

## **Strengthening Career and Technical Education for the 21<sup>st</sup> Century Act Minnesota Core Indicator Proposed State Determined Performance Levels for Public Comment**

The *Strengthening Career and Technical Education for the 21<sup>st</sup> Century Act*, signed in to law in July 2018, outlined secondary and postsecondary core accountability indicators for states to use to determine if they and their eligible local recipients are meeting statewide CTE goals. Minnesota's definitions for the indicators can be found in the [Accountability Definitions-Secondary and Accountability Definitions-Postsecondary documents](#).

Minnesota is taking public comment on the following updated/proposed state determined performance levels. Governor Tim Walz signed Executive Order 20-01 in March 2020, declaring a peacetime emergency for Minnesota in response to the COVID-19 pandemic. The peacetime emergency resulted in many unanticipated consequences within the CTE Concentrator population and Minnesota's ability to meet current levels of performance. Therefore, it was determined that updating secondary accountability State-Determined Levels of Performance is essential.

Minnesota operates within a consortium model. The 25 Perkins consortium leaders were asked to submit statements requesting adjustments to their local levels of performance for any Perkins Accountability Indicator they perceived to be impacted by the peacetime global pandemic during spring of 2020 and school year 2020-2021. Any indicator reaching over fifty percent consensus to reduce at the local level was then also reduced at the state level. The only performance indicator not to meet this criterion is 3S1: Post-Program Placement, which will remain at its current level of performance; all other proposed levels of performance were systematically reduced. What follows below are the rationale for adjusting each performance indicator.

**1S1, 4yr Graduation Rate:** Impact on statewide enrollment was considered. Results indicated there were approximately 10,000 fewer economically disadvantaged students who enrolled in high school during school year 2020-2021. State-approved CTE programs tend to attract a high number of economically disadvantaged students. The denominator for the 4yr graduation rate includes four categories of students: graduated, continuing, dropped-out, and unknown. Due to the high rate of economically disadvantaged students no longer enrolled during the FY21 school year, there is a concern of there being a negative impact to the CTE Concentrator population, which would then have an impact on our ability to meet the current level of performance. Further, fluctuations in enrollment as well as the inability to access consistent education learning models will likely lead to a reduction in post-COVID access to CTE courses/programs of study. Students will likely be prioritized into credit recovery courses rather than given the option to enroll in CTE courses, again resulting in a lower number of CTE concentrators.

**2S1 and 2S2, Academic Achievement:** The timing of this order and related changes in public life affected the state's ability to administer academic achievement assessments (MCA/MTAS) during spring 2020 and the ability of student to receive consistent in-person instruction during school year 2020-2021. For example, while the digital access rate for families in the metro areas is approximately ninety-three percent, the percentage of families in rural communities without reliable access to internet services is around twenty percent with many internet dead-zones reported. However, these estimates also do not take into consideration the number of users per household having access to a device at any one time versus the need to share resources. Further, as of March 22, 2020, still less than half of the high schools serving ninth through twelfth grade students are able to safely and consistently engage in an in-person learning model. Also pertinent to academic achievement is that the state's Opt Out rate has continued to increase. This is particularly true for high school students who have seen a forty-three percent change increase in the number of students opting out of taking the math assessment and a ninety-three percent change increase in the number of students opting out of taking the reading assessment over the prior year (FY19). The number of high school students opting out of taking

academic achievement assessments during spring 2021 due to health related reasons is unknown and will have an unknown impact on the CTE Concentrator population.

**4S1, Nontraditional Program Concentration:** All program and courses data were updated to include the most recent nontraditional crosswalk information. In addition to the rationale mentioned for all other performance indicators, updating our program and course table will also have an unknown impact on performance level outcomes given that many CIP codes have either shifted or dropped the previous classification altogether. Finally, district program staff have not yet been given the opportunity to implement these recent changes. This will have an unknown impact on outcomes for the nontraditional program concentration indicator.

**5S3, Program Quality: Work-based Learning:** Many local businesses and industries were themselves impacted. A high number of local businesses have closed and numerous secondary relationships with business and industry partners were disrupted. Relationships will need to be re-established if/when/as businesses open again or new business form. Finally, there were a high number of districts whose policy was to not engage in any form of work-based learning during the time in which the executive order was enacted and conversely a high number of business/industries who did not allow students on their job sites due to company restrictions.

The proposed State Determined Levels of Performance listed below reflect the uncertainty of our current ability to meet the previous State-Determined Levels of Performance and of our current educational circumstances. We are proposing to reduce the levels of performance to one-fourth the original rate for 2S1, 2S2, 4S1 and 5S3 –with the exception that 3S1 Post-Program Placement remaining at its current level, and 1S1 4yr Graduation Rate be reduced to within ninety percent of half a standard deviation. We anticipate adjusting performance levels again in the future as learning models stabilize and as more data become available for review. Keep in mind that we need to achieve a rate within 90% of a State-Determined Level of Performance in order to have met the level of performance and remain off an improvement plan for any given indicator.

## Secondary Core Indicators

Core Indicator	Baseline Rate, 2020	Grant Year 1	Grant Year 2	Grant Year 3	Grant Year 4
1S1: Graduation Rates (4-year)	92.21%	82.42%	82.49%	82.62%	82.90%
2S1: Academic Proficiency: Reading/Language Arts	0.00%	14.09%	14.10%	14.16%	14.31%
2S2: Academic Proficiency: Mathematics	0.00%	11.35%	11.39%	11.46%	11.61%
3S1: Post-Program Placement	65.70%	48.43%	48.49%	48.61%	48.84%
4S1: Nontraditional Program Concentration	36.31%	9.44%	9.49%	9.59%	9.79%
5S3: Program Quality: Work-Based Learning	13.08%	4.33%	4.34%	4.37%	4.41%

## Postsecondary Core Indicators

At this time, Minnesota is not revising our postsecondary Perkins V performance levels (i.e., targets). Postsecondary indicator performance is based on three-year cohorts, which translates in to a delayed impact of the current pandemic and economic crises on our performance rates. Currently, Minnesota appears to be on track to meet or be within 90% of the established state performance levels on the three postsecondary Perkins V indicators for Grant Year 1 (2021). We anticipate gathering more information and data over the next six months, and then we will propose adjustments to future state performance levels (i.e., 2022, 2023 and 2024), if needed. We would put any proposed adjustments on the postsecondary Perkins V performance levels out for public comment in spring 2022.

## How to Submit Comments

The public comment period on the proposed performance levels will be open from March 22, 2021 through April 21, 2021 to provide input to the secondary core indicator changes.

Comments can be submitted online at [Online Public Comment Site](#)

You can also ask a question or leave comments at [myCTEidea@minnstate.edu](mailto:myCTEidea@minnstate.edu). Specifically comments are requested on the following topics:

- Do the proposed state performance levels meet the requirements of the law?
- Do the proposed state performance levels support the improvement of all CTE concentrators, including **subgroups** of students as specified in Section 1111(c)(2)(B) of the Elementary and Secondary Education Act of 1965 and **special populations**, as described in Section 3(48)?
- Do the proposed state performance levels support the needs of the local education and business community?

If your comment is related to performance levels on a specific indicator, please note the core indicator number in your comment (e.g., 1S1, 4S1, etc.).

For additional information, please contact Jeralyn Jargo at (651) 201-1650 or [Jeralyn.Jargo@minnstate.edu](mailto:Jeralyn.Jargo@minnstate.edu).