	0	41.30%	20.50%	0.00%	1	0.30%
90702		Multimedia	Media Arts	165	21	1	0	12.70%	0.60%	0.00%	0	0.00%
500502		Theatre Technology	Media Arts	257	54	22	0	21.00%	8.60%	0.00%	0	0.00%
				4542	1754	721	1	38.60%	15.90%	0.00%	250	5.50%
Unduplicated				3084	1360	635	1	44.10%	20.60%	0.00%	242	7.80%

OGA Dashboards: Enrollment

The **OGA ENROLLMENT** tab contains the data that drives the **DASHBOARD** summary and cluster analysis and **HEATMAP** results on the next tab. Counts and percentages by Program, Cluster, Gender, Race/Ethnicity, and Special Populations are presented here. Unduplicated counts are also provided at the bottom.

Program Code	Program Name	Career Cluster	Total	GENDER		RACE/ETHNICITY							SPECIAL POPULATIONS						
				F	M	AmInd	Asian	Latinx	Black	White	H/PI	Multi	Unknow	SWD	ED	Non-trac EL	Homeless (S)	AD (S)	
19999	Agriculture, Food & Natural Resources	Agriculture, Food & Natural Resources	46	31	15	0	2	11	0	33	0	0	0	8	10	0	3	0	0
150506	Water Quality and Management	Agriculture, Food & Natural Resources	57	34	23	0	2	9	0	45	0	1	0	9	10	34	3	1	0
998005	ACE CTE	Alternative Cooperative Education (ACE)/	346	163	183	3	5	69	8	246	0	15	0	100	93	0	10	6	1
460000	Construction Trades	Architecture & Construction	559	136	423	3	7	101	6	417	0	25	0	141	123	136	23	2	0
529999	Business, Management, Marketing	Business Administration	1510	673	837	5	35	224	26	1141	1	78	0	261	289	0	38	9	1
130101	Education	Education & Training	30	27	3	0	3	4	0	23	0	0	0	5	4	0	1	0	0
140101	Engineering	Engineering & Technology	752	207	545	2	13	110	16	575	1	35	0	145	135	207	24	6	1
510913	Athletic Training/Sports Medicine	Health Science	170	136	34	0	5	40	3	114	0	8	0	38	40	0	6	2	0
511599	Behavioral Health	Health Science	15	12	3	0	1	1	0	10	0	3	0	3	5	0	0	0	0
513902	Nurse Aide - NA	Health Science	183	151	32	0	6	44	3	121	0	9	0	40	42	32	7	2	0
190599	Hospitality and Food Production	Hospitality & Tourism	159	105	54	0	2	60	9	83	0	5	0	48	58	54	21	1	0
110101	Computer & Digital Technologies	Information Technology	293	54	239	0	8	36	4	227	2	16	0	64	36	0	1	0	2
90702	Multimedia	Media Arts	165	75	90	0	7	39	4	106	0	9	0	54	61	0	11	2	0
500502	Theatre Technology	Media Arts	257	162	95	1	4	41	3	196	0	12	0	69	51	0	2	3	0

OGA Dashboards: Heatmap

The next tab is the **HEATMAP**, which is intended to show you areas of **OVER** and **UNDER** performance across demographics within Career Clusters. This can be helpful in identifying areas you may wish to conduct root cause analysis on and enter data into the goal planning tool to assist in establishing goals for the new year.

