

# 2023 Perkins Leaders Meeting

## Proposed State-Determined Performance Level Update and Feedback

10/31/2023



**MINNESOTA STATE**  
Career and Technical Education

**m** **DEPARTMENT**  
**OF EDUCATION**

# Topics Covered

- Background
- SDPL Timeline
- Postsecondary
  - Minnesota State Enrollment Trends
  - SDPL Methodologies
  - Proposed SDPLs (1P1, 2P2, 3P1)
- Secondary
  - Context and Trends
  - SDPL Methodologies
  - Proposed SDPLs (1S1, 2S1, 2S2, 3S1, 4S1, 5S3)

# Current Situation

- Current Perkins V State Plan **ends at the end of the 23-24 school year.**
- States must either develop and submit a new plan or continue their current plan.
- With or without revisions to the state plan, states and local recipients must set new state performance indicator targets for accountability purposes (SDPLs/State Determined Performance Levels).
  - Either for just one year or four years.
- While states cannot adjust targets while *implementing* an Improvement Plan, these are considered **new** targets (so, essentially a reset, but there is a floor for the levels).
- OCTAE communicated they are applying the language in Perkins V Sec. 113 (b)(3)(A)(ii) on allowable adjustments to SDPLs to the establishment of new performance targets for Years 5 through 8.

# Guidelines for Establishing Performance Targets (SDPL) Years 5-8

## New performance targets/SDPLs must:

- Be expressed as a percentage or numerical form.
- Show ***continuous meaningful progress*** toward improving performance of all career and technical education students.
- Be ***higher than the average actual performance of the two most recently completed program years*** (Year 2 & 3 of Perkins V).
  - Unless you propose a change due to the “unanticipated circumstances” provision (i.e., change in data collection or data methodology, etc.). This allows you to propose performance targets lower than the baseline/floor (average of actual performance Grant Years 2/3) given you provide details/rationale related to the unanticipated circumstance or change in your data collection process, etc.

# Guidelines for Establishing Performance Targets (SDPL) Years 5-8

## New performance targets/SDPLs must:

- Go through the same types of stakeholder engagement as originally required – i.e., subject to the **public comment** process.
- Take into consideration how levels of performance compare with state levels of performance established for **other states**.
- Take into account the extent to which the SDPLs advance the eligible agency's goals as set forth in the state plan.

# SDPL Development Timeline

- April 2023 – Regional State Plan planning meeting.
- May – August 2023 – Started data/methodology review; calculated the average of Year 1/Year 2 ; started preparing proposed SDPLs.
- September 2023 – Learned federal expectation to use Year 3 in baseline calculation if possible, so re-calculated averages (based on Years 2/Year 3) and proposed state level SDPLs.
- October/November 2023 – gather input/feedback on proposed SDPLs and SDPL development.
- November/December 2023 - SDPL public comment begins/ends
- Early 2024 – Perkins V State Plan public comment; release proposed consortium level SDPLs for review by state CTE leaders and consortia leaders.

# Requesting feedback from you



[https://forms.office.com/  
r/25ScBj7x7h](https://forms.office.com/r/25ScBj7x7h)

As we present information, we want you to be thinking about these areas of feedback we will request later during the time we have together:

Please remember **M(MINT)O**:

Meaningfulness:

Do the proposed SDPLs meet the requirement for “meaningful improvement”?

Methodology:

Does the chosen methodology meet the requirement for “meaningful improvement”?

Initiatives:

Are there any local, system, statewide, or regional initiatives that could impact performance?

New Changes:

Are there any significant changes to programs, interventions, how data is collected, or any other missing context or information that could impact performance?

Trends:

Are there regional workforce trends or new or ending partnerships that could impact performance?

Other:

Please share any additional input or feedback you would like to provide about the SDPL process or proposed SDPLs.

