



**MINNESOTA STATE**  
Career and Technical Education



# Perkins Consortium Leaders' Meeting

**Minnesota Department of Education**

400 Stinson Blvd., NE, Minneapolis, MN

*October 1, 2024*



*goodbye september  
hello!!!*

**OCTOBER**

*please be good to me*

“The best way to enhance freedom in other lands is to demonstrate here that our democratic system is worthy of emulation.”

*Who said it?*



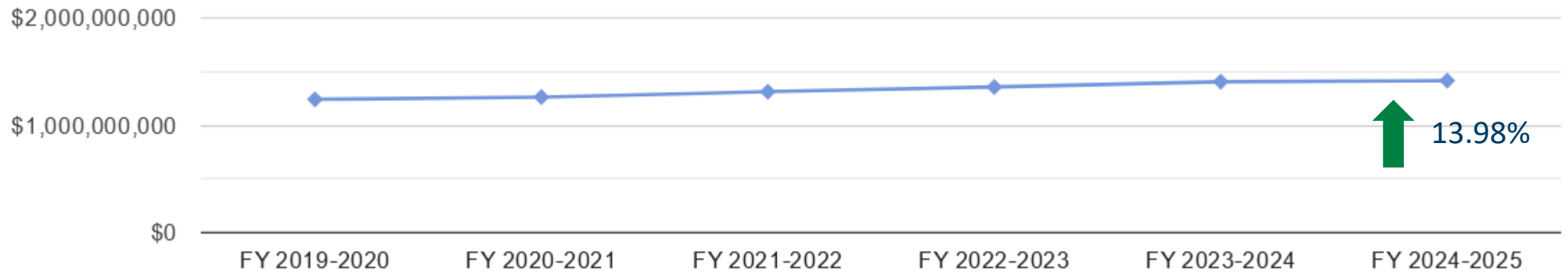


# Overview

- » Staff Intros
- » Today's Agenda
- » National/State Statistics
- » New National Career Clusters Framework
- » Proposed Revisions to Data Reporting
- » Annual Workflow Diagram
- » Upcoming Events

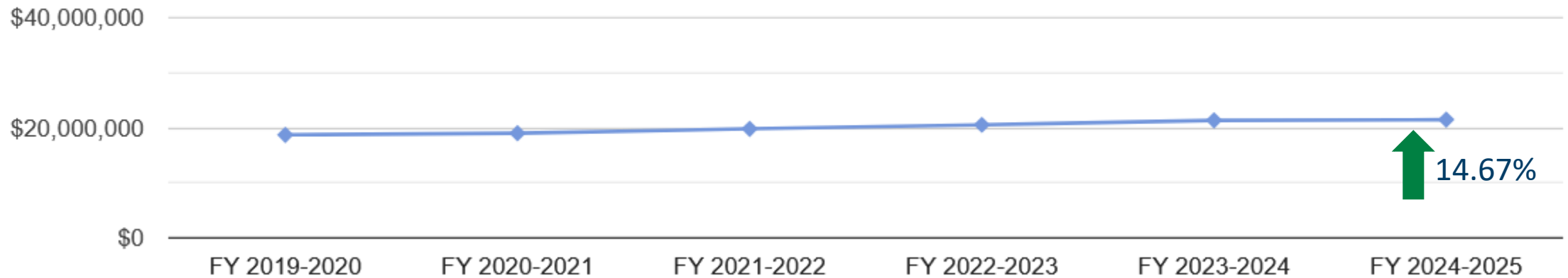
# National/State Statistics

# Perkins V Total Award by year Nationally



Fiscal Year	Total Award
FY 2019-2020	\$1,241,278,600
FY 2020-2021	\$1,261,580,961
FY 2021-2022	\$1,312,005,451
FY 2022-2023	\$1,356,056,776
FY 2023-2024	\$1,405,002,693
FY 2024-2025	\$1,414,791,877

