



**MINNESOTA STATE**  
Career and Technical Education



# Data Session: Secondary & Postsecondary

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*October 1, 2024*

# DRAFT

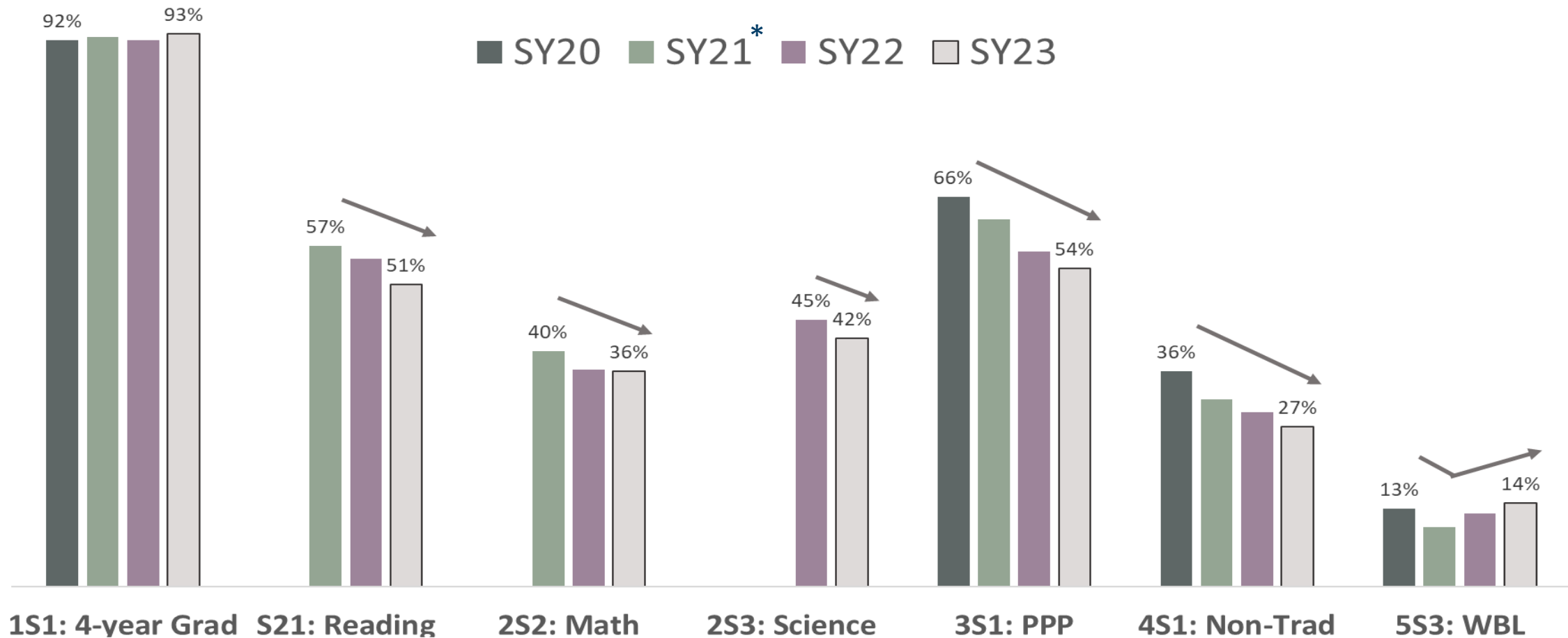
- » Secondary:
- » Updates for Performance Indicators
- » Fed's proposed definitions (additional detail for secondary)
- » SDPL/target setting & timeline of when new assessments will be implemented
- » Career Cluster information (additional for secondary)
- » Data Resources –feds
  
- » Postsecondary:
- » Review of Performance Trends
- » Impact of proposed definition changes, career cluster changes, eventual addition of SWIS data on postsecondary data
- » SDPL – updated report/process going forward

# Topics Covered

- » Performance Indicator and SDPL Updates
- » Proposed Federal Definition Changes to Indicators
- » Updated Career Cluster Framework
- » State Wage Interchange System (SWIS)
- » Federal Data Resources

# Performance Indicator Updates

# 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.

# Timeline for implementing new MCA/Alt MCA assessments

MCA/Alt MCA Assessment	SY22 Actual	SY23 Actual	Baseline	GY5 2024-25	GY6 2025-26	GY7 2026-27	GY8 2027-28
1S1: 4yr Grad	92.09%	93.29%	92.69%	92.70%			
2S1: Reading	55.25%	50.91%	53.08%	53.09%	*New		(single year SDPL)
2S2: Math	36.55%	36.36%	36.46%	36.47%			*New
2S3: Science		41.83%	41.83%	41.84%*		(single year SDPL)	
3S1: PPP	56.44%	53.65%	55.05%	55.06%			
4S1: Non-Trad	29.37%	26.91%	28.14%	28.15%			
5S3: WBL	12.34%	14.02%	13.18%	13.19%			

\*New MCA/Alternative Assessments will be implemented Spring of the year displayed in blue.

- On the recommendation of OCTAE, the GY5 (2025) SDPL for 2S3: Science was set using the SY23 Actual only.
- The new Science standards and assessment will be fully implemented SY25. Notice that, due to the timeline and availability of the SY25 assessment results, state & local consortia will be held accountable for the GY5 SDPL based upon outcomes on the previous Science standards and assessment (SY23 Actual).

MCA/Alt MCA Assessment	SY22 Actual	SY23 Actual	SY24 Actual	Baseline	GY5 2024-25	GY6 2025-26	GY7 2026-27	GY8 2027-28
2S3: Science		41.83%		41.83%	41.84%*	(SDPL=Avg SY23 & SY24)	SDPL=SY25 Actual	(SDPL=Avg SY25 & SY26)

GY5 (SY25) is the first year of fully implementing the new Science standards. Students will be taking the new Science MCA/Alt MCA Spring SY25. We are using the SY23 Actual to set the SDPL for GY5 (SY25) outcomes.