# Postsecondary

Proposed SDPLs

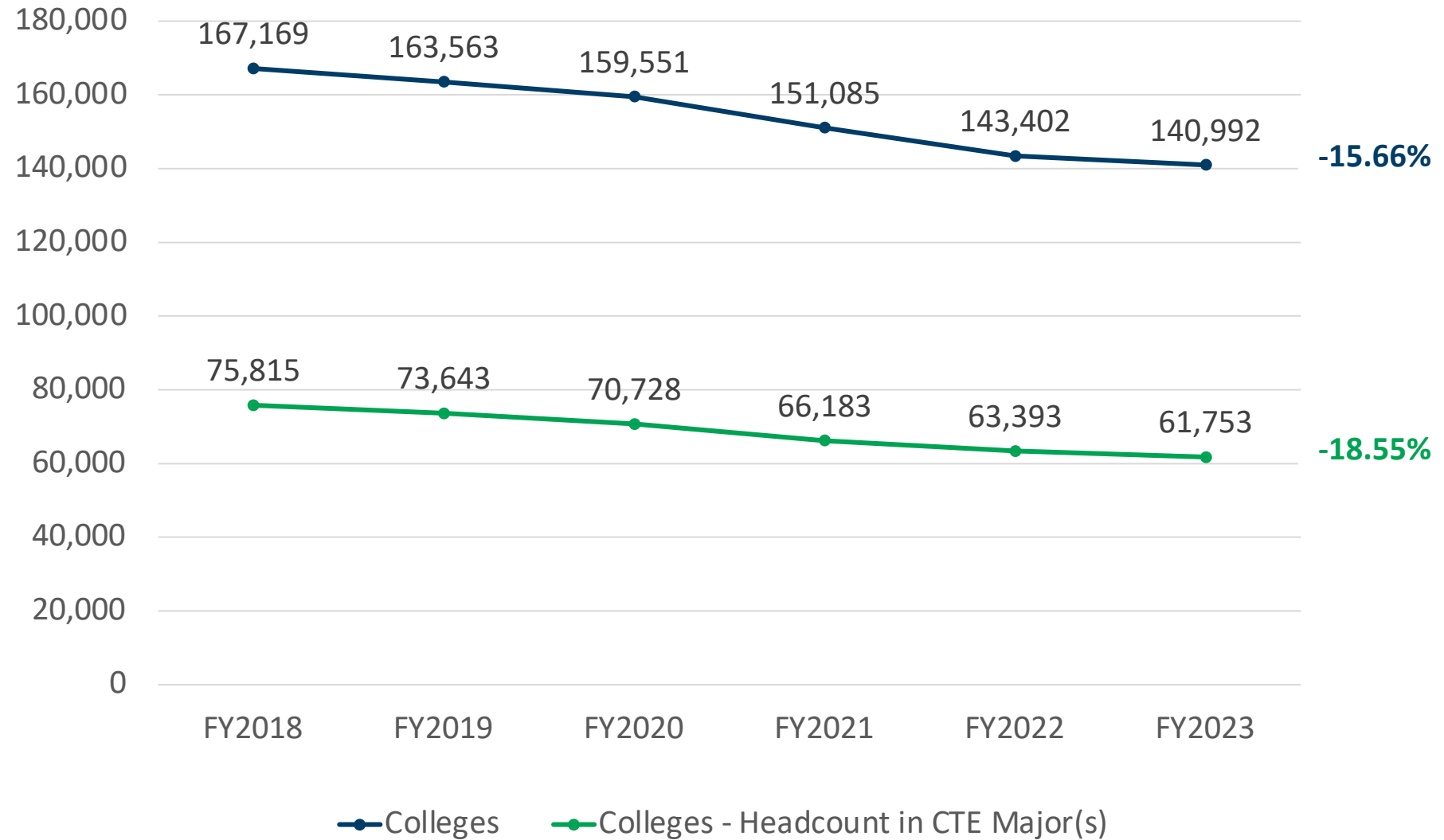


# Postsecondary – Information Review

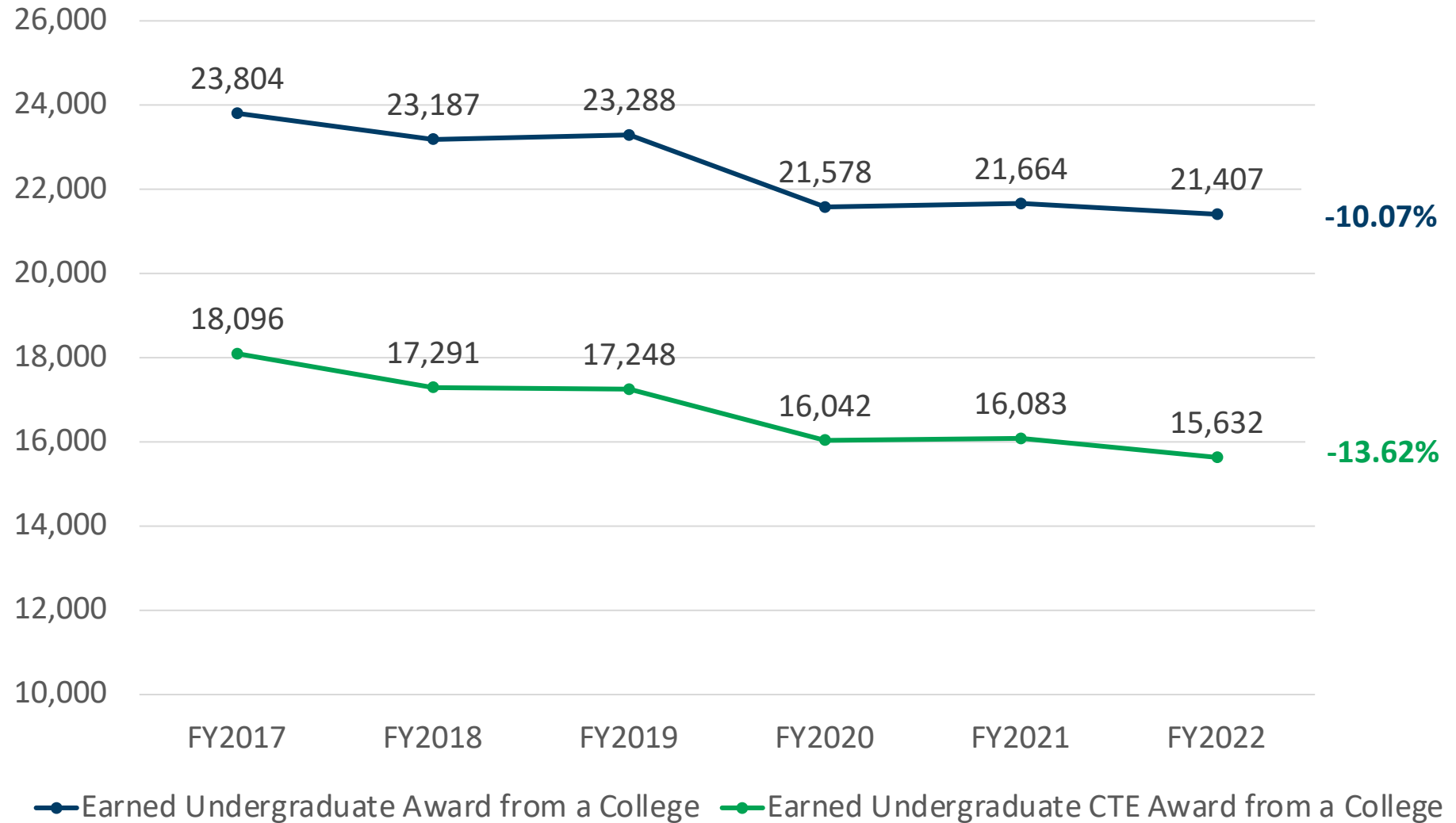
To inform the process of establishing state and consortium performance targets for Grant/Reporting Years 5-8, we reviewed:

- Performance rates and SDPLs from Year 1 for other states in our ACTE region (III), including ranges of each for each indicator across all 53 states and territories.
- More recent SDPLs from states with similar Perkins Grant funding levels as MN.
- Minnesota State enrollment and completion data, specifically at two-year institutions.
- Perkins grant enrollment and performance trend data and general CTE enrollment/program completion data.
- Several methodologies for setting targets.
- Several methodologies for establishing local (consortium) targets after the state performance targets are established.

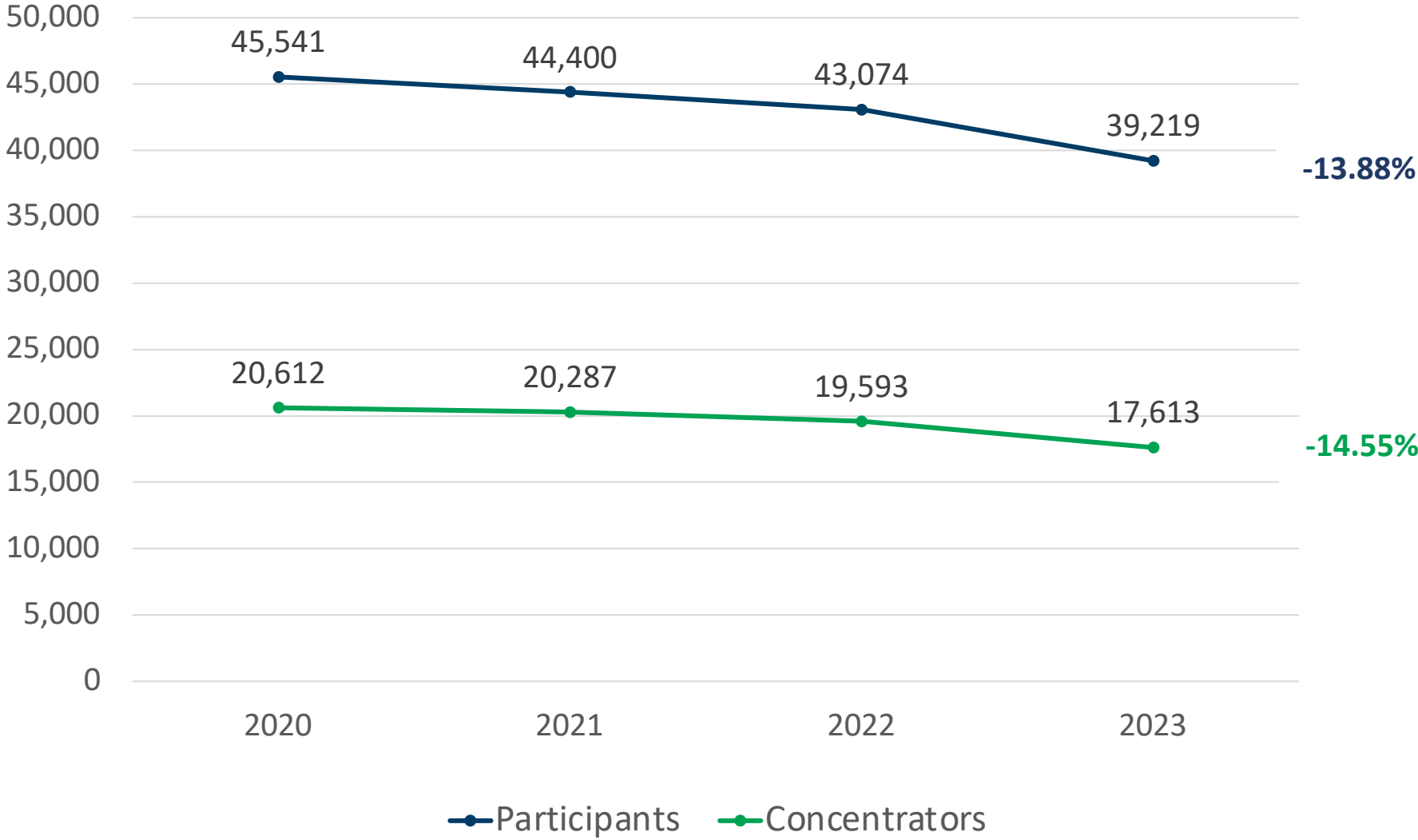
# Minnesota Colleges - Credit Student Headcount and Headcount with CTE Major(s) by Fiscal Year



# Minnesota Colleges - Number of Graduates (2-Year Colleges only) by Fiscal Year



# Perkins V – Minnesota CTE Participants and CTE Concentrators by Reporting Year



# Postsecondary – Methodology Review

For determining the state SDPLs over the four years, a few methodologies were explored:

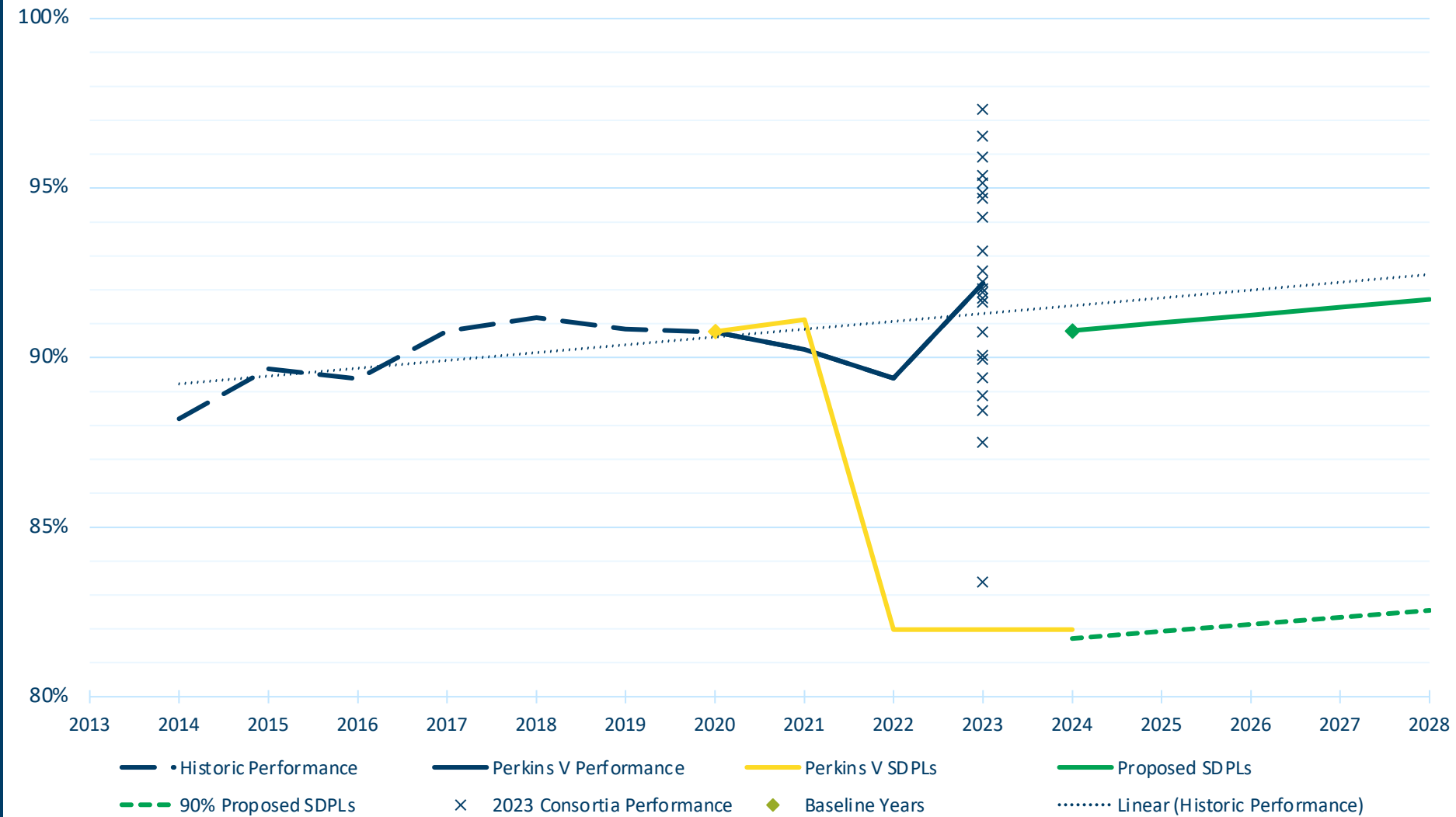
- Linear Probability Model [slope of historical data]
- 2 Standard Deviation Model [used on last state plan]
- Moving Average Model [ARIMA(0,1,1)]