# Perkins V Total Award by year for Minnesota

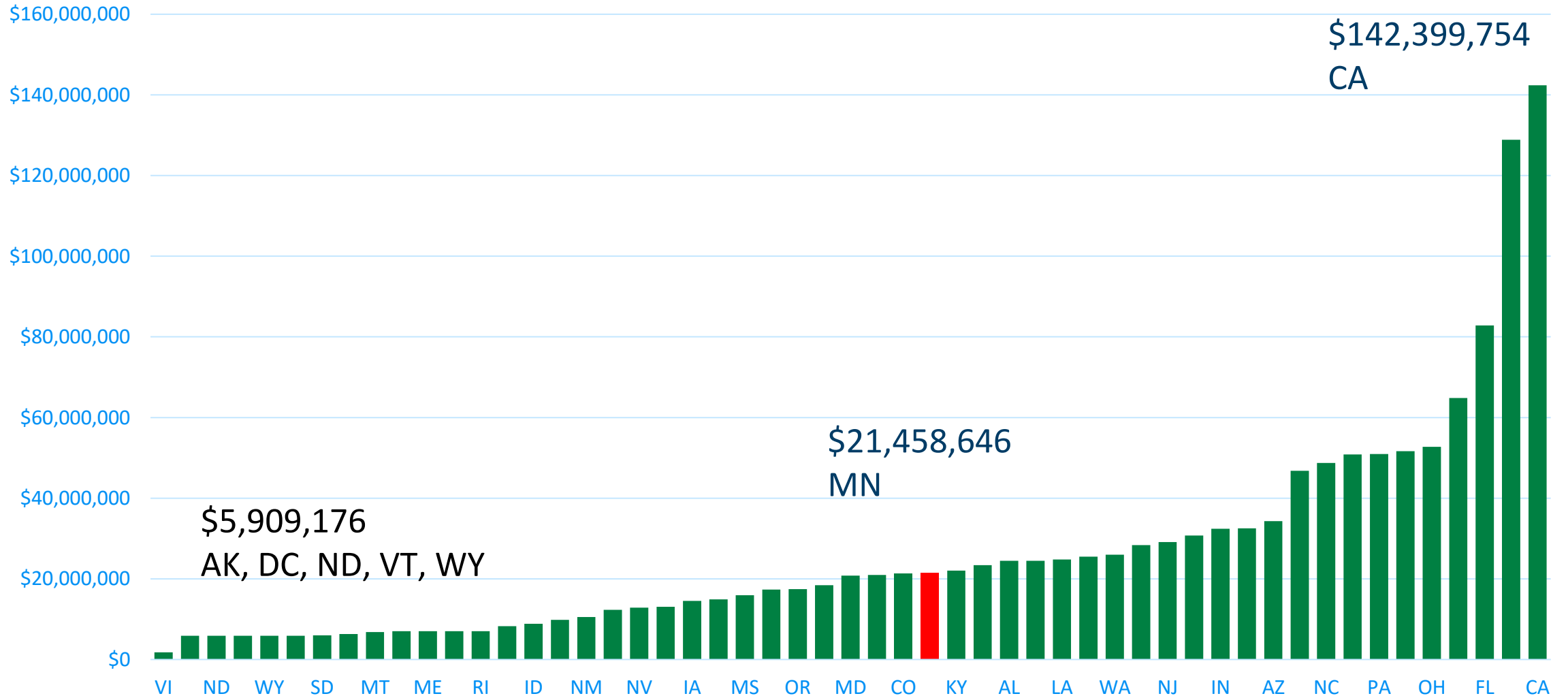


Fiscal Year	Total Award
FY 2019-2020	\$18,714,060
FY 2020-2021	\$18,999,181
FY 2021-2022	\$19,798,388
FY 2022-2023	\$20,524,984
FY 2023-2024	\$21,335,523
FY 2024-2025	\$21,458,646