We will be using the average of the SY23 & SY24 Actuals to set the SDPL for GY6 (SY26) outcomes.

This means that we will be using the Actuals from the previous science assessment as the SDPL, even though it will be Year 2 of implementing the New Science standards.

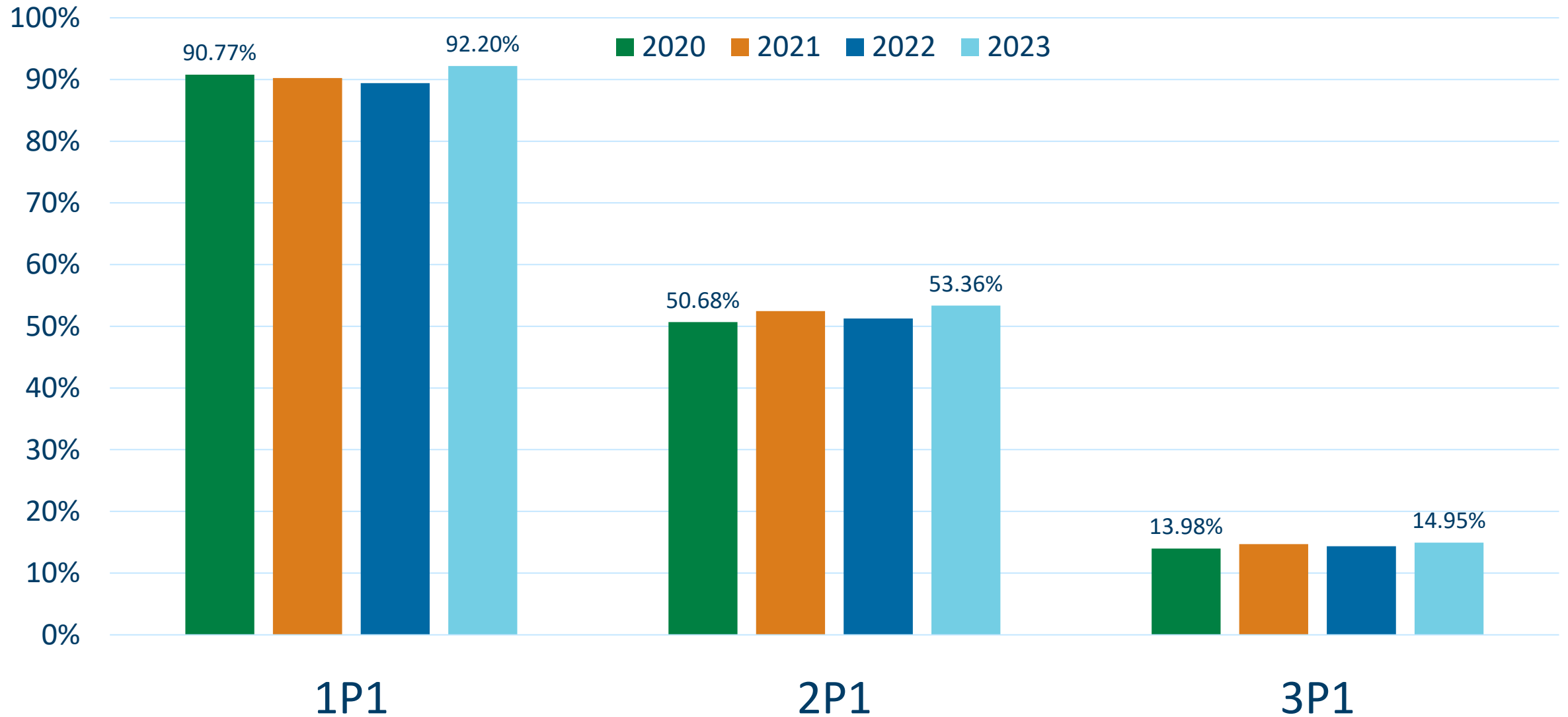
It's not until GY6 (SY26) when we will be able to set the SDPL based on the new SY25 Science assessment Actual

# Update: SDPL for 2S3 Science

- » During the original writing of the State Plan, MN was not required to set a SDPL for 2S3: Academic Achievement in Science. However, OCTAE notified us that this *will* be a requirement during the next grant cycle.
- » Given that this is a new performance indicator for MN, the proposed SDPL was set as conservatively as possible. On recommendation by OCTAE we used 1 year of performance data only then adding .01%, such that the SDPL is “higher than” the actual performance of the most recent year. This resulted in proposed SDPL of **41.84%**
- » This proposed 2S3: Science Academic Achievement SPDL of **41.84%** went out for public comment July 15-August 14, 2024 (Sec.113. Accountability.(b)(1) and (3)(cc)).
- » Overall, 43 comments were received. A response to every comment was provided (Sec.113. Accountability.(3)(cc)).
- » Now that the State Plan has officially been approved, the State and local SDPLs for GY5 are also considered approved.
- » Local SDPLs for 2S3 Academic Achievement in Science were set using the same method.



# Postsecondary Performance Indicators



# SDPLs for Grant Years 5-8

- » You can find your Grant Year 5 through 8 SDPLs on the Minnesota State CTE website on the [Perkins Consortia and Contacts](#) page
  - Scroll to your consortia then look at the **State-Determined Performance Level (SDPL) Report**.
- » Minnesota submitted a state plan revision that included only Grant Year 5 SDPLs. Those are now approved/accepted. Grant Year 6-8 SDPLs are maintained as “proposed” and will only be modified if the annual baseline calculation leads to a need to adjust them.
  - SDPLS must: “be higher than the average performance of the two most recently completed program years”

# State-Determined Performance Level (SDPL) Report

- » Indicators marked with ↩ are consider “proposed”
  - SDPLs for Grant Years 6 through 8 (excepting 2S3) went out for public comment along with Grant Year 5 which is now final.