Program Code	Program Name	Career Cluster	Enrollment	GENDER		RACE/ETHNICITY						SPECIAL POPULATIONS				
				F	M	AmInd	Asian	Latinx	Black	White	Multi	SWD	ED	EL	Homeless	AD
19999	Agriculture, Food & Natural Resources	Agriculture, Food & Natural Resources	46	19%	-19%	0%	1%	6%	-2%	0%	-5%	-4%	1%	3%	-1%	0%
150506	Water Quality and Management	Agriculture, Food & Natural Resources	57	11%	-11%	0%	1%	-2%	-2%	7%	-3%	-5%	-4%	1%	1%	0%
998005	ACE CTE	Alternative Cooperative Education (ACE)/ Postsecor	346	-2%	2%	1%	-2%	2%	0%	-1%	-1%	8%	6%	-1%	1%	0%
460000	Construction Trades	Architecture & Construction	559	-24%	24%	1%	-2%	0%	-1%	3%	-1%	4%	1%	0%	-1%	0%
529999	Business, Management, Marketing	Business Administration	1510	-4%	4%	0%	-1%	-3%	0%	4%	0%	-4%	-2%	-2%	0%	0%
130101	Education	Education & Training	30	41%	-41%	0%	7%	-5%	-2%	5%	-5%	-4%	-8%	-1%	-1%	0%
140101	Engineering	Engineering & Technology	752	-21%	21%	0%	-1%	-3%	0%	5%	0%	-2%	-3%	-1%	0%	0%
510913	Athletic Training/Sports Medicine	Health Science	170	31%	-31%	0%	0%	6%	0%	-5%	0%	1%	3%	-1%	0%	0%
511599	Behavioral Health	Health Science	15	31%	-31%	0%	4%	-11%	-2%	-5%	15%	-1%	12%	-4%	-1%	0%
513902	Nurse Aide - NA	Health Science	183	34%	-34%	0%	0%	6%	0%	-72%	0%	1%	2%	0%	0%	0%
190599	Hospitality and Food Production	Hospitality & Tourism	159	17%	-17%	0%	-2%	20%	4%	-20%	-2%	9%	16%	9%	0%	0%
110101	Computer & Digital Technologies	ACE	293	-30%	30%	0%	0%	-6%	-1%	6%	1%	1%	-9%	-4%	-1%	1%



Limitations of Data Analysis



Only looking at one year of enrollment in dashboard and heatmap.



Analysis is only as good as the data reported. Bad/incorrect data = bad/incorrect analysis.



N-size differs by program. Small N counts are not statistically significant. Don't make assumptions when N counts are below 20.



Comparison populations for districts may be different than individual schools. May need to modify if you have big demographic differences or analyze using the goal setting tool.



Gather all perspectives before making assumptions about root causes for variances.

Goal Setting Tool



Instructions for GS Tool

Users can edit columns A-H on the Data tabs and should not edit any other columns as they are formulas.

Definitions		
Area	You CAN edit these fields	This column can be anything you want to compare. For example, it can be a region, a program, a district, etc.
Indicator		This column is the indicator(s) you want to observe (e.g. CTE Concentration)
Indicator Definition		This is the definition for the indicator.
Group		This is a label for demographic groups for your subgroups. For example, "All" would be the all of your learners, "Gender" could include male, female, etc., "Gender and Race" would include values like "Black Male."
Subgroup		This is a label for demographic subgroups for which you want to see outcomes. Examples could include male, black female, English Language Learner, etc.
Subgroup Total for Indicator		This is the count within the subgroup for the specific indicator in this row.
Subgroup Total Population		This is the count of the subgroup's population as a whole.
Goal %		This is the goal percent you want to achieve within each indicator.
Goal Count	You SHOULD NOT edit these fields	This is a formula to show the count of learners for your goal based on your goal percentage and the subgroup total for your indicator.
Current %		This is a formula to show the current % of learners a subgroup within their respective indicator.
Learners Needed		This is a formula to show the count of learners still needed to hit your goal within an indicator. Those that have met their goal will read "Goal Met"
% of Total Subgroup Population Needed		This is a formula to show what percent of the subgroups learner population (Subgroup Total Population) would be needed to achieve the goal.

In theory, the dashboards can now handle as many areas/programs, indicators, groups, and subgroups as you like.

Password should you want to unprotect a tab is "unlock".

Blue tabs should not be edited

All Data Tab

The **All Data** tab will be prepopulated for you with your district's data for 2023-2024. This will include a row for every subgroup line by area, program, and indicator.