A few methodologies are also being considered for setting the consortium SDPLs (using proposed state level SDPL as the starting point):

- Apportioned to each consortium based on consortium size
- Apportioned based on the trend in performance on the indicators
- Weighted average of the two methods above

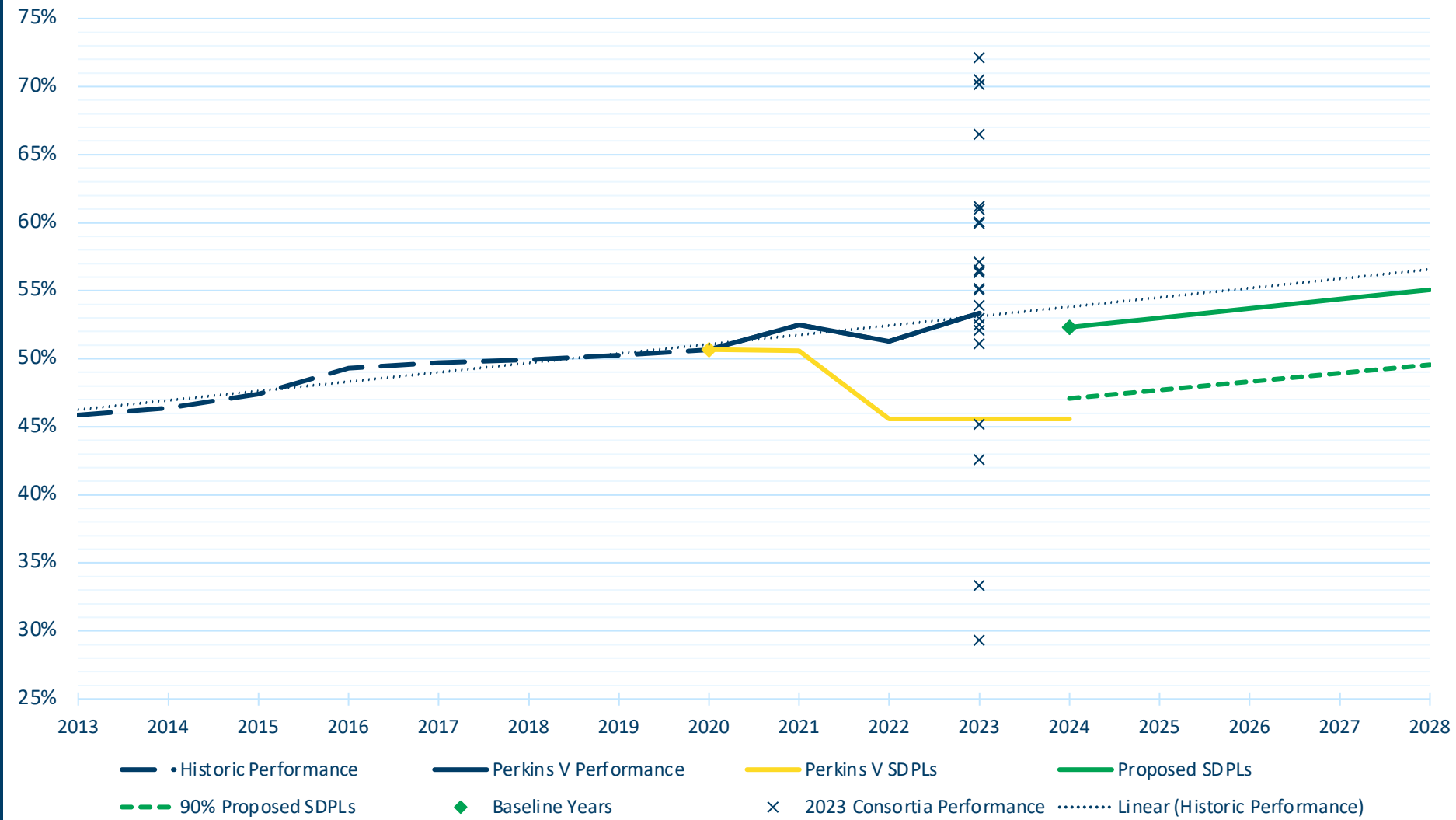
# Postsecondary Retention and Placement (1p1) - Performance History and Proposed SDPLs

Core Indicator	SDPLs				
	Baseline	2025	2026	2027	2028
Postsecondary Retention & Placement (1P1)	90.80%	91.03%	91.26%	91.49%	91.72%



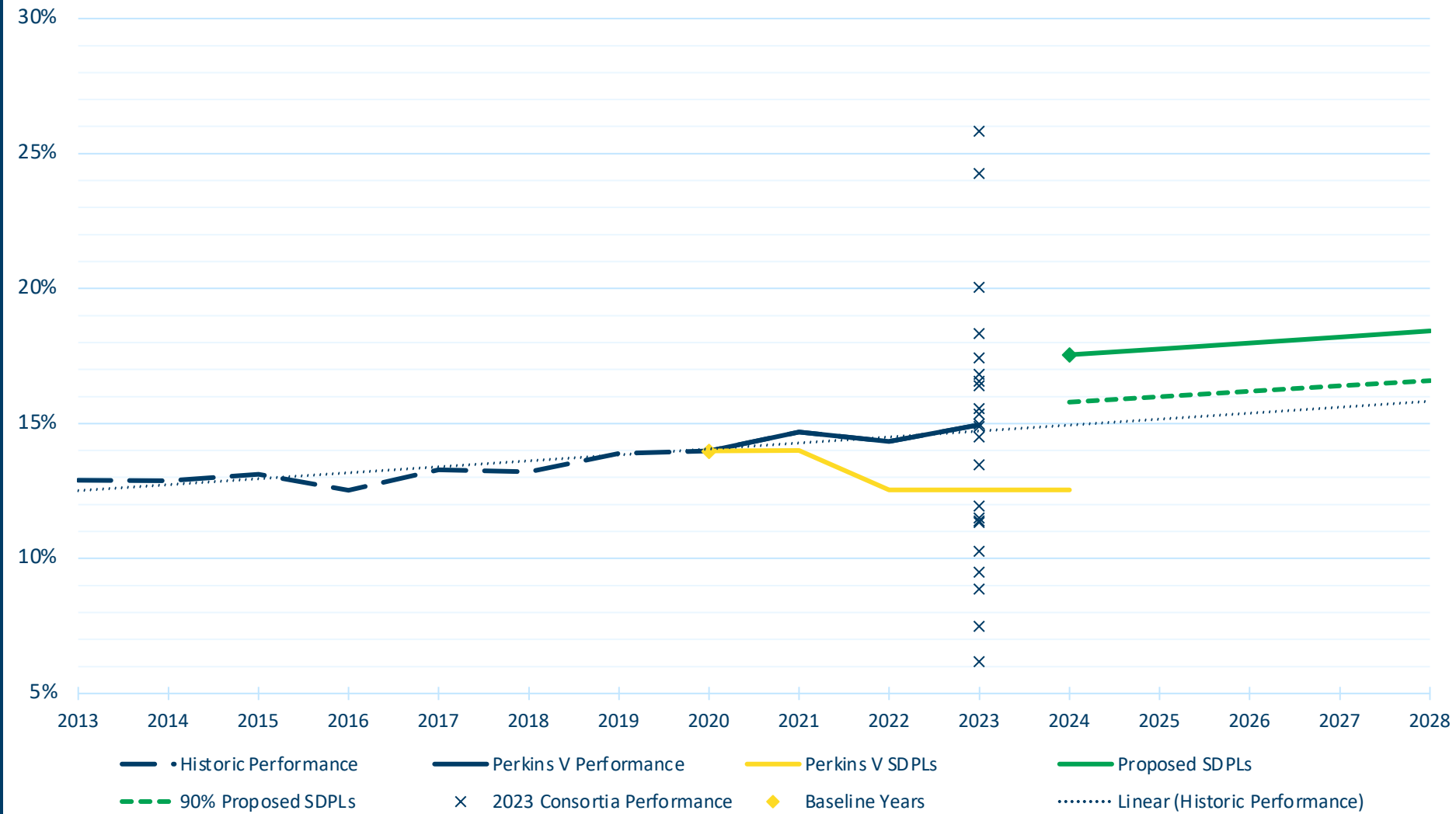
# Earned Recognized Postsecondary Credential (2p1) - Performance History and Proposed SDPLs

Core Indicator	SDPLs				
	Baseline	2025	2026	2027	2028
Earned Recognized Postsecondary Credential (2P1)	52.32%	53.01%	53.69%	54.38%	55.07%



# Nontraditional Program Enrollment (3p1) - Performance History and Proposed SDPLs

Core Indicator	SDPLs				
	Baseline	2025	2026	2027	2028
Nontraditional Program Enrollment (3P1)	17.55%	17.77%	17.99%	18.21%	18.43%





# Secondary

Proposed SDPLs

# Secondary – Information Review

- To inform the process of establishing state and local performance targets for Grant Years 5-8, the following was reviewed:
  - Enrollment trends for both Participants & CTE Concentrators.
  - MN trend performance data (historical and Perkins V).
  - Enrollment data, both current students in the system as well as future high school enrollment based on current grade school enrollment trends.
  - Current trends in achievement data.
  - Existing performance gaps, by disaggregated student groups.
  - Discipline data.
  - ❖ No recent Attendance data were available for review due to Covid19 disruptions in prior years.
    - Review CAR data from similar states will also be conducted.