**Table 2. Postsecondary State Determined Levels of Performance and Actual Performance Rate by Grant Reporting Year**

Indicator Name	Perkins V Performance					Proposed SDPLs				
	Baseline (2020)	GY1 (2021)	GY2 (2022)	GY3 (2023)	GY4 (2024)	Baseline (2022+2023)	GY5 (2025)	GY6 (2026)	GY7 (2027)	GY8 (2028)
1P1: Postsecondary Retention and Placement	92.11%	93.14%	93.64%	94.15%		93.90%	94.03%	↩ 94.15%	↩ 94.28%	↩ 94.41%
2P1: Earned Recognized Postsecondary Credential	52.86%	54.95%	57.73%	57.11%		57.42%	58.20%	↩ 58.98%	↩ 59.77%	↩ 60.55%
3P1: Nontraditional Program Enrollment	9.53%	16.71%	15.52%	14.50%		*15.51%	15.76%	↩ 16.01%	↩ 16.26%	↩ 16.51%

\*3P1 baseline increased due to implementation of the 2020 NAPE Nontraditional Occupations Crosswalk

Public Comment Opportunity:  
Proposed guidance for performance indicator  
definitions

# Deadline for Public Comment: November 12<sup>th</sup>

- » The proposed numerator and denominator definitions to all Perkins measures can be found in the newly proposed Perkins V State Plan Guide 1830-0029 revision, on the federal register notice ([Regulations.gov](https://www.regulations.gov)), under “Forms and Instruments.”
- » This link <https://www.regulations.gov/document/ED-2024-SCC-0111-0003> will take you directly to the webpage containing the document. You will be able to download the Perkins V State Plan Guide 1830-0029 revision file which is located at the bottom of the webpage. The numerator and denominator definitions are contained on **pages 31 through 38** of the document.
- » Please consider submitting your comments, questions, and suggestions regarding the newly proposed Perkins V State Plan Guide 1830-0029 using the “comment” feature available under the [Agency Information Collection Activities; Proposals, Submissions, and Approvals; Carl D. Perkins Career and Technical Education Act State Plan Guide](https://www.regulations.gov/docket/ED-2024-SCC-0111/document) found on the following website: <https://www.regulations.gov/docket/ED-2024-SCC-0111/document>

# Common Numerator & Denominator Specifications

- » As communicated by OCTAE, the aim of the proposed updates are to:
  - Promote measurement of indicators consistent with the law
  - Limit the collection of potentially duplicative information
  - Improve the consistency of State data across the nation
  
- » Consistency with the Law
  - **Proposed Definition:** Include all CTE Concentrators, not only those who graduated
  - **Proposed Definition:** Include all CTE Concentrators who took the assessments
  - **Proposed Definition:** Include only the CTE Concentrators who achieved proficiency or higher
  
- » Limit Duplicative Information
  - Include only the scores of CTE Concentrators who existed secondary education in the reporting year (ie. Use an exist cohort)

# 1S1: 4-Year Graduation Rate

## » Current Definition

- **Numerator:** Number of CTE Concentrators who, in the reporting year, were included as a graduate in the State's computation of its four-year cohort graduation rate.
- **Denominator:** Number of CTE Concentrators who, in the reporting year, were included in the State's computation of its four-year cohort graduation rate. Includes: 1) graduated, 2) dropouts, 3) continuing, and, 4) unknown.

## » Proposed Definition

- **Numerator:** The number of CTE concentrators at the secondary level who, in the reporting year, are included in the numerator for the four-year adjusted cohort graduation rate under ESEA section 8101(25)(A)(ii) (i.e., the number of CTE concentrators at the secondary level who graduated from high school with a regular high school diploma as defined in ESEA section 8101(43) at the conclusion of the fourth year of high school or the summer session immediately following the fourth year of high school; plus, if the State has adopted an alternate diploma, all CTE concentrators with the most significant cognitive disabilities who were assessed using an alternate assessment aligned with alternate academic achievement standards under ESEA section 1111(b)(2)(D) of and who graduated with a State-defined alternate diploma that is standards-based, aligned with the State requirements for the regular high school diploma, and obtained within the time period for which the State ensures the availability of a free appropriate public education under section 612(a)(1) of the Individuals with Disabilities Education Act, in the reporting year).
- **Denominator:** The number of CTE concentrators at the secondary level who, in the reporting year, were included in the four-year adjusted cohort (i.e., denominator) used to calculate the four-year adjusted cohort graduation rate (as defined in ESEA section 8101(25)).

# Academic Achievement (2S1, 2S2, 2S3)

## » Current Definition

- **Numerator:** Number of 10<sup>th</sup> grade CTE Concentrators who met or exceeded the proficiency level on the Statewide high school Reading assessments, either the MCA or MTAS.
- **Denominator:** Number of students designated as CTE Concentrators by the end of their 10<sup>th</sup> grade year, who took the MCA or MTAS and whose high school Reading assessment scores were included in the State's ESSA computation.
- **Proposed definition:** Include all CTE Concentrators, not only those who graduated
- **Proposed definition:** Include all CTE Concentrators who took the assessment
- **Proposed definition:** Include only the CTE Concentrators who achieved proficiency or higher
- **Proposed definition:** Include only the scores of CTE Concentrators who exited secondary education in the reporting year (i.e. **use an exit cohort**).