Area	Indicator	Indicator Definition	Group	Subgroup	Subgroup Total	Subgroup Total	Goal %	District or School or Program
CCCS - ALL SCHOOLS - Computer & Digit	Academic Proficiency in Science	Academic Proficiency in Science	All	All	4	9		ALL SCHOOLS
CCCS - ALL SCHOOLS - Computer & Digit	Placement	Number of CTE concentr	All	All	2	5		ALL SCHOOLS
CCCS - ALL SCHOOLS - Computer & Digit	CTE Concentration	Number of CTE concentr	All	All	60	293		ALL SCHOOLS
CCCS - ALL SCHOOLS - Computer & Digit	Academic Proficiency in Math	Academic Proficiency in Math	All	All	22	28		ALL SCHOOLS
CCCS - ALL SCHOOLS - Computer & Digit	CTE Participation	Number of CTE participa	All	All	121	293		ALL SCHOOLS
CCCS - ALL SCHOOLS - Computer & Digit	Industry Credential Completion	Number of learners that	All	All	0	293		ALL SCHOOLS
CCCS - ALL SCHOOLS - Computer & Digit	WBL Completion	Number of learners that	All	All	1	293		ALL SCHOOLS
CCCS - ALL SCHOOLS - Computer & Digit	Academic Proficiency in Reading/Language Arts	Academic Proficiency in Reading/Language Arts	All	All	25	28		ALL SCHOOLS
CCCS - ALL SCHOOLS - Computer & Digit	Placement	Number of CTE concentr	Gender	Female	1	1		ALL SCHOOLS
CCCS - ALL SCHOOLS - Computer & Digit	CTE Participation	Number of CTE participa	Gender	Female	19	54		ALL SCHOOLS
CCCS - ALL SCHOOLS - Computer & Digit	Academic Proficiency in Reading/Language Arts	Academic Proficiency in Reading/Language Arts	Gender	Female	3	3		ALL SCHOOLS
CCCS - ALL SCHOOLS - Computer & Digit	Academic Proficiency in Math	Academic Proficiency in Math	Gender	Female	3	3		ALL SCHOOLS
CCCS - ALL SCHOOLS - Computer & Digit	CTE Concentration	Number of CTE concentr	Gender	Female	10	54		ALL SCHOOLS
CCCS - ALL SCHOOLS - Computer & Digit	Industry Credential Completion	Number of learners that	Gender	Female	0	54		ALL SCHOOLS
CCCS - ALL SCHOOLS - Computer & Digit	WBL Completion	Number of learners that	Gender	Female	0	54		ALL SCHOOLS
CCCS - ALL SCHOOLS - Computer & Digit	Academic Proficiency in Science	Academic Proficiency in Science	Gender	Female	1	1		ALL SCHOOLS
CCCS - ALL SCHOOLS - Computer & Digit	Academic Proficiency in Science	Academic Proficiency in Science	Gender	Male	3	8		ALL SCHOOLS



Subgroup Count/Total Definitions

- **Gender** = The number of males or females versus the total students in that school/program (filtered down to enrolled, participant, or concentrator as needed)
- **Race/Ethnicity** = The number of students identifying as a particular race versus the total students in that school/program(filtered down to enrolled, participant, or concentrator as needed)
- **Special Populations** = The number of students in a special population group versus the total students in that school/program (filtered down to enrolled, participant, or concentrator as needed)
- **Academic Proficiency** = The number of students **who took the exam** and met proficient standards versus the total number of students **who took the exam** within the school/program/learner group
- **Placement** = The number of **prior year concentrators who graduated** (completers post secondary) who had a positive placement outcome versus the number of **prior year concentrators who graduated** (completers post secondary)*
- **WBL** = The number of enrolled students who completed a WBL experience in the given year versus the number of students in that school/program/learner group**
- **Industry Credential** = The number of students who earned an industry certified credential versus the total number of students enrolled in that school/program/learner group

*Note, Placement differs from Perkins V indicators 3S1 and 3P1 as it includes all concentrators/completers regardless of being a respondent. Secondary does still include high school graduates only.

**WBL also differs from the Perkins V indicator as it includes all enrolled students for the academic year, not just concentrators who graduated in the current year

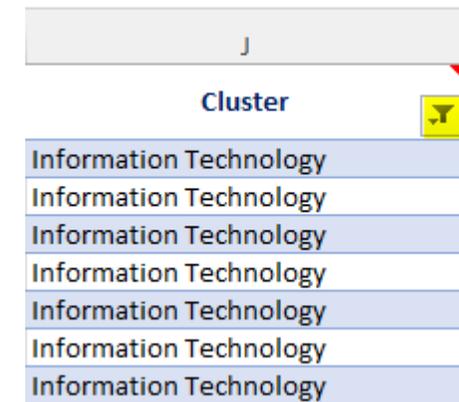
Using the Data

Drill down using the **All Data** Tab

- Filter for a specific program, school, and/or learner group you want to examine more closely (“Information Technology”)
- Copy and paste the relevant data into the **Copy Data Here** tab
- Set a goal (your demographic district average, Perkins performance target, or goal you want to “move the needle”)

 Tip: to highlight multiple cells in Excel, click on the first cell, hold down the Shift key and drag and drop, or click on the last cell you want to highlight. Then use Ctrl + C to copy, click on cell A1 in the Copy Data Here tab, and use Ctrl + V to paste.