# Secondary – Information Review

For determining the state SDPLs over the four years, a few methodologies were explored:

- Linear Probability Model [slope of historical data]
- ❖ Standard Deviation Model [used on last state plan]
  - Standard Deviations (SD), or a fraction of a SD, was implemented based on model fit.
  - Multiple models were considered in terms of how to distribute continuous improvement increases across the years of the grant. Based on enrollment trends, a model with equally apportioned increases each year is recommended.

A few methodologies will be considered for setting the consortium SDPLs once the state levels are determined:

- Apportioned to each consortium based on:
  - Consortium size,
  - Trends in performance for each indicator,
  - Performance gaps among student groups,
  - (possibly) Weighted average of the methods mentioned above
- Other options yet to be considered but that might make the most sense for the context we are operating within.

## Secondary – Initiatives and New Changes that *could* have impact

- (Possibly) CTE Concentrator count included in ESSA
- Dual-Enrollment
- Online Instruction Act
- Personal Finance Graduation Requirement
- Computer Science Education Advancement Program
- Credit for Employment with Health Care Providers
- CTE Consortium Grants
- Teacher Recruitment & Retention Funding

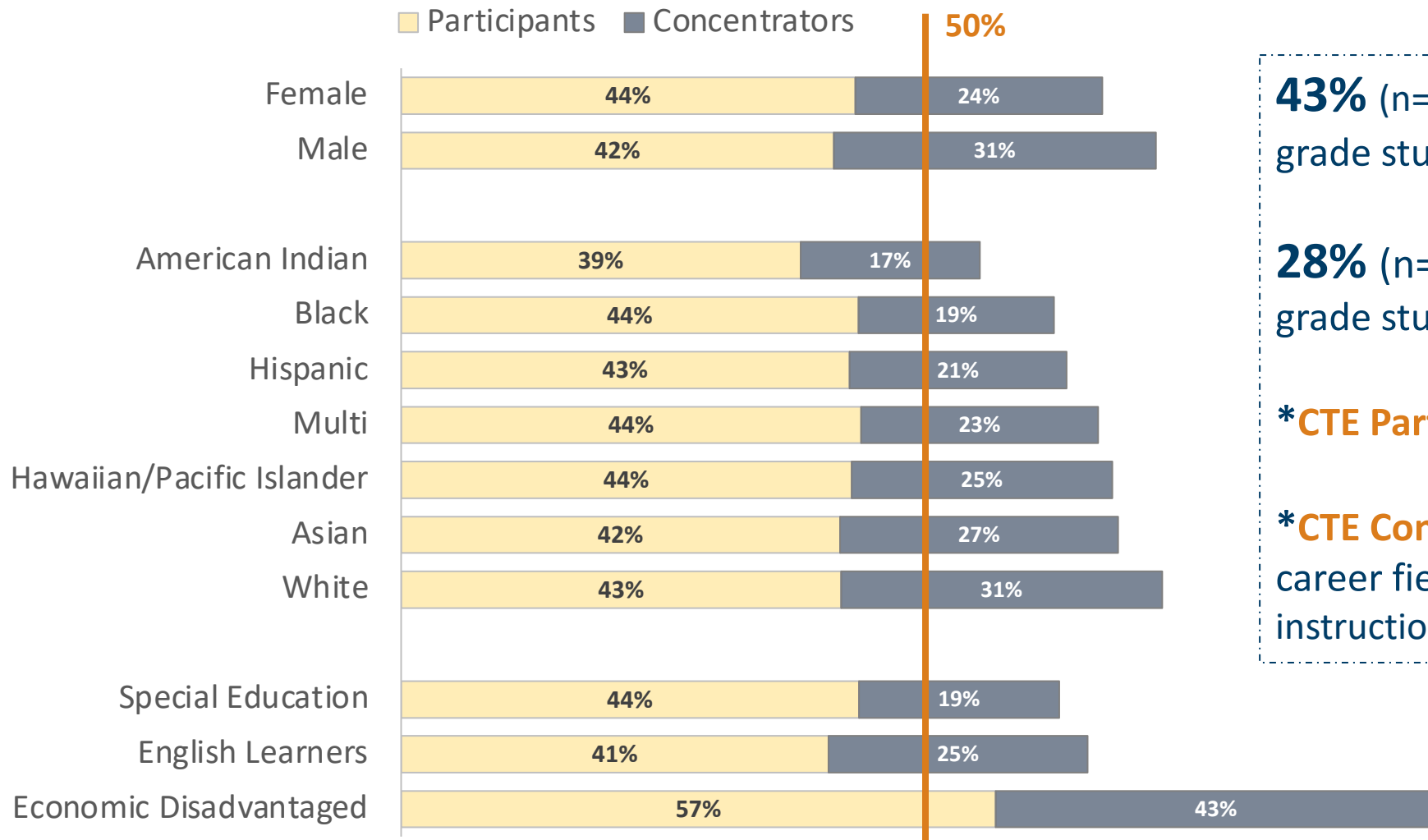
### **DLI Bill**

- Youth Skill Training (YST) additional funding

### **DEED Bill**

- Grants for job training and employment & high school robotics teams

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



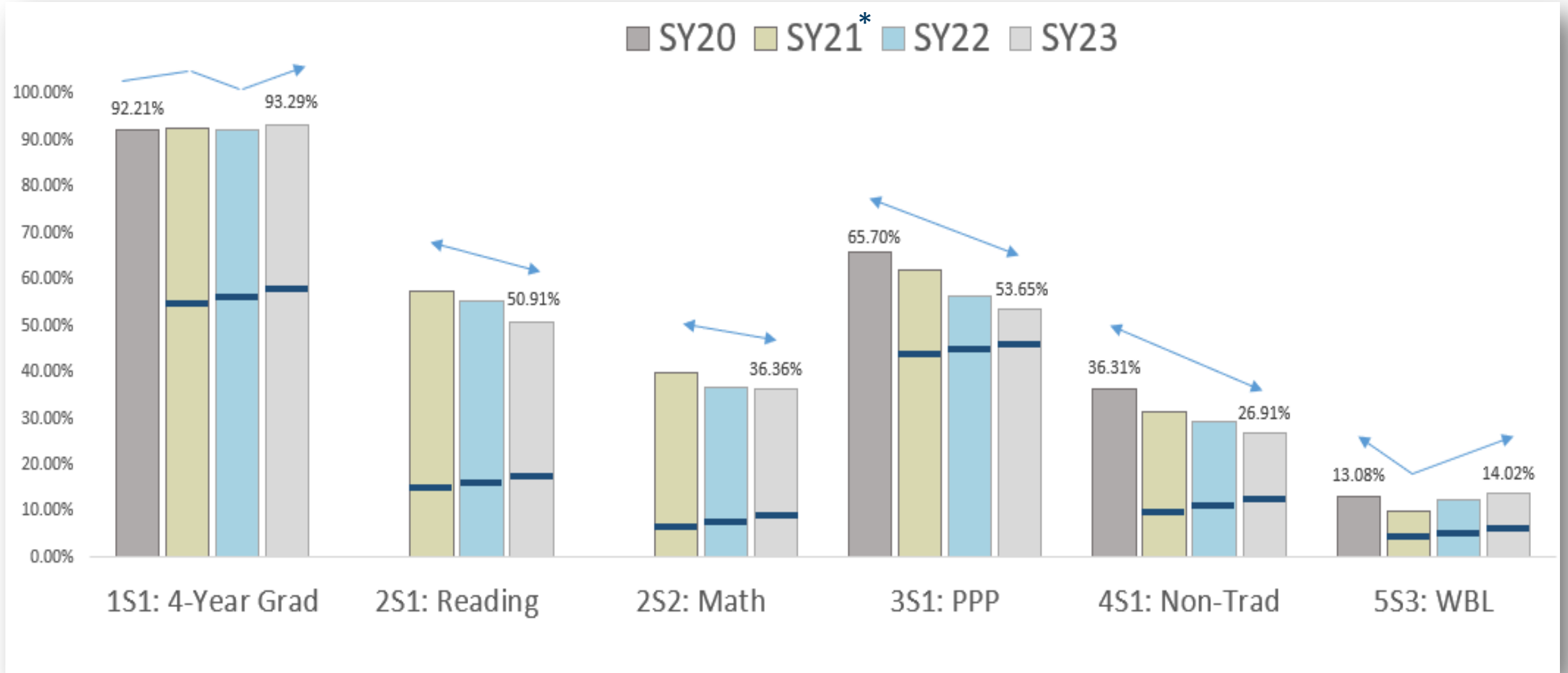
**43%** (n=120,351) of all current 9-12<sup>th</sup> grade students are CTE Participants.