## » Proposed Definition

- **Numerator:** The number of CTE concentrators who achieved proficiency or higher in reading/language arts in the challenging State academic standards adopted by the State under section 1111(b)(1) of ESEA, as measured by the academic assessments described in ESEA section 1111(b)(2), whose scores were reported by the State in accordance with ESEA section 1111(h)(1)(C)(ii) for any year in which the student was enrolled in the school, and who, in the reporting year, exited secondary education.
- **Denominator:** The number of CTE concentrators who took the ESEA assessment in reading/language arts whose scores were reported by the State in accordance with ESEA section 1111(h)(1)(C)(ii) for any year in which the student was enrolled in school, and who, in the reporting year, exited secondary education.



# 3S1: Post-Program Placement

## » Current Definition

- **Numerator:** Number of CTE Concentrators who, in the second quarter after graduating high school, enrolled in postsecondary education or advanced training, military service or a service program that receives assistance under title I of the National and Community Service Act of 1990 (42 U.S.C. 12511 et seq.), are volunteers as described in section 5(a) of the Peace Corps Act (22 U.S.C. 2504(a)), or are employed.
- **Denominator:** Number of CTE Concentrators who graduated high school.

» **Proposed Definition:** Include all CTE Concentrators, not only those who graduated

» **Proposed Definition:** Would give states an additional 16 months (ie. an additional program year) to gather data on post-program outcomes for CTE Concentrators

## » Proposed Definition

- **Numerator:** The number of students who were CTE concentrators and exited secondary education during the preceding reporting year, who, in the second quarter after exiting from secondary education, were enrolled in postsecondary education, advanced training, military service, or a service program that receives assistance under title I of the National and Community Service Act of 1990 (42 U.S.C 12511 et seq.), or were volunteers as described in section 5(a) of Peace Corps Act (22 U.S.C. 2504(a)), or were employed.
- **Denominator:** The number of CTE concentrators who exited secondary education in the preceding reporting year.

# 4S1: Non-Traditional

- » Improve Consistency of State Data
  - ✓ Specify that denominator is the number of CTE Concentrators who are concentrating their studies in a CTE program that leads to a non-traditional field, not all CTE Concentrators.
  - ✓ Specify that students in the numerator/denominator are those CTE Concentrators who are concentrating their studies in a CTE program that leads to non-traditional fields.
  - ✓ Specify that the numerator is the number of CTE Concentrators from the minority gender in the CTE programs leading to non-traditional fields.
  - ✓ Specify that CTE Concentrators from the minority gender in the CTE programs that lead to non-traditional fields are included in the numerator in the reporting year in which they meet these criteria.
  
- » MN is already in alignment with the proposed changes. No impact expected to the current Non-Traditional performance indicator definition.

# 4S1: Non-Traditional Program Concentration

## » Current Definition

- **Numerator:** Number of CTE Concentrators from underrepresented gender groups who complete a program that leads to employment in nontraditional fields.
- **Denominator:** Number of CTE Concentrators who complete a program leading to employment in nontraditional fields.

## » Proposed Definition

- **Numerator:** The number of CTE concentrators in secondary CTE programs and programs of study that lead to non-traditional fields who are a gender that comprises less than 25 percent of the individuals employed in the occupation or field of work for which the CTE program prepares students.
- **Denominator:** The number of CTE concentrators in secondary CTE programs and programs of study that lead to non-traditional fields.

# 5S3: Program Quality: WBL

## » Current Definition

- **Numerator:** Number of CTE Concentrators who successfully complete one or more work-based learning course(s) prior to graduation.
- **Denominator:** Number of CTE Concentrators who graduated high school.

## » Proposed Definition

- **Numerator:** The number of CTE concentrators graduating from high school in the reporting year having participated in work-based learning.
- **Denominator:** The number of CTE concentrators who graduated from high school in the reporting year.

# 1P1: Post Program Placement

## » Current Definition

- The percentage of CTE concentrators who, during the second quarter after program completion, remain enrolled in postsecondary education, are in advanced training, military service, or a service program that receives assistance under title I of the National and Community Service Act of 1990 (42 U.S.C. 12511 et seq.), are volunteers as described in section 5(a) of the Peace Corps Act (22 U.S.C. 2504(a)), or are placed or retained in employment.

## » Proposed Definition

- **Numerator:** The number of students who were CTE concentrators at the postsecondary level during the preceding reporting year who, during the second quarter after program completion, remained enrolled in postsecondary education, were in advanced training, military service, or a service program that receives assistance under title I of the National and Community Service Act of 1990 (42 U.S.C. 12511 et seq.), were volunteers as described in section 5(a) of the Peace Corps Act (22 U.S.C. 2504(a)), or were placed or retained in employment.
- **Denominator:** The number of students who were CTE concentrators at the postsecondary level who completed a CTE program or program of study during the preceding reporting year.

# 2P1: Earned Recognized Postsec. Credential

## » Current Definition

- The percentage of CTE concentrators who receive a recognized postsecondary credential during participation in or within 1 year of program completion.

## Proposed Definition

- **Numerator:** The number of CTE concentrators at the postsecondary level who received a recognized postsecondary credential during participation in the reporting year or within one year of program completion.
- **Denominator:** The number of CTE concentrators at the postsecondary level enrolled in the reporting year or who completed a CTE program during the previous reporting year.

# 3P1: Non-traditional Program Concentration

## » Current Definition

- The percentage of CTE concentrators in career and technical education programs and programs of study that lead to non-traditional fields.

## Proposed Definition

- **Numerator:** The number of CTE concentrators in postsecondary CTE programs and programs of study that lead to non-traditional fields who are a gender that comprises less than 25 percent of the individuals employed in the occupation or field of work for which the CTE program prepares students.
- **Denominator:** The number of CTE concentrators in postsecondary CTE programs and programs of study that lead to non-traditional fields.

