

Perkins V Secondary

Accountability & Timeline for Reporting

During May 2019 three meetings were held with the Perkins V Secondary Accountability: Technical Advising Committee to discuss key questions and decision points around the updated legislation. This stakeholder group represented a select group of secondary CTE teachers, school principals, superintendents and counselors, as well as business and industry partners from each career field and postsecondary partners. All possible options for indicators and data sources were presented to the advisory group, who then discussed the issues and provided recommendations to MDE. Based on the recommendations of the Advisory Committee, along with additional analyses, MDE will be moving forward with the following secondary accountability indicators.

Perkins V: Secondary Accountability (*proposed*)

CTE Participant = successful completion of one or more courses which are part of a state approved secondary CTE program.

CTE Concentrator = successful completion of 150+ (or more) course hours which are part of a state approved secondary CTE program within one career field.

| Federal Indicator Code | Federal Indicator Name |
|------------------------|--|
| 1S1 | Four-year Graduation Rate |
| 1S2 | *Extended-year Graduation Rate |
| 2S1 | Academic Proficiency: Reading/Language Arts |
| 2S2 | Academic Proficiency: Mathematics |
| 3S1 | Post-Program Placement (formerly Postsecondary Enrollment) |
| 4S1 | Non-traditional Program Concentration |
| 5S2 | Program Quality: Postsecondary Credit |
| 5S4 | Program Quality: Technical Skill Attainment/Industry Recognized Credential (TSA/IRC) |

*The state is continuing to review data. Because extended year graduation rate aligns with MN's ESSA plan it is highly likely this Performance Indicator will be included in MN's Perkins State Plan.

Updated Definitions

Academic Achievement Performance Indicator(s) definition:

- *Numerator* –Number of CTE Concentrators at or above proficient on MCA/MTAS in the year they were assessed *only*. (Ex. all CTE Concentrators who were CTE Concentrators at the time they were assessed, Meaning 10th grade Reading and 11th Grade Math).
- *Denominator* –Number of CTE Concentrators in the assessment year only who took the MCA/MTAS.

NonTraditional student Performance Indicator definition:

- *Numerator* –Number of CTE Concentrators from underrepresented gender groups who became a CTE Concentrator in a program leading to a nontraditional career field.
- *Denominator* –Number of CTE Concentrators who became CTE Concentrators in a program leading to a nontraditional career field.

Perkins V Comprehensive Local Needs Assessment Workshop

Normandale Community College – July 31, 2019

Postsecondary Credit Performance Indicator definition:

- *Numerator* –Number of CTE Concentrators graduating from high school who have successfully completed one or more Concurrent Enrollment and/or Articulated Credit courses.
- *Denominator* –Number of CTE Concentrators graduating from high school.

TSA/IRC Performance Indicator definition:

- *Numerator* –Number of CTE Concentrators graduating from high school who successfully completed one or more Technical Skills Assessments and/or earned an Industry Recognized Credential.
- *Denominator* –Number of CTE Concentrators graduating from high school.

Reporting Timeline

| Car Report due | Reporting Requirements |
|------------------|---|
| December, FY2019 | Perkins IV outcomes |
| December, FY2020 | Perkins V: Enrollment & Baseline Data (No Targets for Accountability) |
| December, FY2021 | Year 1, Perkins V: Enrollment & Performance Outcomes (targets) |
| December, FY2022 | Year 2, Perkins V: Enrollment & Performance Outcomes (targets) |
| December, FY2023 | Year 3, Perkins V: Enrollment & Performance Outcomes (targets) |
| December, FY2024 | Year 4, Perkins V: Enrollment & Performance Outcomes (targets) |

Special Populations

- Race/Ethnicity
- Individuals with disabilities
- Individuals from economically disadvantaged families, including low-income youth and adults
- Individuals preparing for non-traditional field
- Single parents, including single pregnant women
- *Out-of-workforce individuals (Not really applicable to secondary students)*
- English learners
- Homeless individuals described in section 725 of the McKinney-Vento Homeless Assistance Act (42 U.S.C. 11434a)
- Youth who are in, or have aged out of, the foster care system
- Youth with a parent who –
 - **Is a member of the armed forces** (as such term is defined in section 101(a)(4) of title 10, United States Code); and
 - **Is on active duty** (as such term is defined in section 101(d)(1) of such title).
- Migrant students

Disaggregated data for participant and concentrator enrollment and each accountability indicator will be reported by the special populations above *and* by career cluster.