**28%** (n=77,427) of all current 9-12<sup>th</sup> grade students are CTE Concentrators.

\* **CTE Participant:** 1+ CTE course

\* **CTE Concentrator:** 150+hrs within 1 career field (approximately 1 yr of instruction)

# Secondary: Performance Indicators



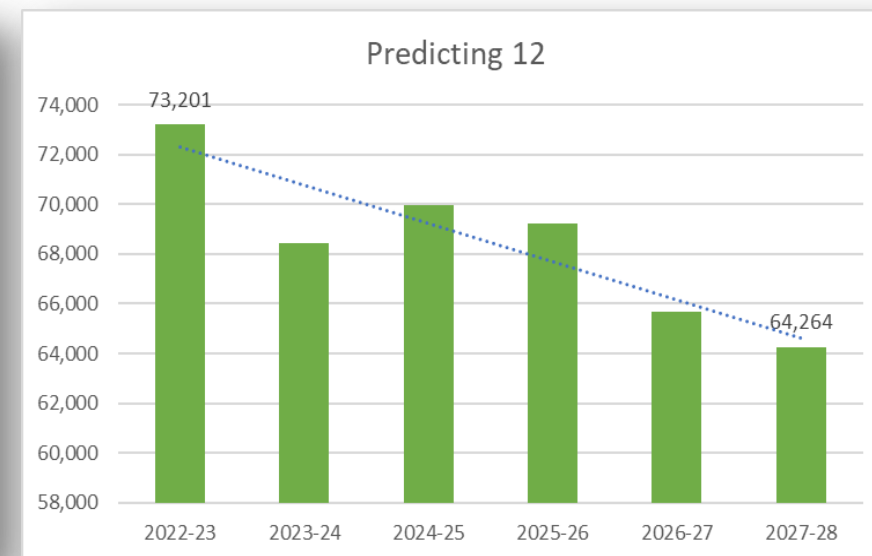
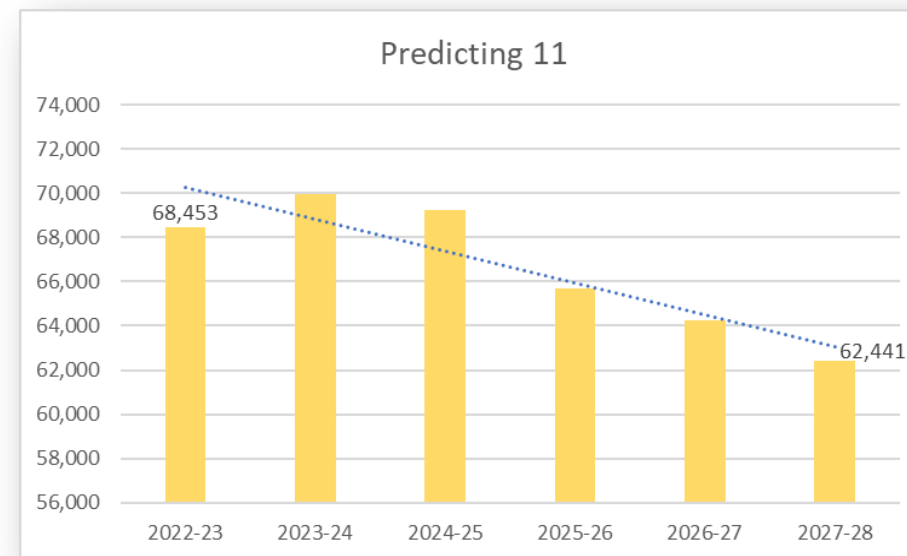
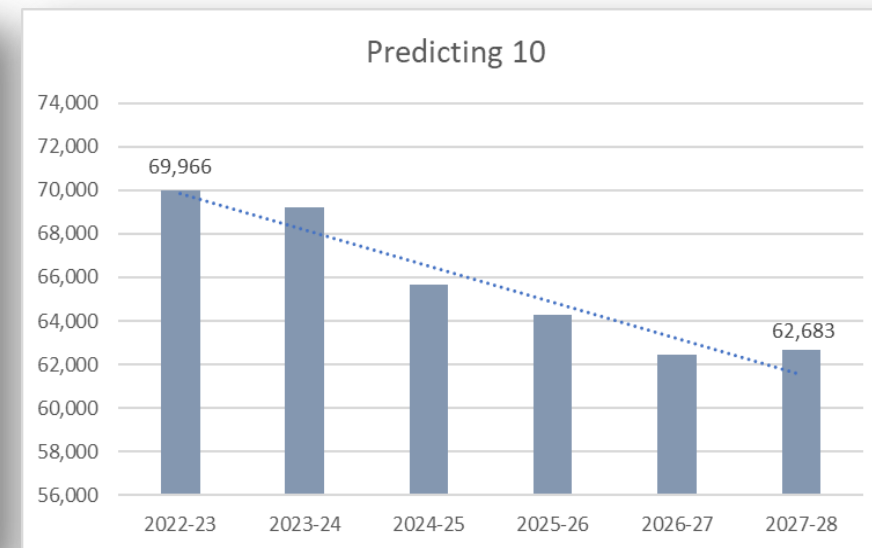
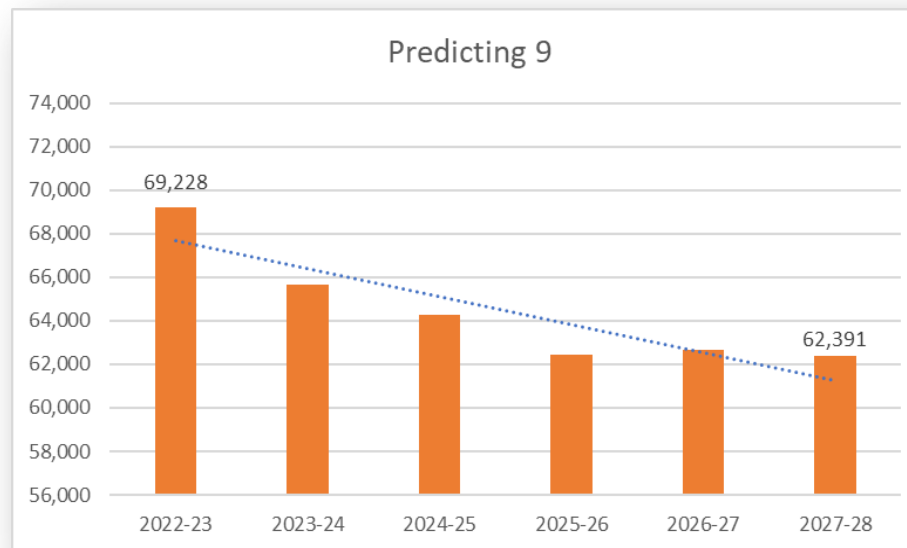
\*Due to COVID-19, during SY2021 students across the state shifted from remote to in-person learning at different times and lengths of time across the school year. Comparisons across districts and even CTE content areas must be interpreted in light of these contexts.