# Career Cluster Frameworks



# (New) Career Clusters Framework

- » [Webinar] Advancing the Framework: A National Career Clusters Framework Update <https://www.youtube.com/watch?v=dON8uyzJuMQ>
  
- » Last updated 2002
  - **Cluster** –Industry sector as defined by North American Industry Classification System (NAICS), Standard Occupational Classification (SOC), Industry profiles, 14-16 total Clusters
  - **Sub-Cluster** –Major grouping of career areas within a given sector that have similar skills as defined by industry area
  - **Cross-cutting Cluster** –Clusters that are designed to be both industry sectors and based on contextualized functions within other sectors
  
- » “Pathways” no longer exist
- » Career vs. job vs. occupation

# (New) Career Clusters Framework

- » Can be adjusted or customized based on local labor needs
- » Updated language and grouping
- » Reflective of interdisciplinary nature
  - Pushes on career exploration, advising and purpose-driving framing
  - Pushes on interdisciplinary or multidisciplinary teacher credentialing and course coding
- » Nothing was removed, only reorganized –everything is located *somewhere*
  - IT was expanded to Digital Technology
  - Expansion of Energy, Advanced Manufacturing into Framework

# (New) Career Clusters Framework --DRAFT



Center: represents Career Ready practices

**Orange Ring:** Meta-groupings, clusters that align with purpose for considering a particular career grouping

**Light green:** 11 Discrete clusters

**Light Blue:** Sub-clusters embedded within the 11 Discrete clusters

**Light Purple (around the outside):** Are the 3 cross-cutting clusters, which are their own clusters but which can be contextualized within other clusters

# (New) Career Clusters Framework

- » Tools to support Implementation
  - Cluster/Subcluster –SOC Crosswalk (October)
  - Cluster/Subcluster –CIP Crosswalks (October)
  - Industry Profiles (October)
  - Common credentials by cluster and other resources (2025)
  
- » Report enrollment & performance disaggregated by the new Cluster Framework (CAR January 2027, data from program year 2025-26)

# Current Logic for secondary CTE Concentrator

## » 7 period day Trimester

- *Participant:*  $(51\text{minutes/day} \times 5\text{ days/wk}) = 255\text{ minutes/wk} \times 12\text{ wks/Trimester} = 3060\text{ minutes} / 60\text{minutes} = 51\text{Hrs/Trimester}$
- *Concentrator:*  $51\text{Hrs} \times 3\text{Trimesters} = 153\text{Hrs/yr}$