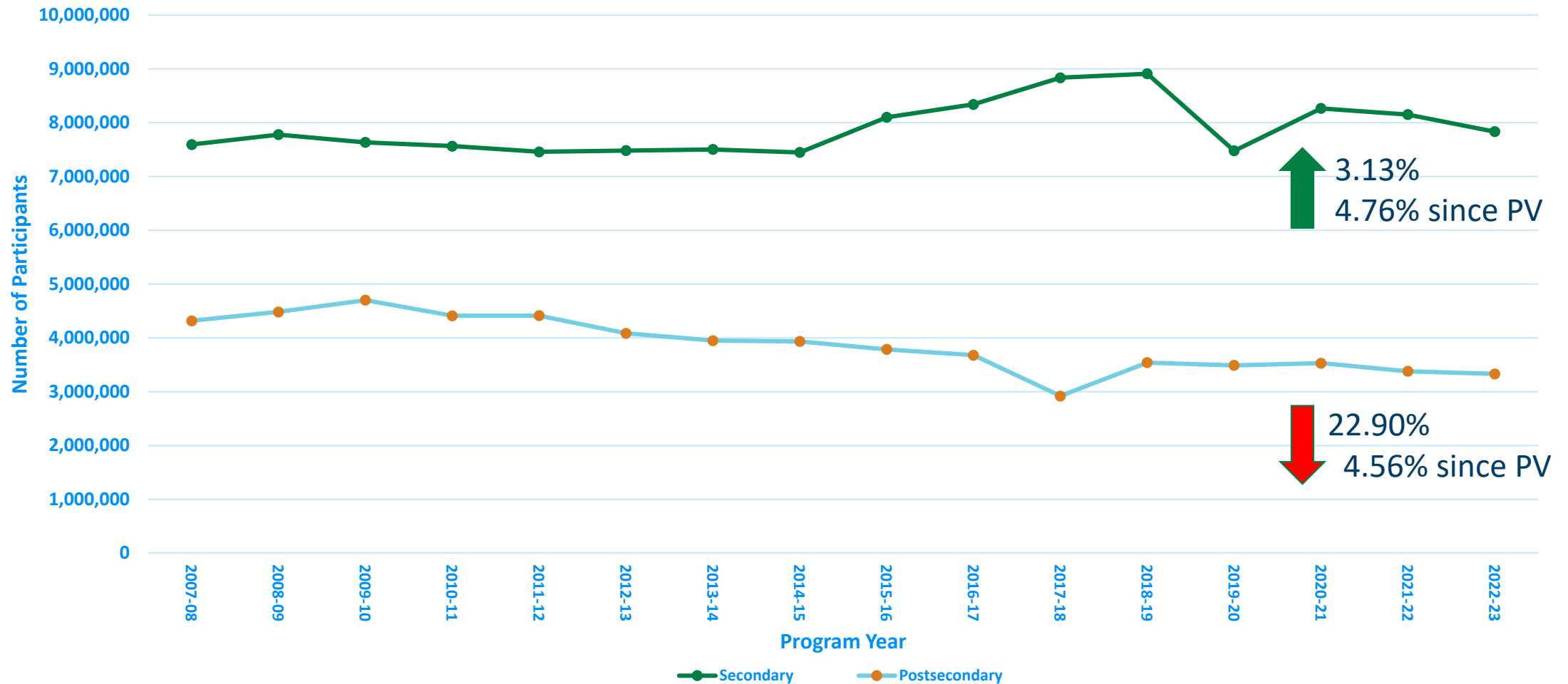


# Perkins Grant Allocations to States/Territories

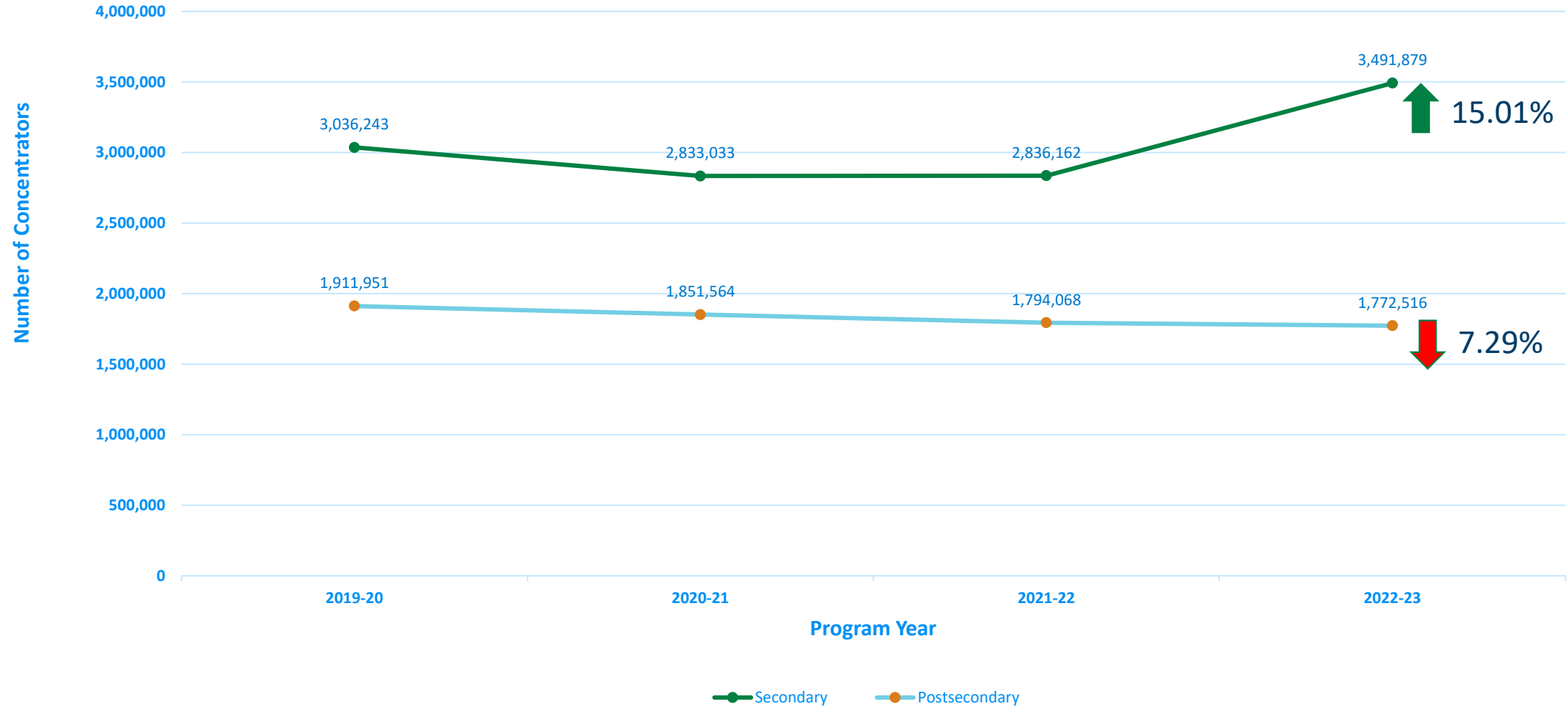
2024-2025



# CTE Participants Nationwide



# CTE Concentrators Nationwide

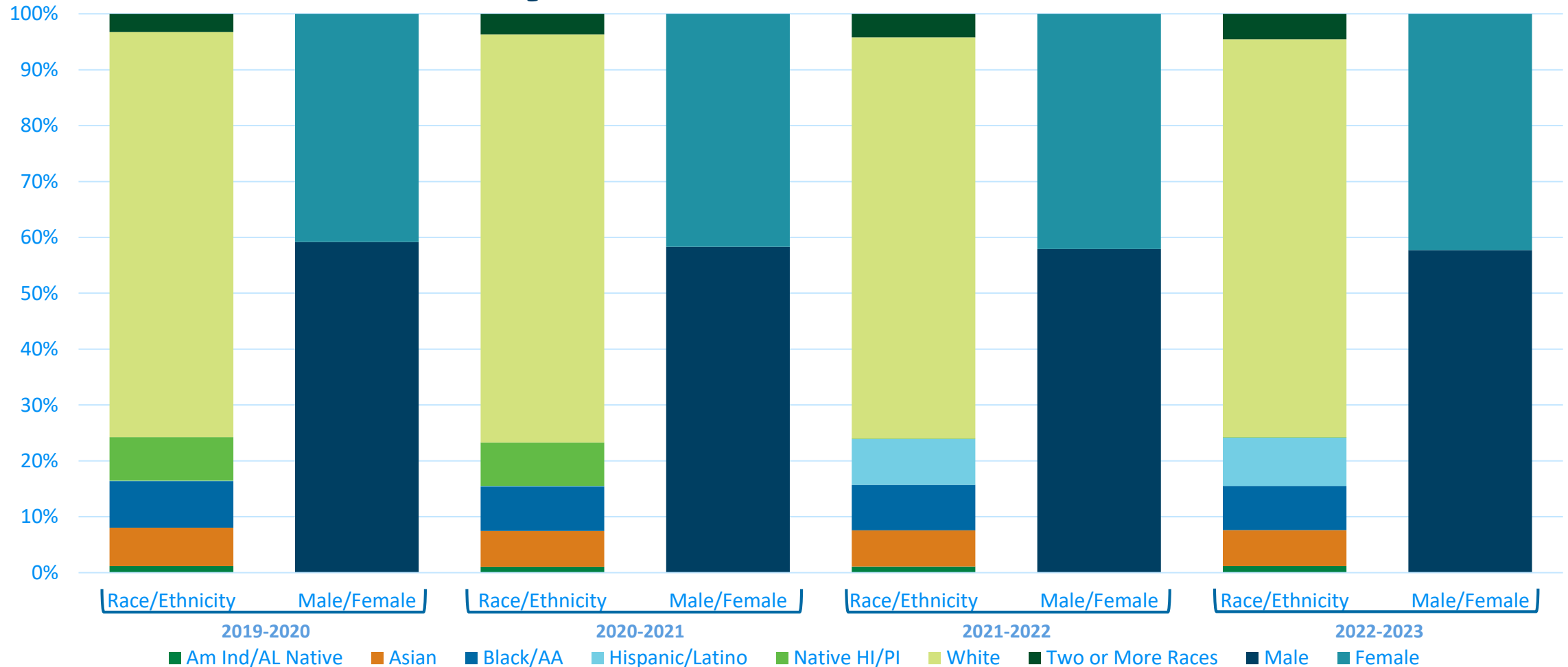