# Secondary: Performance Gaps

Performance Gaps (Ss Group-Actual)																		
	1S1: 4yrGrad			2S1: Reading			2S2: Math			3S1: PPP			4S1: NonTrad			5S3: WBL		
	2021	2022	2023	2021	2022	2023	2021	2022	2023	2021	2022	2023	2021	2022	2023	2021	2022	2023
<b>Grand Total</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>61.93%</b>	<b>56.44%</b>	<b>53.65%</b>	<b>31.56%</b>	<b>29.37%</b>	<b>26.91%</b>	<b>9.98%</b>	<b>12.34%</b>	<b>14.02%</b>
Male	-0.87%	-0.79%	-0.84%	-3.93%	-2.68%	-2.86%	1.15%	1.75%	2.07%	-4.88%	-4.68%	-4.63%	-9.01%	-10.95%	-9.97%	0.57%	0.43%	0.59%
Female	1.21%	1.04%	1.10%	5.83%	4.11%	4.23%	-1.78%	-2.65%	-3.22%	7.74%	7.20%	5.98%	19.92%	23.38%	19.15%	-0.75%	-0.54%	-0.74%
American Indian	-4.92%	-10.86%	-10.30%	-21.41%	-14.88%	-18.04%	-21.55%	-16.79%	-17.58%	-22.25%	-20.90%	-19.23%	-0.95%	2.65%	0.12%	1.25%	-3.57%	2.17%
Asian	-0.07%	-0.19%	-0.24%	9.01%	4.94%	4.96%	6.67%	5.41%	1.94%	8.25%	5.59%	4.26%	2.49%	3.34%	1.20%	-1.70%	-2.37%	-5.95%
Black	-6.81%	-7.51%	-5.30%	-10.92%	-12.39%	-12.66%	-22.97%	-20.83%	-20.30%	-0.35%	-2.79%	-2.69%	-2.40%	0.31%	3.90%	1.66%	1.76%	0.80%
Hawaiian/PI	-9.33%	-8.22%	-8.29%	-24.15%	-33.03%	-17.58%	-39.73%	-18.37%	-25.25%	-19.07%	6.72%	-11.54%	5.94%	-16.87%	11.55%	-6.28%	-7.08%	0.27%
Hispanic	-5.95%	-6.70%	-5.91%	-12.04%	-8.09%	-13.17%	-17.52%	-17.54%	-17.04%	-12.09%	-12.83%	-22.12%	2.09%	1.91%	3.39%	-0.06%	0.61%	-1.12%
White	1.66%	1.84%	1.61%	0.97%	1.56%	2.31%	2.54%	3.09%	3.82%	0.87%	1.36%	2.91%	-0.27%	-0.53%	-0.82%	-0.04%	0.07%	0.58%
Multi	-4.16%	-3.21%	-2.60%	6.54%	1.53%	1.53%	-0.55%	-1.15%	-5.16%	-5.82%	-4.40%	-5.61%	2.06%	1.28%	1.53%	0.34%	-1.13%	-0.46%
Special Education	-13.48%	-14.86%	-13.77%	-27.50%	-25.97%	-24.28%	-24.09%	-21.42%	-21.82%	-28.23%	-27.96%	-26.73%	-6.50%	-4.64%	-3.14%	7.70%	9.09%	10.10%
Economic Disadvntge	-5.46%	-6.78%	-5.76%	-13.85%	-12.34%	-11.76%	-16.73%	-15.46%	-16.44%	-12.09%	-13.20%	-15.38%	0.36%	2.02%	3.03%	1.79%	1.77%	1.70%
English Learners	-8.46%	-10.59%	-9.96%	-42.36%	-43.98%	-40.99%	-31.69%	-29.01%	-29.92%	-3.54%	-10.33%	-16.02%	-3.03%	0.21%	-0.68%	-1.21%	0.05%	-1.56%
Homeless	-18.67%	-21.68%	-18.68%	-20.44%	-19.08%	-17.11%	-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			-21.63%		-21.92%	-13.41%		-21.55%	-14.74%					0.97%	-3.70%		6.63%	14.68%
Migrant	-5.16%	-12.09%	-33.29%	42.52%	-5.25%	-50.91%	-39.73%	-36.55%	-36.36%	-36.93%	-16.44%	-16.15%	-11.56%	3.96%	23.09%	1.13%	-12.34%	13.25%