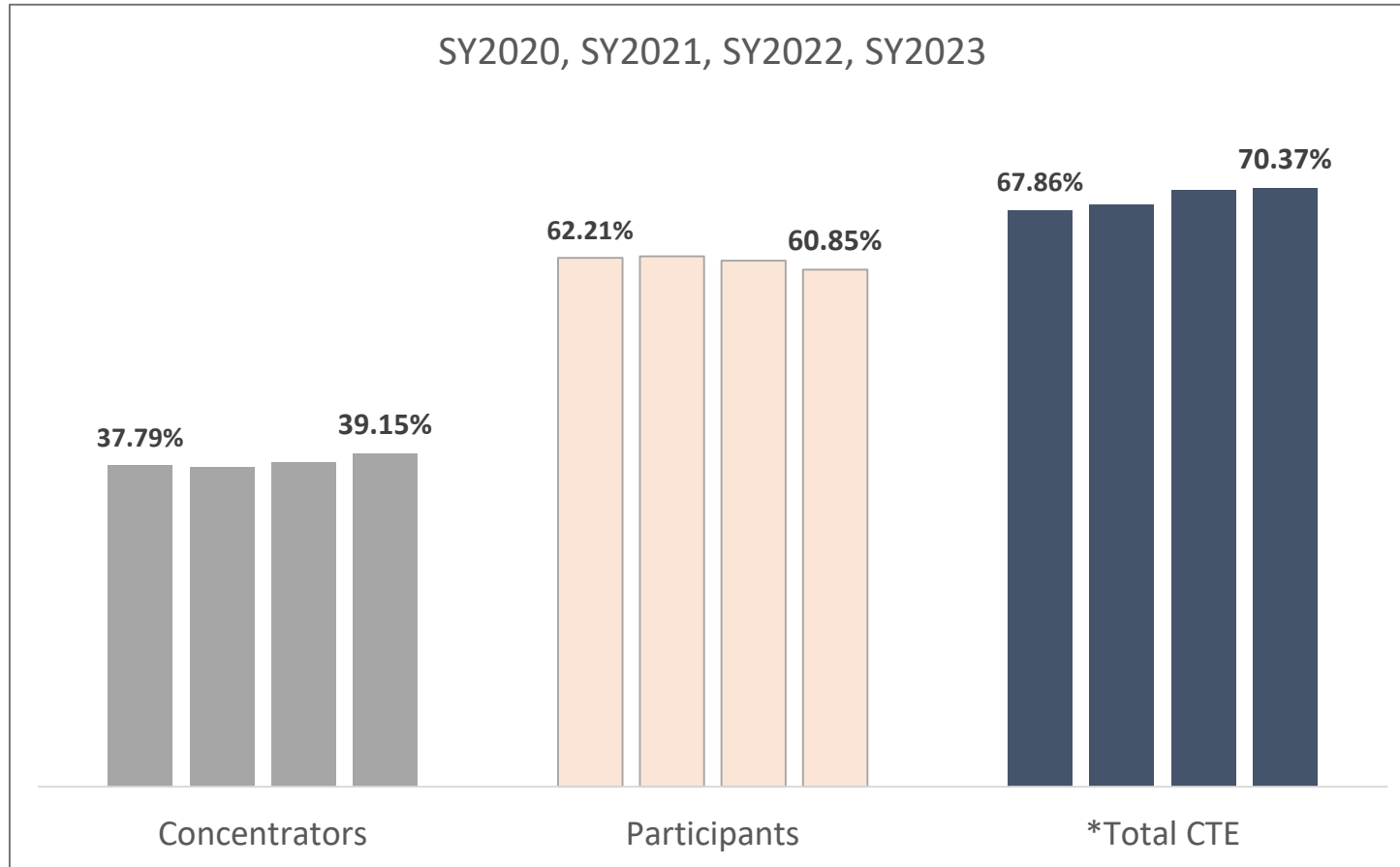
## » 7 period day Semester

- *Participant:*  $(51\text{minutes/day} \times \text{days/wk}) = 255\text{ minutes/wk} \times 18\text{ wk/Semester} = 4590\text{ minutes} / 60 = 76.5\text{Hrs/Semester}$
- *Concentrator:*  $77\text{Hrs} \times 2 = 154\text{Hrs/yr}$

# Current Definition for secondary CTE students

- » **CTE Participant:** Any 9-12<sup>th</sup> grade student who successfully completes one or more state-approved CTE course(s).
  - » **CTE Concentrator:** Any 9-12<sup>th</sup> grade student who successfully completes 150+ course hours (or more) as part of a state-approved secondary CTE program, within one career field.
- 
- **NOTE:** Course enrollment records for students who have successfully completed state-approved CTE courses are added up across a student's high school experience to earn a designation as a CTE Participant or Concentrator.
  - **NOTE:** Although CTE Participant enrollment by Career Cluster is reported within the federal Consolidated Annual Report (CAR) –Only CTE Concentrators are included in the Performance Indicator measures.

# Enrollment: Participants & Concentrators



- » Although the *number* of students in each category (Participant/Concentrator/Total) may shift from one year to the next, is the percentages that we want to pay attention to overall.

# (New) Career Clusters Framework

- » Secondary/Postsecondary Unknowns
  - What might this re-organization do to programs of study
  - Impacts to teacher licensure & teacher prep programs
  - Impacts to CTE Concentrator definition & numbers
  - Impact to Student Performance outcomes
  - Long-term outcomes for students & labor pipelines



# State Wage Interchange System (SWIS)

# State Wage Interchange System (SWIS)

## » What is SWIS?

- SWIS is a system that allows states to exchange wage data with other states for reporting purposes according to the SWIS Agreement (primarily used for WIOA).
- Four kinds of data exchanged:
  - Personally identifiable information contained in students' education records from educational agencies and institutions subject to the Family Educational Rights and Privacy Act
  - Workforce data from programs administered and funded by the U.S. Department of Labor
  - Personal information contained in Vocational Rehabilitation (VR) program records maintained by VR agencies
  - Confidential information contained within wage records.
- Enables access for Performance Accountability and Customer Information Agencies (PACIA)

# SWIS and Perkins

- » How SWIS affects Perkins:
  - Data contained in SWIS could help identify out-of-state employment records for 3S1 and 1P1, especially in major border communities
- » OCTAE maintains we are a PACIA for Perkins reporting, however:
  - This is not explicitly stated in the SWIS Agreement
  - Some states are using SWIS data for Perkins reporting via agencies that are PACIAs
  - There is an amendment to SWIS under development that would identify Perkins agencies as a PACIA eligible for access to SWIS