# Minnesota Participants/Concentrators

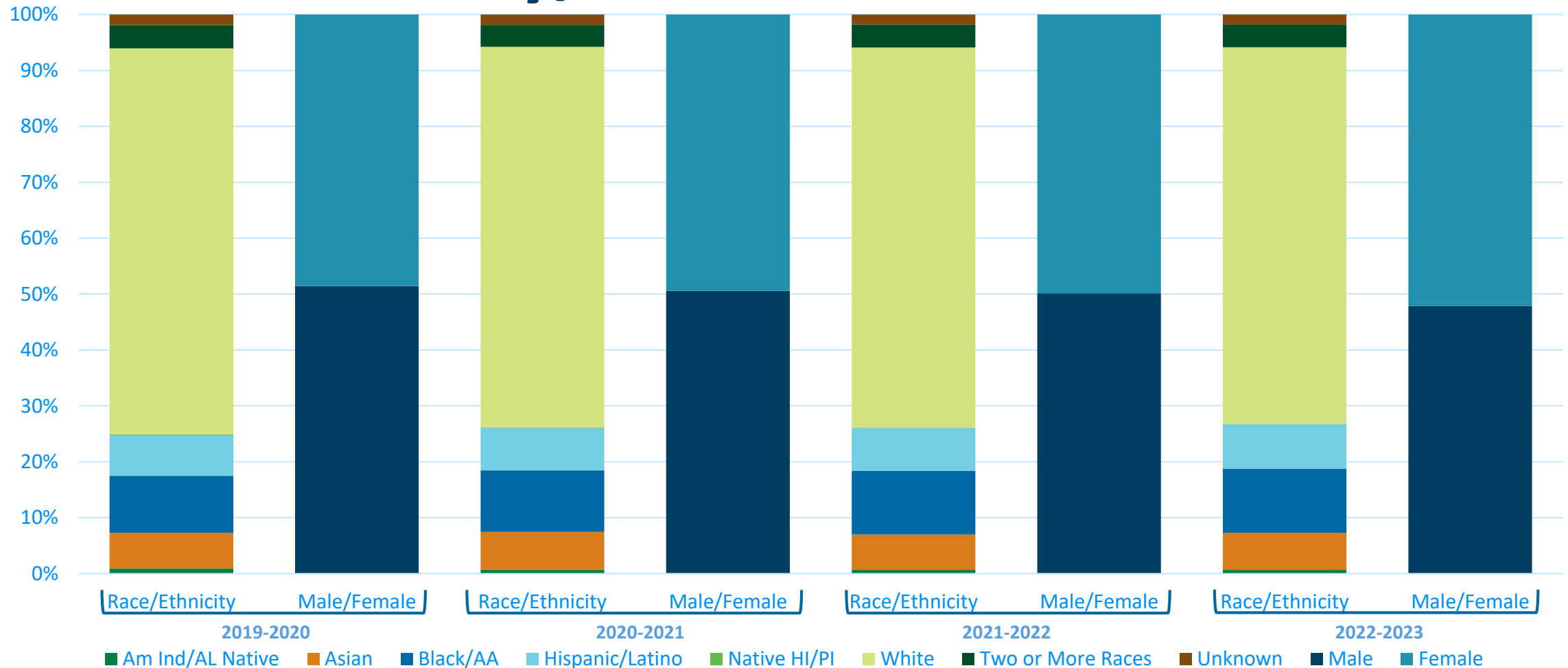




# Minnesota Secondary Concentrators by Race & Ethnicity/Gender

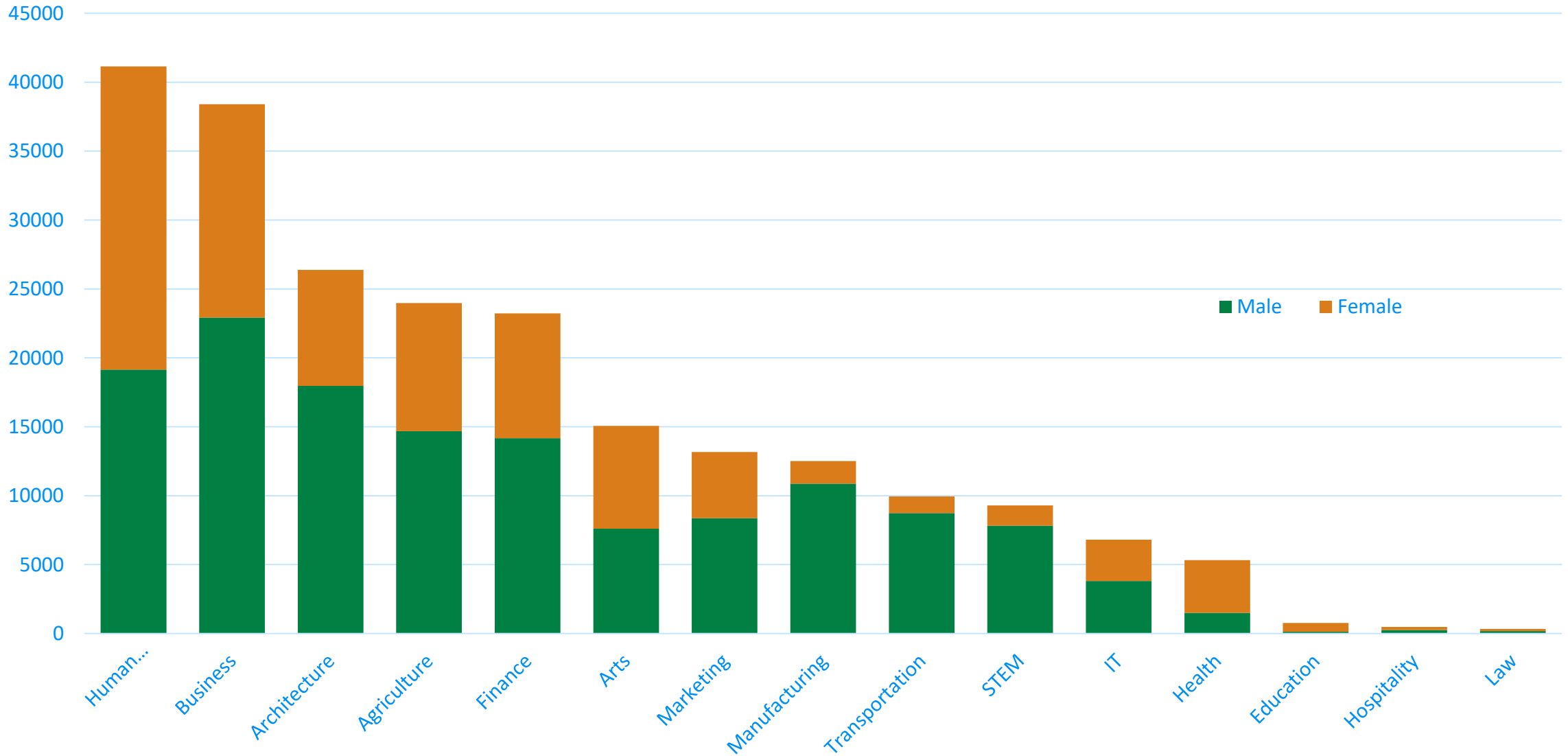