# Secondary Predicting Future Enrollment

2008 Birthrate Cliff  
-potential impacts to  
CTE enrollment &  
Career pipelines  
...unknown.

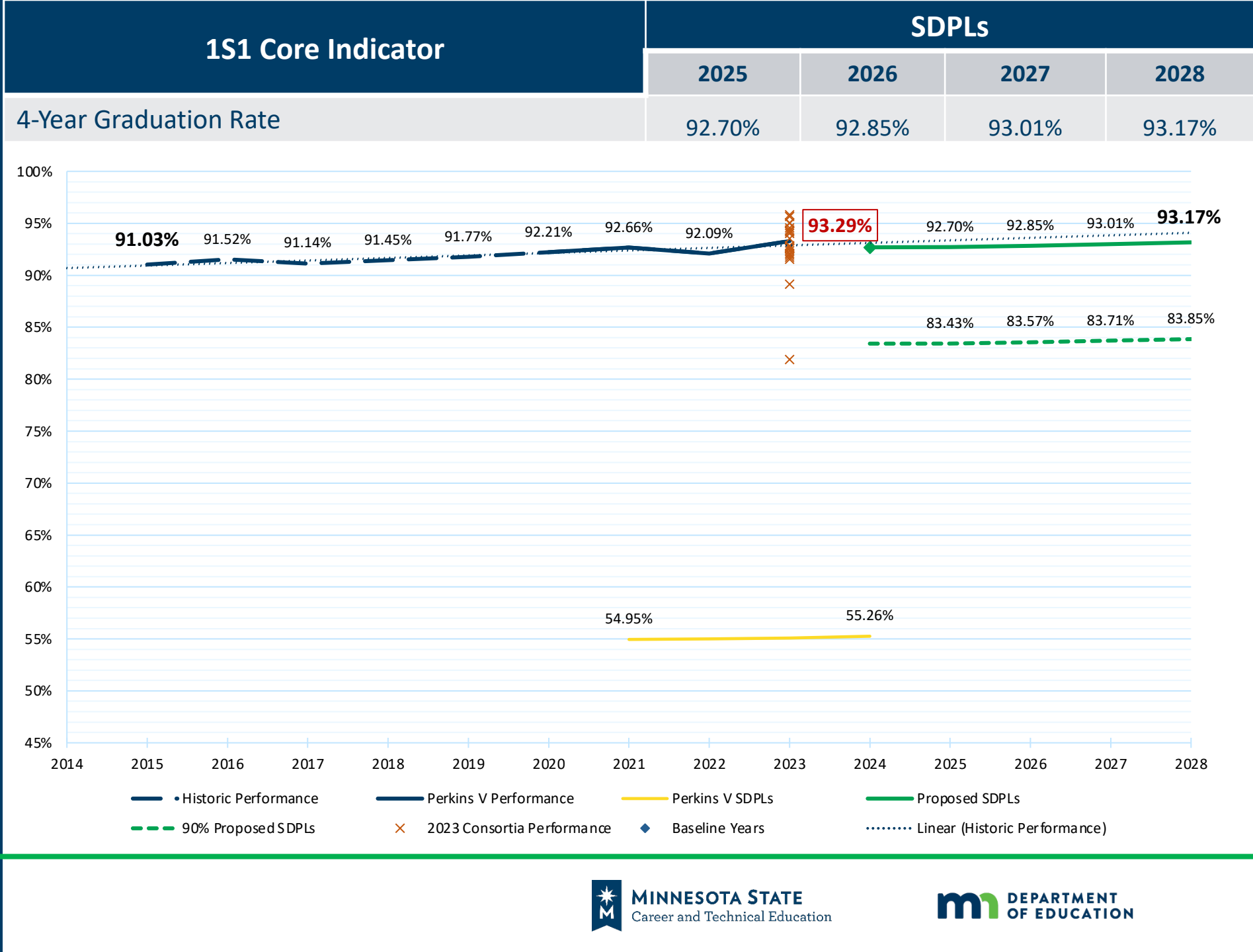




# 1S1: 4 year Graduation Rate

## History and Proposed SDPLs

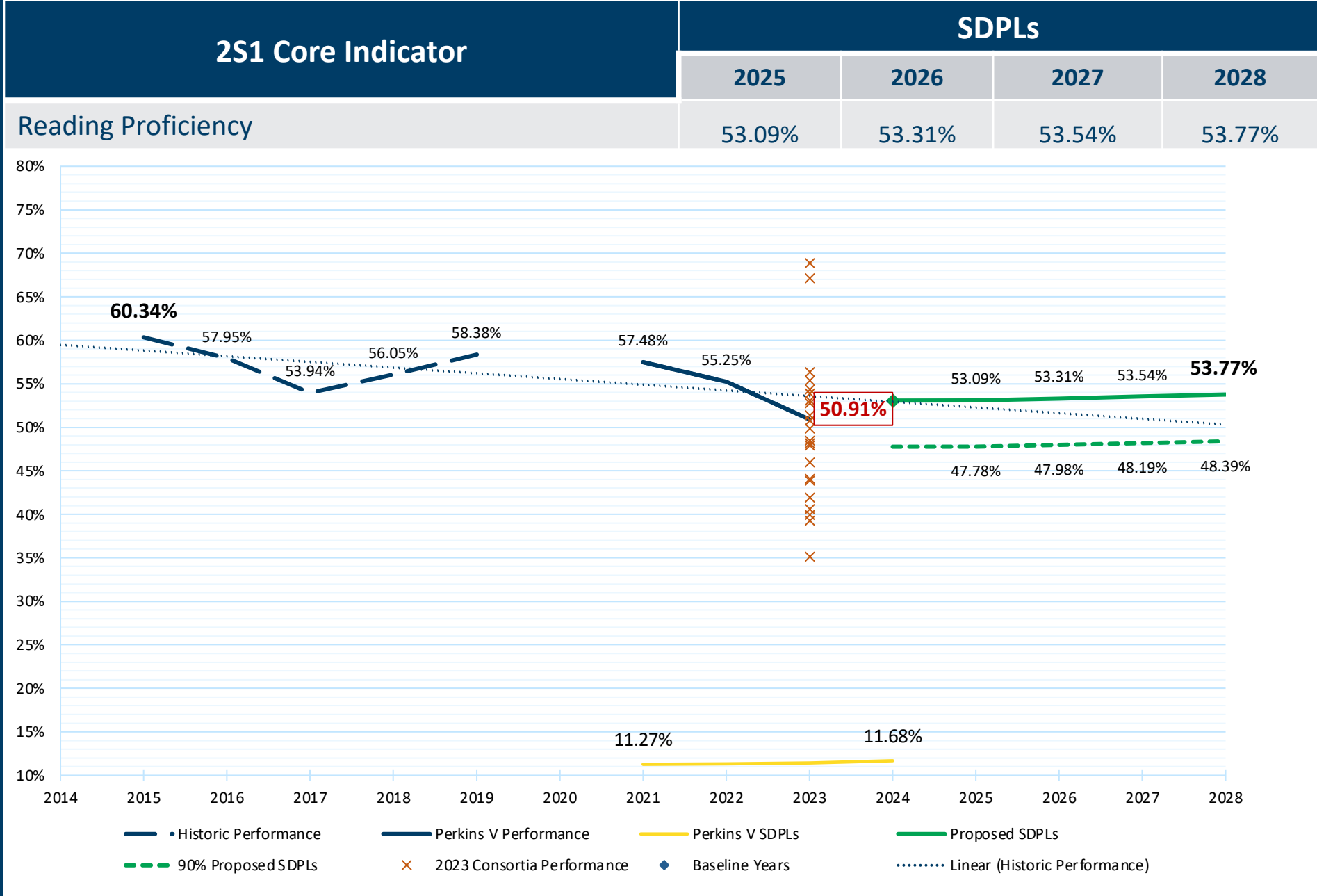
New Plan 4yr Increase: 0.47%



# 2S1: Academic Proficiency in Reading

## History and Proposed SDPLs

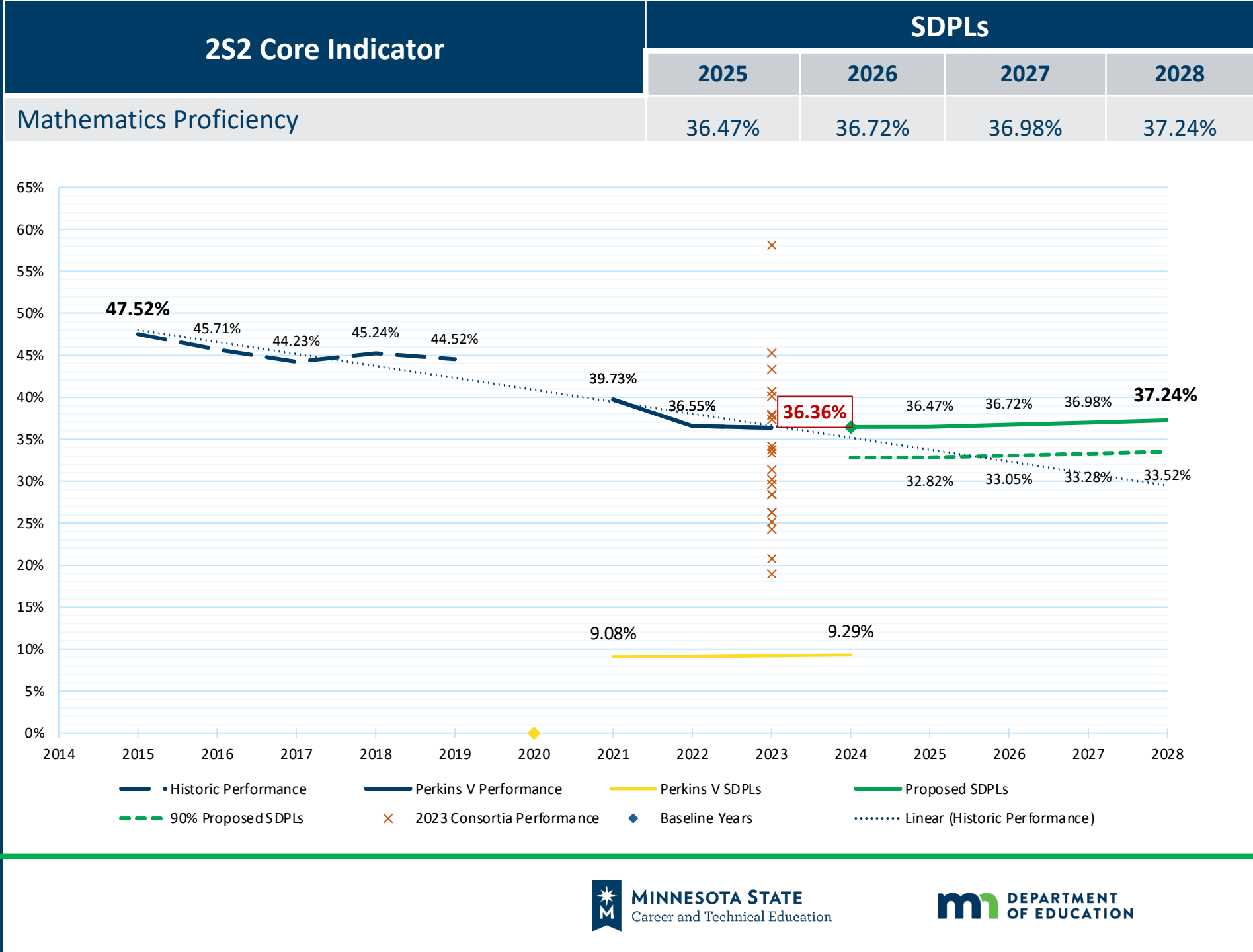
New Plan 4yr Increase: 0.68%



# 2S2: Academic Proficiency in Mathematics

## History and Proposed SDPLs

New Plan 4yr Increase: 0.77%

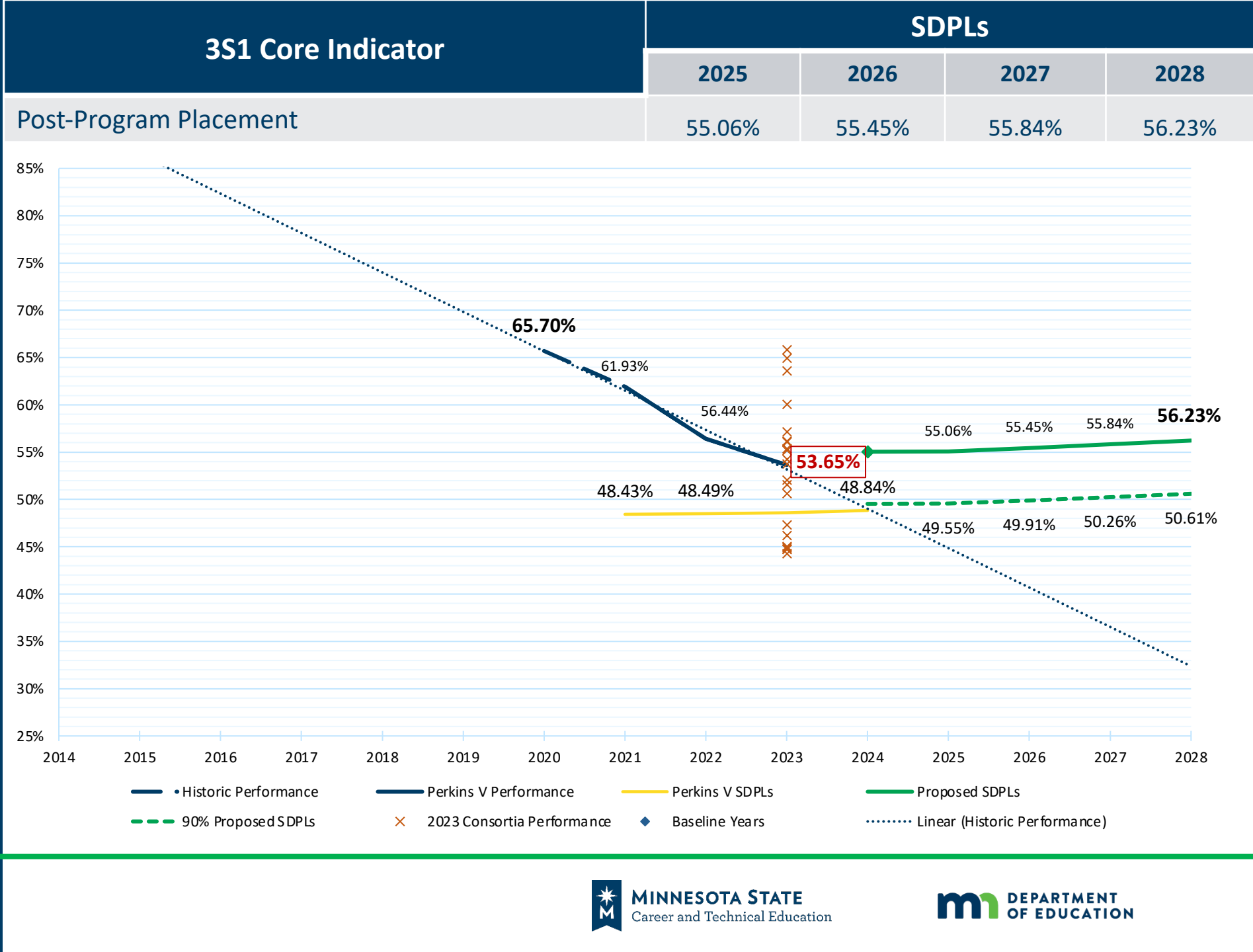


# 3S1: Post-Program Placement

- 2 year enrollment
- 4 year enrollment
- Employment

## History and Proposed SDPLs

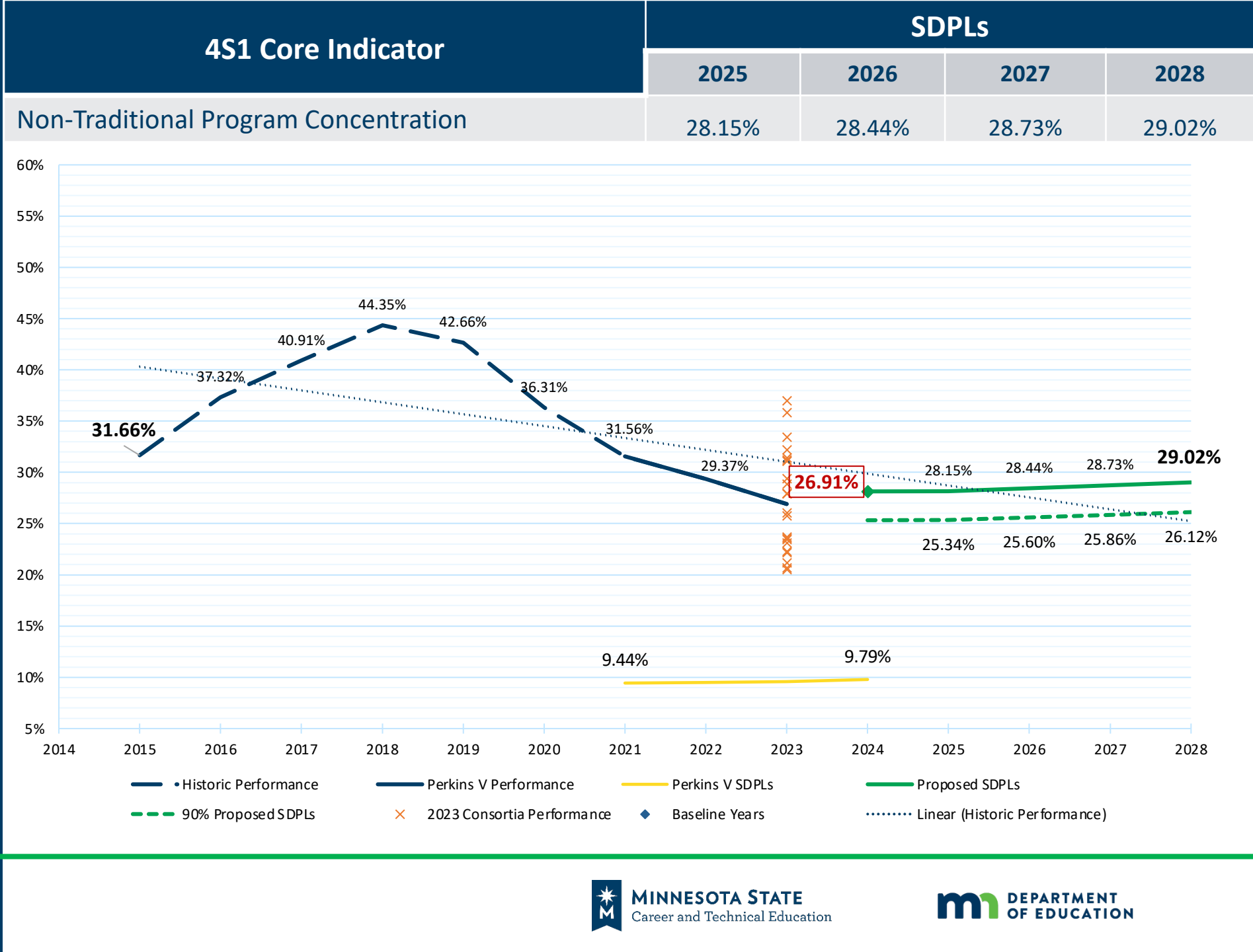
New Plan 4yr Increase: 1.17%



# 4S1: Non-Traditional Program Concentration

## History and Proposed SDPLs

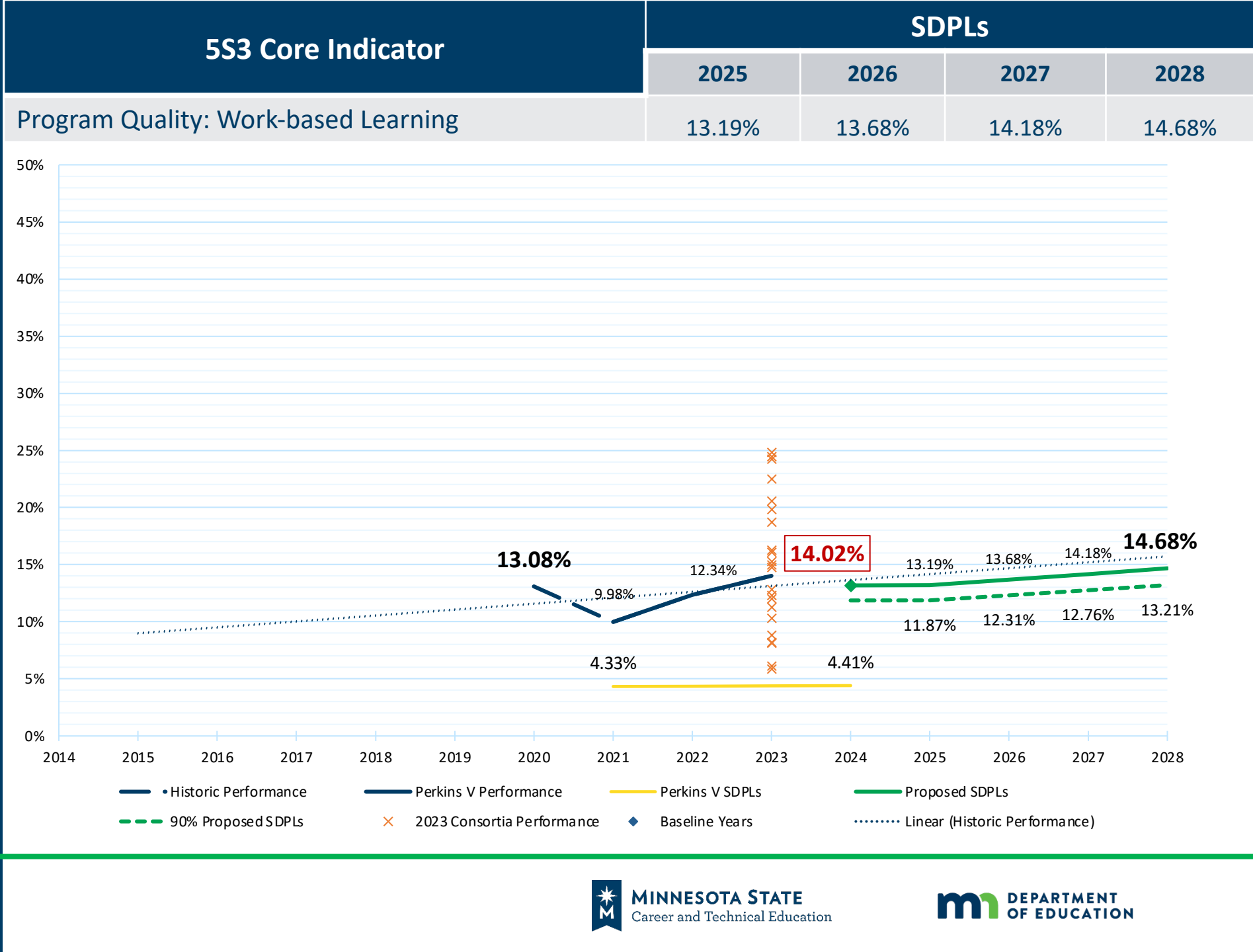
New Plan 4yr Increase: 0.87%



# 5S3: Program Quality –Work-Based Learning

## History and Proposed SDPLs

New Plan 4yr Increase: 1.49%



# Activity

M	Input provided by coordinator is written on a Post-it note
M	
I	
N	Input provided by coordinator is written on a Post-it note
T	
O	

# Requesting feedback from you



[https://forms.office.com/  
r/25ScBj7x7h](https://forms.office.com/r/25ScBj7x7h)

**Write down your input on a Post-it note and stick it on the poster for the performance indicator in the row that corresponds to M(MINT)O.**

## M(MINT)O:

### Meaningfulness:

Do the proposed SDPLs meet the requirement for “meaningful improvement”?