Select **Data** from the toolbar and choose **Filter**



Goal Setting Recommendations

Next, you'll want to set goals for you're the indicators you wish to look at.

When targeting **gender, race/ethnicity, or special population** targets by **participation or concentration indicators**, it's recommended you start with your comparison population %s for your goals

Student Group	Count	%
GENDER		
Female	2459	49%
Male	2593	51%
RACE/ETHNICITY		
American Indian/ Alaska Native	14	0%
Asian	127	3%
Latinx	906	18%
Black or African American	93	2%
White	3668	72%
Hawaiian/ Pacific Islander	7	0%
Multiracial	237	5%
Unknown (PS)		0%
SPECIAL POPULATIONS		
Students with Disabilities	1066	21%
Economically Disadvantaged	1070	21%
English Learners	203	4%
Individuals Experiencing Homelessness (S)	35	1%
Youth with Active Duty Parents (S)	3	0%

Indicator Definition	Group	Subgroup	Subgroup Total for Indicator	Subgroup Total Population	Goal %
Number of CTE participants as calculated fr	Race	Latinx	13	36	18%
Number of CTE concentrators as calculated	Race	Latinx	8	36	18%
Number of CTE concentrators as calculated	Race	Multiracial	4	16	5%
Number of CTE participants as calculated fr	Race	Multiracial	6	16	5%
Number of CTE participants as calculated fr	Race	Native Amer	0	0	0%
Number of CTE concentrators as calculated	Race	Native Amer	0	0	0%
Number of CTE participants as calculated fr	Race	White	95	227	72%
Number of CTE concentrators as calculated	Race	White	44	227	72%
Number of CTE concentrators as calculated	Subpopulation	Economically	5	36	21%
Number of CTE participants as calculated fr	Subpopulation	Economically	8	36	21%
Number of CTE concentrators as calculated	Subpopulation	English Lang	0	1	4%
Number of CTE participants as calculated fr	Subpopulation	English Lang	1	1	4%

Goal Setting Recommendations

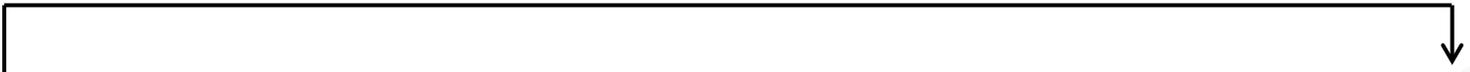
When targeting **ALL** targets by **participation or concentration indicators**, it's recommended you use the percentage of enrolled students you wish to become participants or concentrators. (Such as 80%, 40%) The All group helps you know how many learners you need to move toward increasing these groups.

Student Group	Count	%
GENDER		
Female	2459	49%
Male	2593	51%
RACE/ETHNICITY		
American Indian/ Alaska Native	14	0%
Asian	127	3%
Latinx	906	18%
Black or African American	93	2%
White	3668	72%
Hawaiian/ Pacific Islander	7	0%
Multiracial	237	5%
Unknown (PS)		0%
SPECIAL POPULATIONS		
Students with Disabilities	1066	21%
Economically Disadvantaged	1070	21%
English Learners	203	4%
Individuals Experiencing Homelessness (S)	35	1%
Youth with Active Duty Parents (S)	3	0%

Indicator Definition	Group	Subgroup	Subgroup Total for Indicator	Subgroup Total Population	Goal %
Number of CTE participants as calculated for	Race	Latinx	13	36	18%
Number of CTE concentrators as calculated for	Race	Latinx	8	36	18%
Number of CTE concentrators as calculated for	Race	Multiracial	4	16	5%
Number of CTE participants as calculated for	Race	Multiracial	6	16	5%
Number of CTE participants as calculated for	Race	Native Amer	0	0	0%
Number of CTE concentrators as calculated for	Race	Native Amer	0	0	0%
Number of CTE participants as calculated for	Race	White	95	227	72%
Number of CTE concentrators as calculated for	Race	White	44	227	72%
Number of CTE concentrators as calculated for	Subpopulation	Economically	5	36	21%
Number of CTE participants as calculated for	Subpopulation	Economically	8	36	21%
Number of CTE concentrators as calculated for	Subpopulation	English Lang	0	1	4%
Number of CTE participants as calculated for	Subpopulation	English Lang	1	1	4%