# Minnesota Postsecondary Concentrators by Race & Ethnicity/Gender



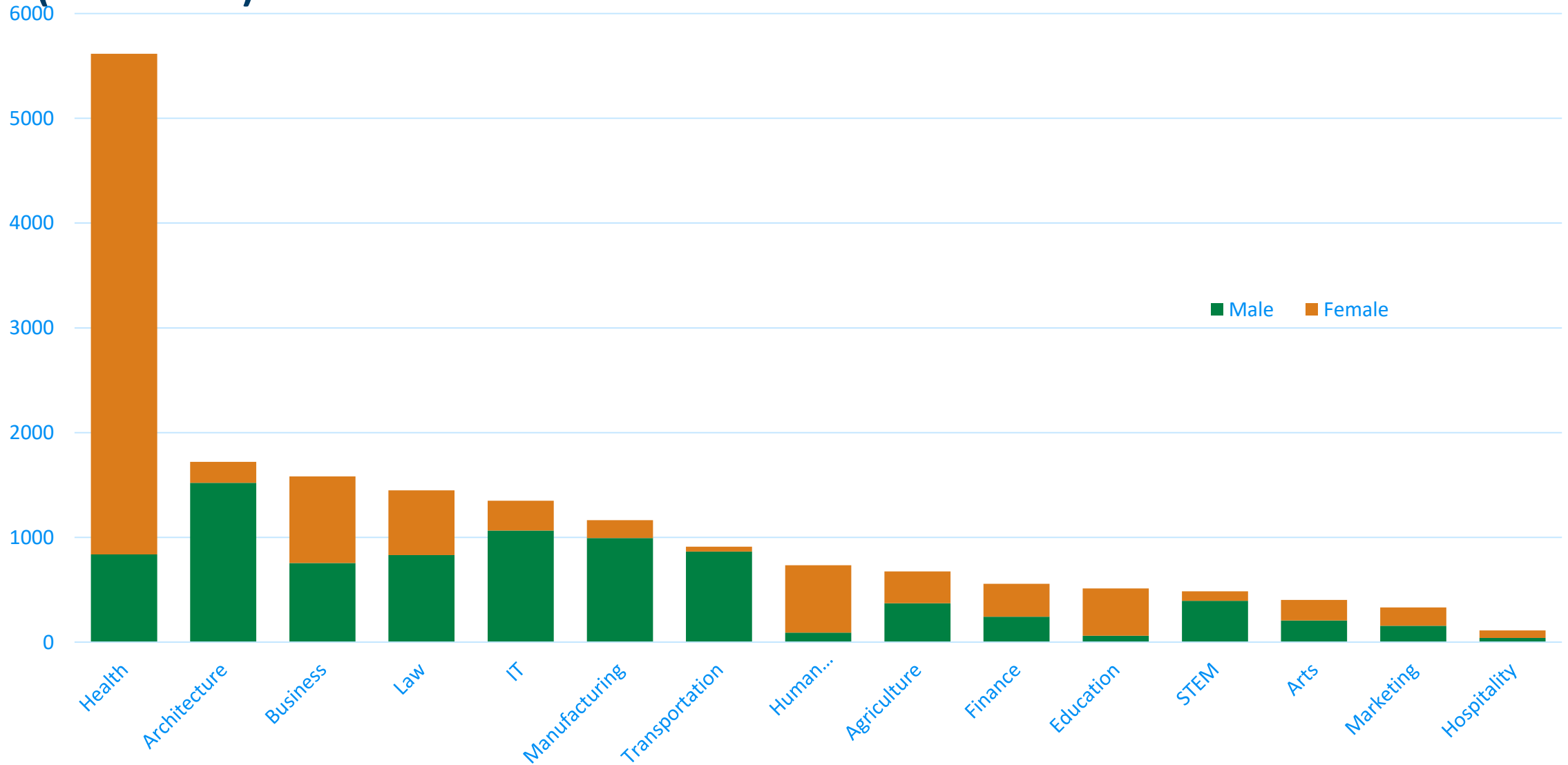
# MN Secondary Concentrators by Cluster

## (2022-2023)



# MN Postsecondary Concentrators by Cluster

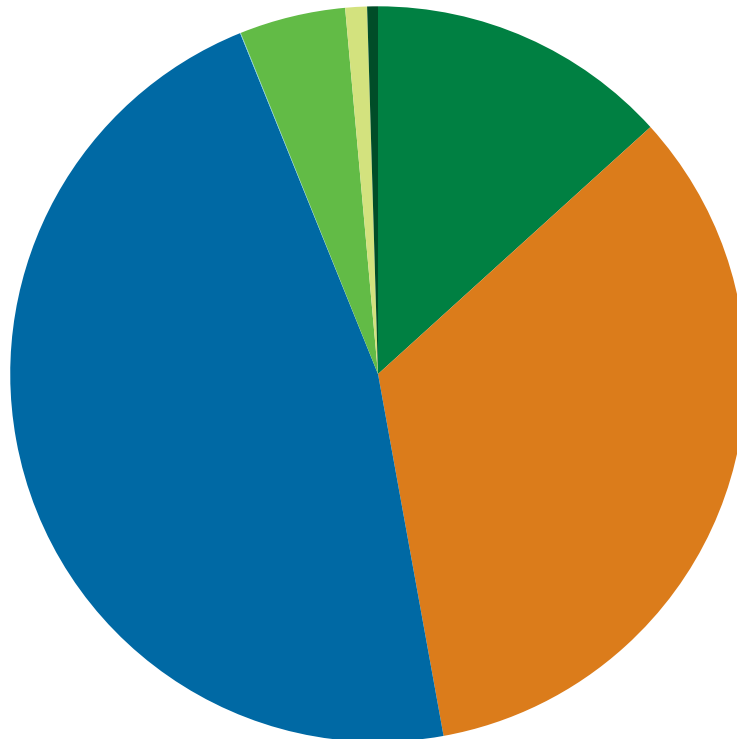
(2022-2023)