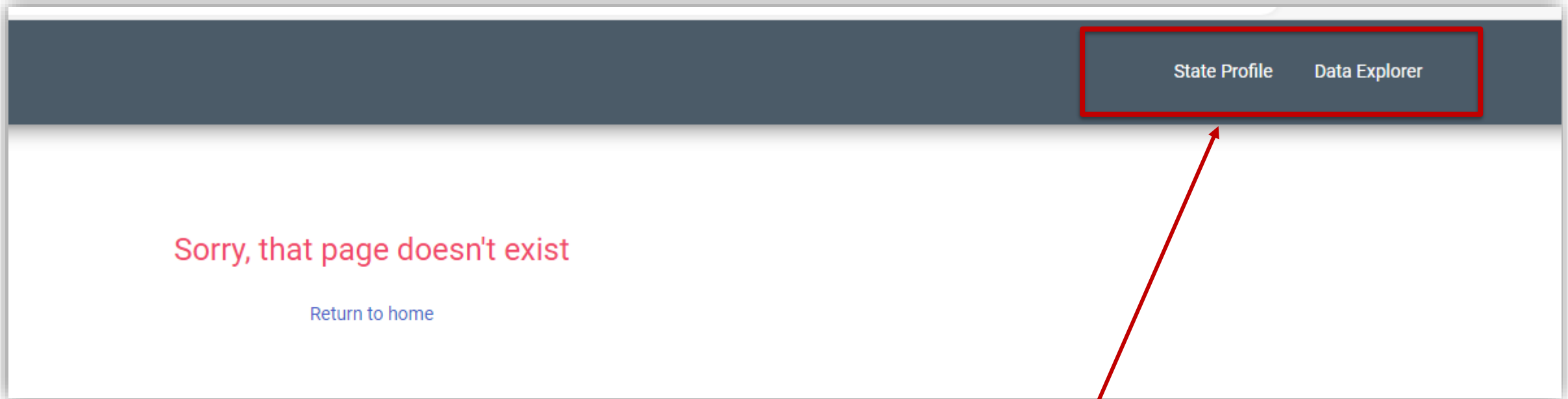
# Federal Data Resources

# State Profiles, <https://cte.ed.gov/>

Click on Grant Programs > State Profiles

The screenshot shows the PCRN (Perkins Collaborative Resource Network) website. The top navigation bar includes links for HOME, CALENDAR, and NEWSROOM, along with an 'ENHANCED BY Google' badge. The main navigation menu has categories: Legislation and Regulations, Grant Programs (highlighted), Accountability, National Initiatives, Resources, and Contact Us. Under the 'Grant Programs' menu, there are two columns of links. The left column includes: Funding Opportunities, CTE Highlights of ARP ESSER State Plans, State Formula Grants, State Plans, Monitoring, State Allocations, and State Profiles (highlighted with a red box). The right column includes: Discretionary Grants, Innovation and Modernization Program, Native American Career and Technical Education Program, Native Hawaiian Career and Technical Education Program, and Tribally Controlled Postsecondary Career and Technical Institutions Program. On the left side of the page, there are four vertical banners: 'SUPPORTING INVESTMENTS IN CORRECTIONAL EDUCATION THROUGH ADULT, CAREER, AND TECHNICAL EDUCATION', 'RENEWING OUR EFFORTS TO ADVANCE GENDER EQUITY IN CTE', 'ESTIMATED FY 2024 PERKINS STATE ALLOCATIONS', and 'STATUTORY REQUIREMENTS, PROCEDURES, AND...'. On the right side, there is a 'CALENDAR' section with an entry for 'Sep 10 - 12 2024 Data Quality Institute (DQI)' and a 'VIEW MORE' button. Below that is a 'QUICK LINKS' section with two entries: 'Review the Dear Colleague Letter highlighting how Perkins V and AEFLA funds can be used to support correctional education (PDF, 459 KB)' and 'Estimated Fiscal Year (FY) 2024 State Allocations under the Carl D. Perkins Career and Technical Education Act of 2006 (Perkins V) (PDF, 322 KB)'. A red arrow points from the text box on the left to the 'State Profiles' link in the 'Grant Programs' menu.

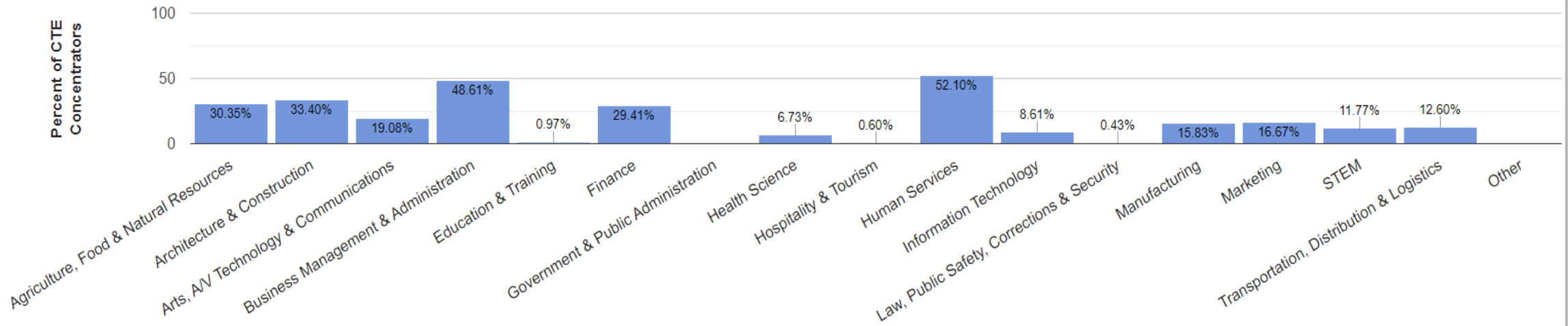
# State Profiles, <https://cte.ed.gov/>



It does exist. Simply select either “State Profile” or “Data Explorer” in the upper right corner of the page.