Goal Setting Recommendations

When targeting **academic proficiency, non-traditional gender, placement, or WBL**, it's recommended you start with the state Perkins performance targets for the current year



Indicator	Indicator Definition	Group	Subgroup	Subgroup Total for Indicator	Subgroup Total Population	Goal %
Academic Proficiency in Science	Academic Proficiency in Science as calculated	All	All	4	9	20%
Academic Proficiency in Math	Academic Proficiency in Math as calculated	All	All	22	28	37%
Academic Proficiency in Reading/Language Arts	Academic Proficiency in R/LA as calculated	All	All	25	28	61%
Academic Proficiency in Reading/Language Arts	Academic Proficiency in R/LA as calculated	Gender	Female	3	3	61%
Academic Proficiency in Math	Academic Proficiency in Math as calculated	Gender	Female	3	3	37%
Academic Proficiency in Science	Academic Proficiency in Science as calculated	Gender	Female	1	1	20%
Academic Proficiency in Science	Academic Proficiency in Science as calculated	Gender	Male	3	8	20%
Academic Proficiency in Reading/Language Arts	Academic Proficiency in R/LA as calculated	Gender	Male	22	25	61%
Academic Proficiency in Math	Academic Proficiency in Math as calculated	Gender	Male	19	25	37%
Academic Proficiency in Reading/Language Arts	Academic Proficiency in R/LA as calculated	Race	Asian	0	1	61%
Academic Proficiency in Science	Academic Proficiency in Science as calculated	Race	Asian	0	1	20%
Academic Proficiency in Math	Academic Proficiency in Math as calculated	Race	Asian	0	1	37%

2025 Perkins Performance Targets

Secondary	Post-Secondary
1S1 High School Graduation 97.75%	1P1 Post-Secondary Retention/Placement 99%
2S1 Academic Proficiency Reading 61%	2P1 Earned Recognized Credential 100%
2S2 Academic Proficiency Math 37%	3P1 Non-Traditional Concentration 14.5%
2S3 Academic Proficiency Science 20%	
3S1 Post-Program Placement 94.75%	
4S1 Non-Traditional Concentration 21.25%	
5S3 Participation in Work-Based Learning 28%	

Learners Needed At-a-Glance

- After you input your goal % target, you will immediately see your current % of learners compared to the goal, and how many more learners you need to meet that goal as well as the % of Total Subgroup Population needed.

Indicator Definition	Group	Subgroup	Subgroup Total for Indicator	Subgroup Total Population	Goal %	Goal Count	Current %	Learners Needed	% of Total Subgroup Population Needed
Number of CTE participants as calculated for Gender		Female	19	121	49%	59	16%	40	68%
Number of CTE participants as calculated for Gender		Male	102	121	51%	62	84%	0	0%
Number of CTE participants as calculated for Gender		Female	6	45	49%	22	13%	16	73%
Number of CTE participants as calculated for Gender		Male	39	45	51%	23	87%	0	0%
Number of CTE participants as calculated for Gender		Female	8	54	49%	26	15%	18	70%
Number of CTE participants as calculated for Gender		Male	46	54	51%	28	85%	0	0%
Number of CTE participants as calculated for Gender		Female	5	22	49%	11	23%	6	54%
Number of CTE participants as calculated for Gender		Male	17	22	51%	11	77%	0	0%

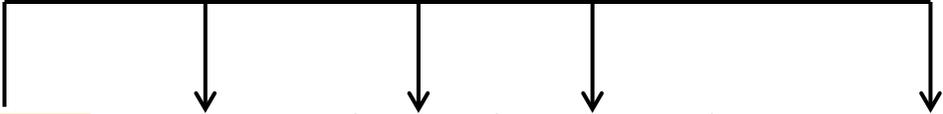
Learners Needed At-a-Glance

After the initial examination, you may decide it isn't realistic to meet the overall comparison population goal. In that case, you can see how you can start to "move the needle" to increase access. For example, we can change the Goal % to 20% female and 80% male and see how many learners are needed.