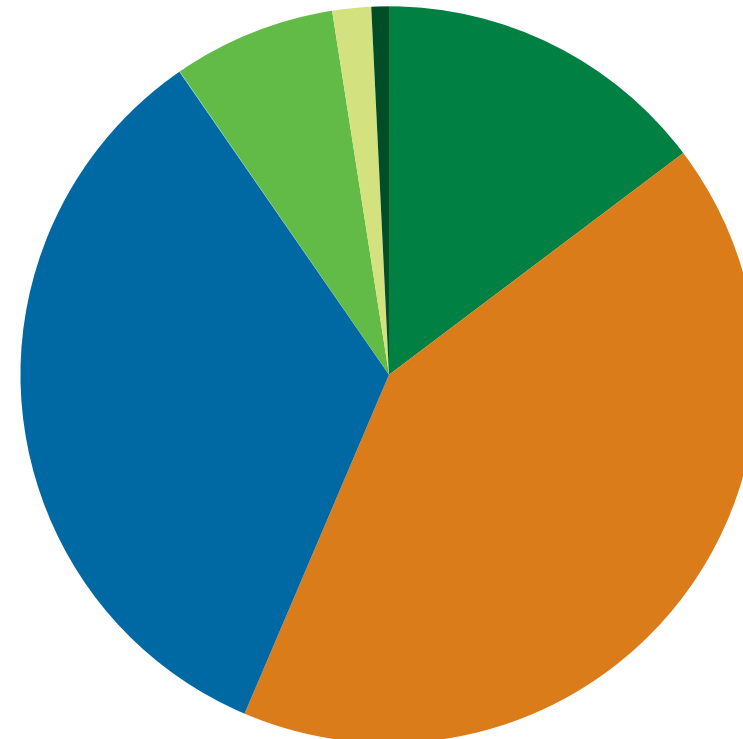


# Secondary Students by Special Population Category (2022-2023)

Concentrators



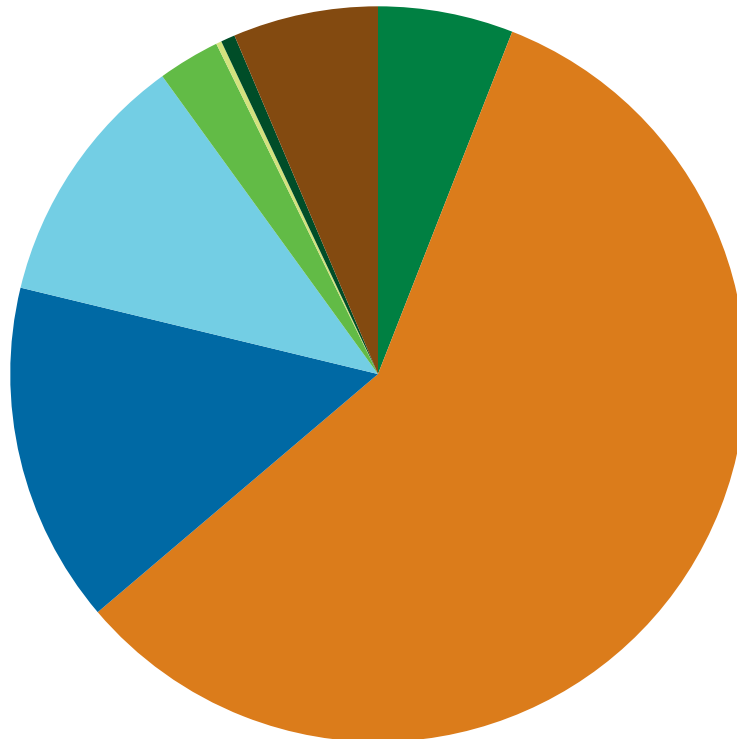
Participants



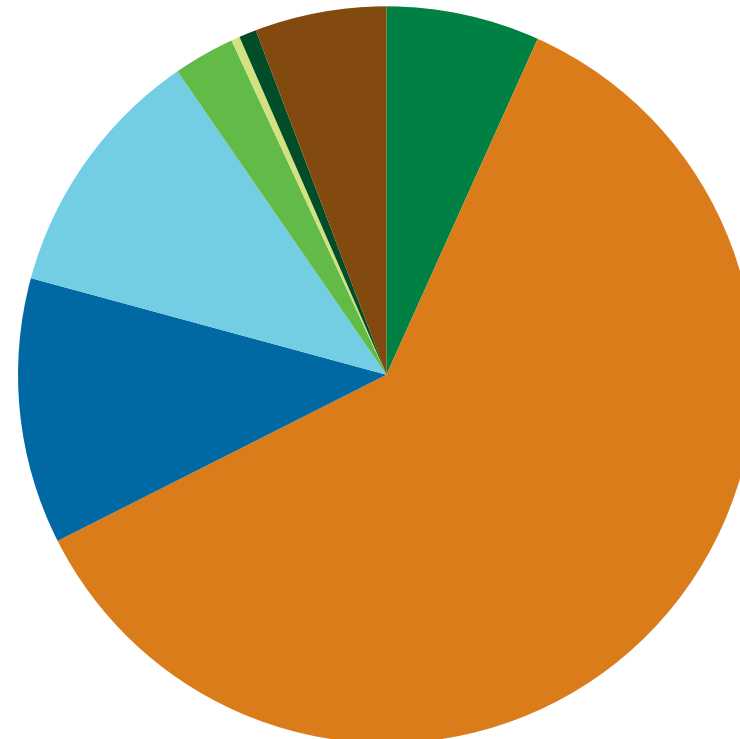
■ Disabilities
 ■ Economically Dis
 ■ Non-trad
 ■ Single Parents
 ■ ELL
 ■ Homeless
 ■ YIFC