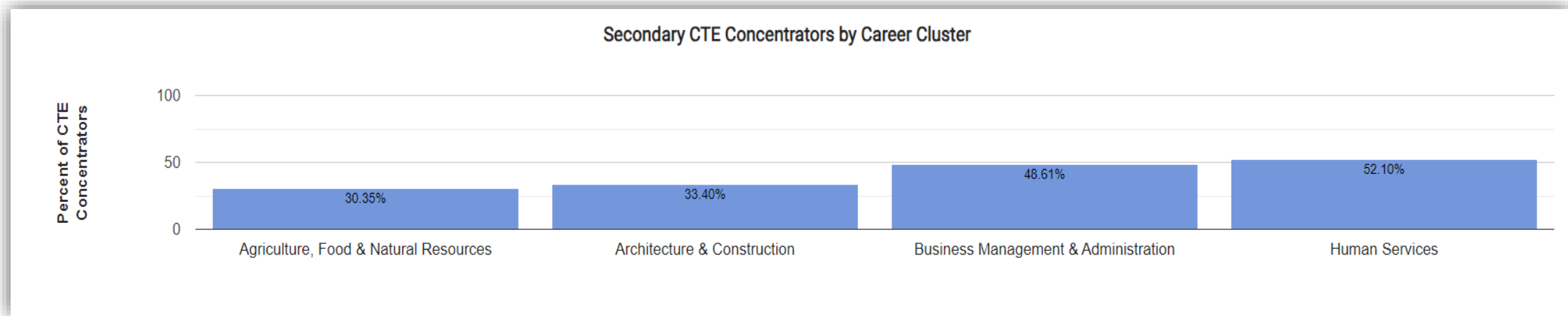
# State Profiles, <https://cte.ed.gov/>

Secondary CTE Concentrators by Career Cluster

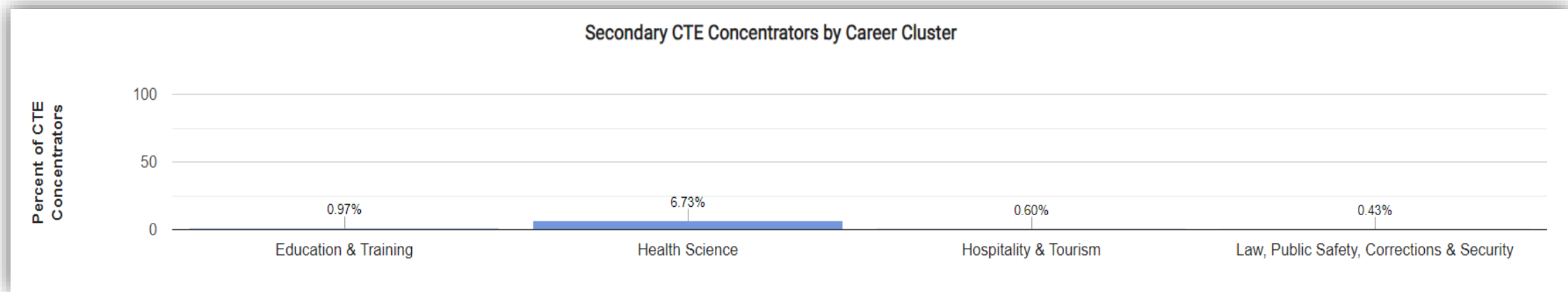


# State Profiles, <https://cte.ed.gov/>

Top 4  
Career  
Clusters



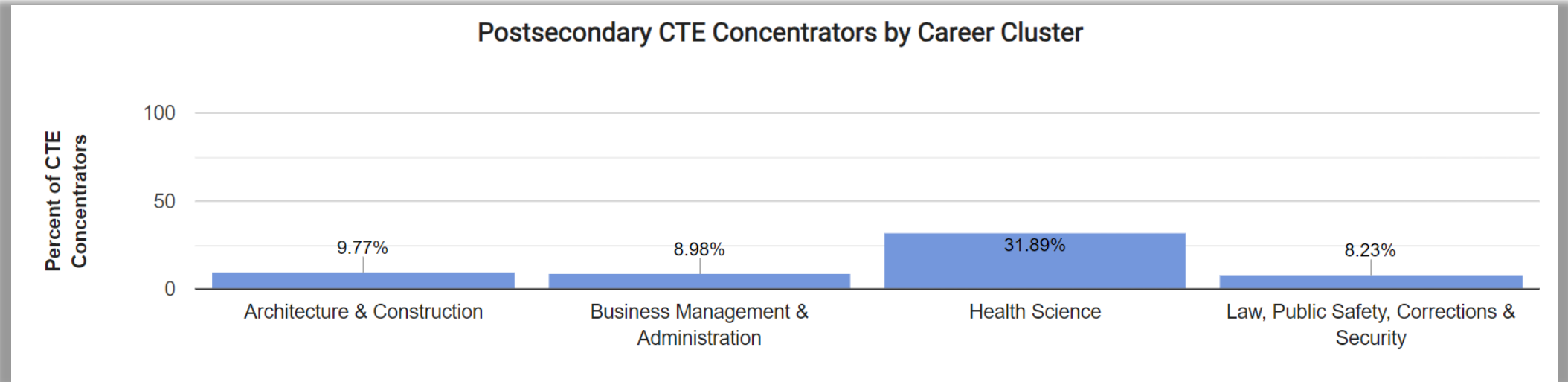
Bottom  
4 Career  
Clusters



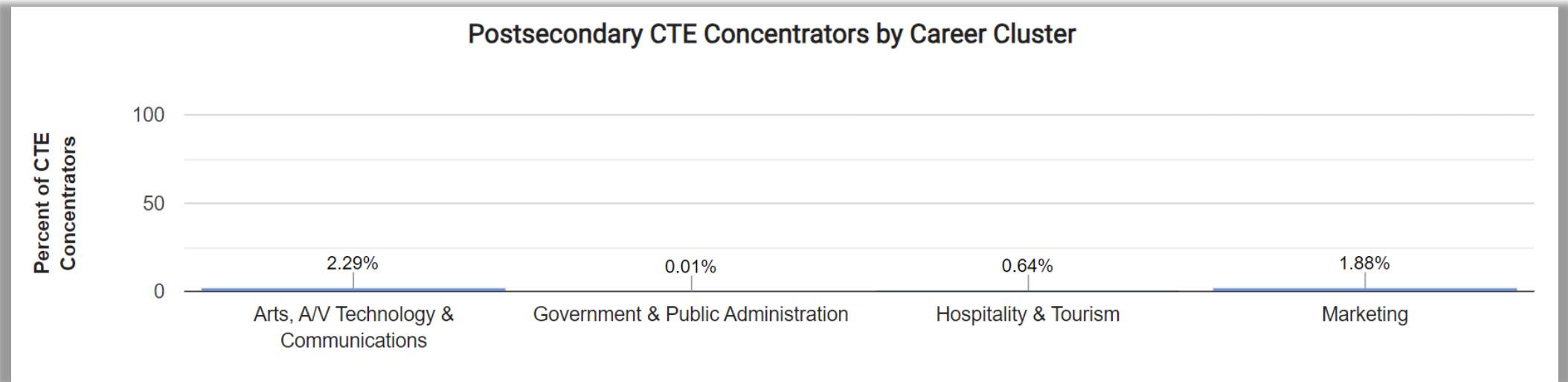


# State Profiles, <https://cte.ed.gov/>

Top 4  
Career  
Clusters



Bottom  
4 Career  
Clusters



# Thank you.



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