Indicator Definition	Group	Subgroup	Subgroup Total for Indicator	Subgroup Total Population	Goal %	Goal Count	Current %	Learners Needed	% of Total Subgroup Population Needed
Number of CTE participants as calculated for Gender	Female		19	121	20%	24	16%	5	21%
Number of CTE participants as calculated for Gender	Male		102	121	80%	97	84%	0	0%
Number of CTE participants as calculated for Gender	Female		6	45	20%	9	13%	3	33%
Number of CTE participants as calculated for Gender	Male		39	45	80%	36	87%	0	0%
Number of CTE participants as calculated for Gender	Female		8	54	20%	11	15%	3	26%
Number of CTE participants as calculated for Gender	Male		46	54	80%	43	85%	0	0%
Number of CTE participants as calculated for Gender	Female		5	22	20%	4	23%	0	0%
Number of CTE participants as calculated for Gender	Male		17	22	80%	18	77%	1	3%

Learners Needed At-a-Glance

As another example, say you want to see how many learners are needed to increase representation in Black and Latinx learners in IT. Having set the goal to the district comparison %'s, you can see the current representation % as well as the number of learners needed to meet the goal.



Indicator Definition	Group	Subgroup	Subgroup Total for Indicator	Subgroup Total Population	Goal %	Goal Count	Current %	Learners Needed	% of Total Subgroup Population Needed
Number of CTE participants as calculated for Race		Black	2	121	2%	2	2%	0	17%
Number of CTE participants as calculated for Race		Latinx	13	121	18%	22	11%	9	40%
Number of CTE participants as calculated for Race		Black	2	45	2%	1	4%	0	0%
Number of CTE participants as calculated for Race		Latinx	5	45	18%	8	11%	3	38%
Number of CTE participants as calculated for Race		Black	0	54	2%	1	0%	1	100%
Number of CTE participants as calculated for Race		Latinx	7	54	18%	10	13%	3	28%
Number of CTE participants as calculated for Race		Black	0	22	2%	0	0%	0	100%
Number of CTE participants as calculated for Race		Latinx	1	22	18%	4	5%	3	75%

Using the Heatmap

The Heatmap will display whatever data you have copied into the "Copy Data Here" Tab. To Refresh the data, click in the "Subgroup" header, right click, and select "Refresh"

Heatmap: % of Subgroup Population Needed

Instructions

Users can update the Heatmap by changing data on the Input tab. Once data are updated, click the refresh icon or right-click the chart and click "Refresh." Lastly, you can use the filters below to add or remove values from the chart. Right-Click a column (e.g Column E) and click 'hide' to show only columns with colors.

Filters

Area

- CCCS - ALL SCHOOLS - Computer & Digital Technol...
- CCCS - School A - Computer & Digital Technologies
- CCCS - School E - Computer & Digital Technologies

0 - Learners needed - Goal Met

50 - midpoint percentile of data

1 - opportunity and/or no current learners

What stands out first?

I bet cc pa

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B I [align] [color] [background color] [font color] [font size] [bullet] [numbered list] [link] [unlink] [table border]

Subgroup	% Needed	# Needed	Current #	Goal	% Needed	# I
Academic Proficiency in Science						
Academic Proficiency in Science as calcul						
All			4	2	Goal Met	
Gender						
Female			1	0	#DIV/0!	
Male			3	2	Goal Met	
Race						
Black			0	0	#DIV/0!	
Latinx			0	0	#DIV/0!	
Multiracial			0	0	#DIV/0!	
#DIV/0!		0	0	0	#DIV/0!	

Search the menus

- Copy
- Format Cells...
- Refresh
- Delete PivotTable
- PivotTable Options...
- Show Field List

Using the Heatmap

- Select the filters, indicators, and/or groups you want to include in the Heatmap by choosing options from the Area, Indicator, and Group Filters.
- To select multiple indicators, hold down the Ctrl key while selecting the options you want.
- Example: You want to view participation rates for both gender and race across IT programs at three schools. Select the three schools, CTE Participant as the indicator, and Groups of All, Gender, and Race.

Instructions

Users can update the Heatmap by changing data on the Input tab. Once data are updated, click the refresh icon or right-click the chart and click "Refresh." Lastly, you can use the filters below to add or remove values from the chart. Right-Click a column (e.g Column E) and click 'hide' to show only columns with colors.