# Postsecondary Students by Special Population Category (2022-2023)

Concentrators

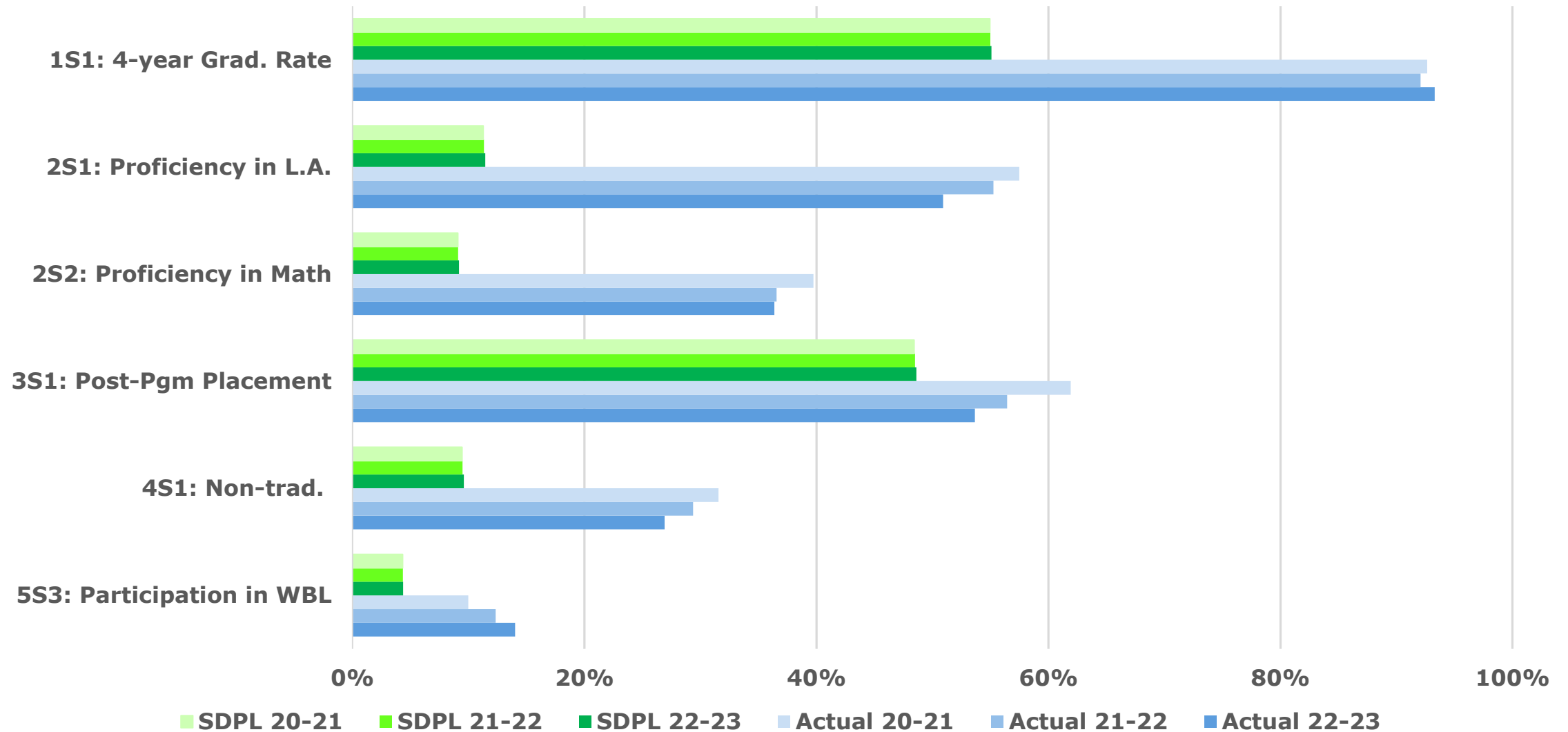


Participants

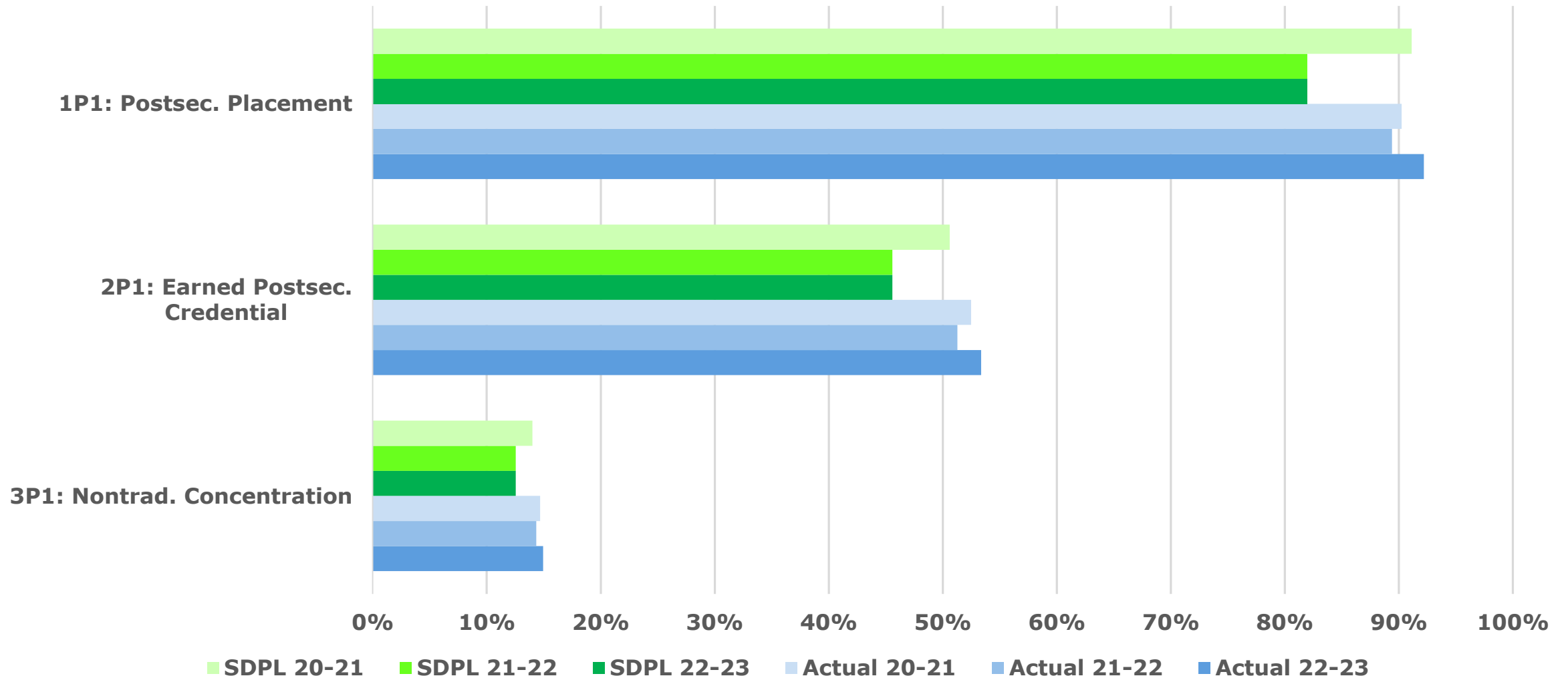


■ Diabilities
■ Economically Dis
■ Non-trad
■ Single Parents
■ ELL
■ Homeless
■ YIFC
■ OOW

# Secondary Concentrator Performance



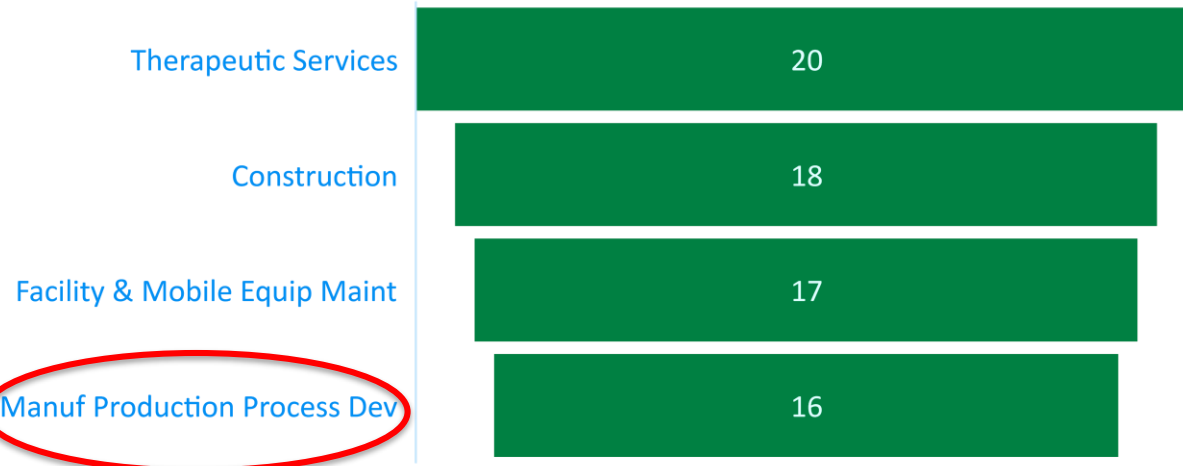
# Postsecondary Concentrator Performance