### Methodology:

Does the chosen methodology meet the requirement for “meaningful improvement”?

### Initiatives:

Are there any local, system, statewide, or regional initiatives that could impact performance?

### New Changes:

Are there any significant changes to programs, interventions, how data is collected, or any other missing context or information that could impact performance?

### Trends:

Are there regional workforce trends or new or ending partnerships that could impact performance?

### Other:

Please share any additional input or feedback you would like to provide about the SDPL process or proposed SDPLs.



# Proposed SDPLs

	Baseline	Grant Year 5	Grant Year 6	Grant Year 7	Grant Year 8
<b>SECONDARY</b>					
1S1: Graduation Rate (4-year)	92.69%	92.70%	92.85%	93.01%	93.17%
2S1: Academic Proficiency: Reading/Language Arts	53.08%	53.09%	53.31%	53.54%	53.77%
2S2: Academic Proficiency: Mathematics	36.46%	36.47%	36.72%	36.98%	37.24%
3S1: Post-Program Placement	55.05%	55.06%	55.45%	55.84%	56.23%
4S1: Nontraditional Program Concentration	28.14%	28.15%	28.44%	28.73%	29.02%
5S3: Program Quality: Work-Based Learning	13.18%	13.19%	13.68%	14.18%	14.68%
<b>POSTSECONDARY</b>					
1P1: PS Retention and Placement	90.80%	91.03%	91.26%	91.49%	91.72%
2P1: Earned Recognized PS Credential	52.32%	53.01%	53.69%	54.38%	55.07%
3P1: Nontraditional Program Enrollment	17.55%	17.77%	17.99%	18.21%	18.43%

**Contact info (contact us if you have feedback/questions):**

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