Filters

Area

- CCCS - School A - Computer & Digital Technolog...
- CCCS - School E - Computer & Digital Technolog...
- CCCS - School H - Computer & Digital Technolog...

Indicator

- CTE Participation
- Industry Credential Completion
- Placement
- WBL Completion

Group

- All
- Gender
- Race

Analyzing Data on the Heatmap (%# Needed)

- Here you can see where goals have been met (according to the targets you selected in the “Copy Data Here” tab, as well as the number of learners needed to meet the goal and the % needed. But now you can also see the differences between the individual schools.
- What observations can be made here?
 - School A and B could conduct a RCA on why those schools aren’t attracting more females into IT. What is School H doing that might help School A and B?
 - All three schools could benefit from doing a RCA on how they might attract more Latinx into IT.

Subgroup	CCCS - School A - Computer & Digital Technologies				CCCS - School E - Computer & Digital Technologies				CCCS - School H - Computer & Digital Technologies			
	% Needed	# Needed	Current #	Goal	% Needed	# Needed	Current #	Goal	% Needed	# Needed	Current #	Goal
☐ CTE Participation												
☐ Number of CTE participants as calculated for Perkins V												
☐ All												
All	36%	25	45	70	Goal Met	0	54	43	82%	99	22	121
☐ Gender												
Female	33%	3	6	9	26%	3	8	11	Goal Met	0	5	4
Male	Goal Met	0	39	36	Goal Met	0	46	43	3%	1	17	18
☐ Race												
Black	Goal Met	0	2	1	100%	1	0	1	100%	0	0	0
Latinx	38%	3	5	8	28%	3	7	10	75%	3	1	4
Multiracial	11%	0	2	2	26%	1	2	3	Goal Met	0	2	1

Analyzing Data on the Heatmap (%# Top or Bottom)

- The next tab offers a different perspective on your data as it will display the results which can be sorted from least to greatest or vice versa. Here is an example of WBL across the three schools.
- What observations can be made here?
 - Only one student across all three high schools participated in work-based learning for the year. This tells of a program that isn't in need of access to help across gender or race specifically but needs to implement overall strategies to implement WBL into their IT programs.

Subgroup	CCCS - School A - Computer & Digital Technologies				CCCS - School E - Computer & Digital Technologies				CCCS - School H - Computer & Digital Technologies			
	% Needed	# Needed	Current #	Goal	% Needed	# Needed	Current #	Goal	% Needed	# Needed	Current #	Goal
WBL Completion												
Number of learners that have completed sustained work-based learning experiences such as internships, apprenticeships and/or clinicals												
All	100%	25	0	25	93%	14	1	15	100%	42	0	42
Black	100%	1	0	1	#DIV/0!	0	0	0	100%	1	0	1
Female	100%	4	0	4	100%	2	0	2	100%	9	0	9
Latinx	100%	3	0	3	100%	2	0	2	100%	5	0	5
Male	100%	21	0	21	92%	12	1	13	100%	33	0	33
Multiracial	100%	2	0	2	100%	1	0	1	100%	2	0	2

OGA Next Steps

Between now and **April 8**, when we'll hold a session on **Conducting Root Cause Analysis and Action Planning**:

1. Examine your district's OGA dashboard as a team and identify 2-3 potential areas to conduct a root cause analysis. You can use the questions on the next slide as a guide or the OGA Workbook (<http://coloradostateplan.com/ve-135/>)
2. Sign up to attend the RCA workshop: <https://www.signupgenius.com/go/60B0D4DAAAB28A7FD0-55440548-please>



What does that mean here?



How do you know this?



Why is this so?



OGA Dashboard Tasks (Do Prior to RCA)

- Overall, to what extent does your CTE learner population reflect your overall comparison population?
- List the specific subgroups and populations that are under-represented overall.
- List the specific subgroups and populations that are over-represented.
- Now repeat these for specific programs.
- Now repeat these for schools.



A Gentle Reminder



Nobody builds a house overnight — you have to start with the first brick. Don't think you have to tackle everything in one year.

Think about how this information will help meet your local goals established during your last or forthcoming need assessment sessions.

ADVANCE  **CTE**

State Leaders Connecting Learning to Work



THANK YOU