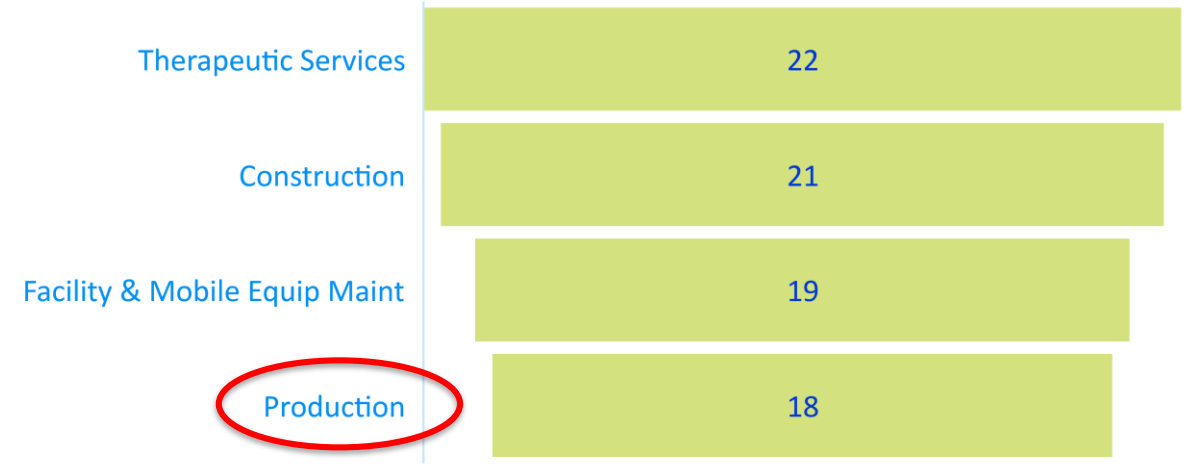


# Most Common Programs of Study

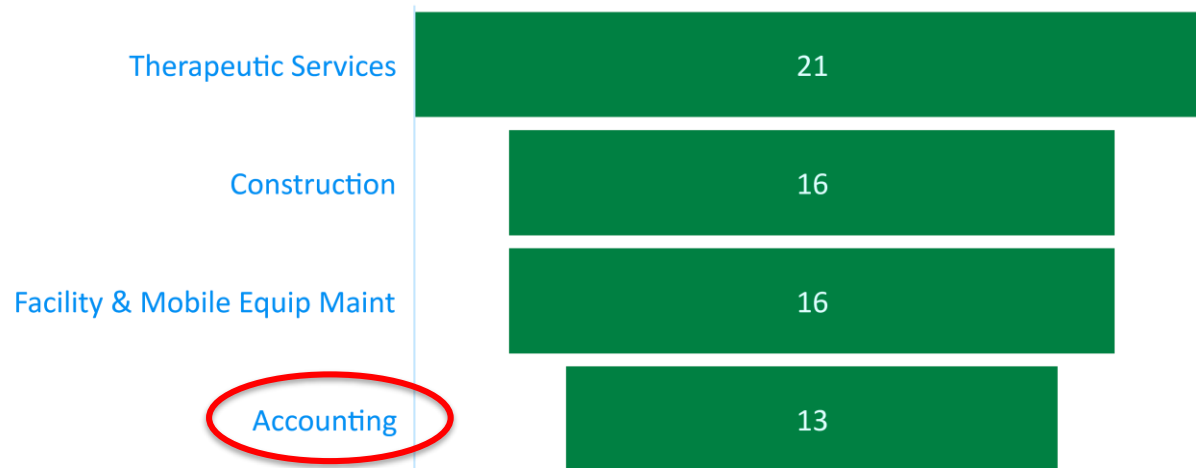
FY25 State-Recognized POS



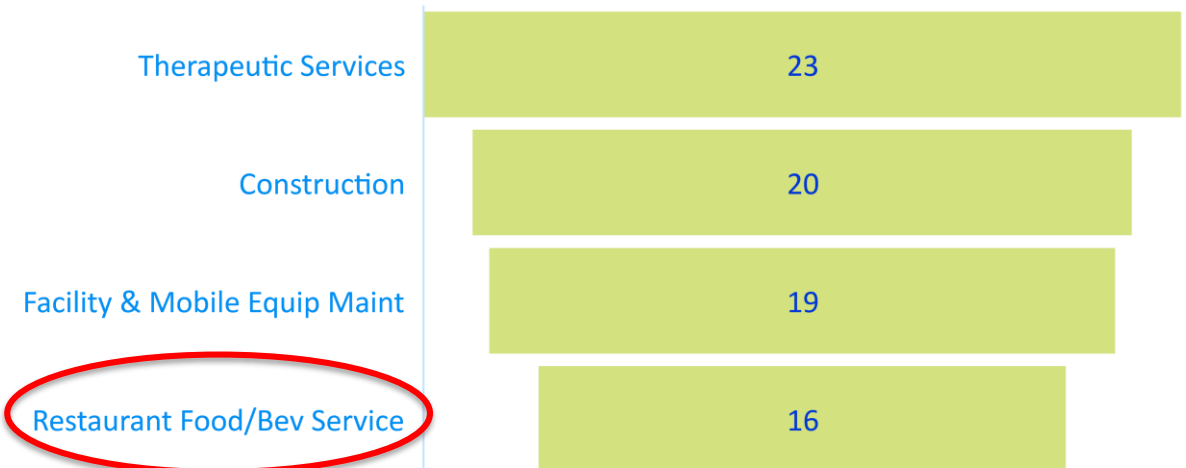
FY25 Funded POS



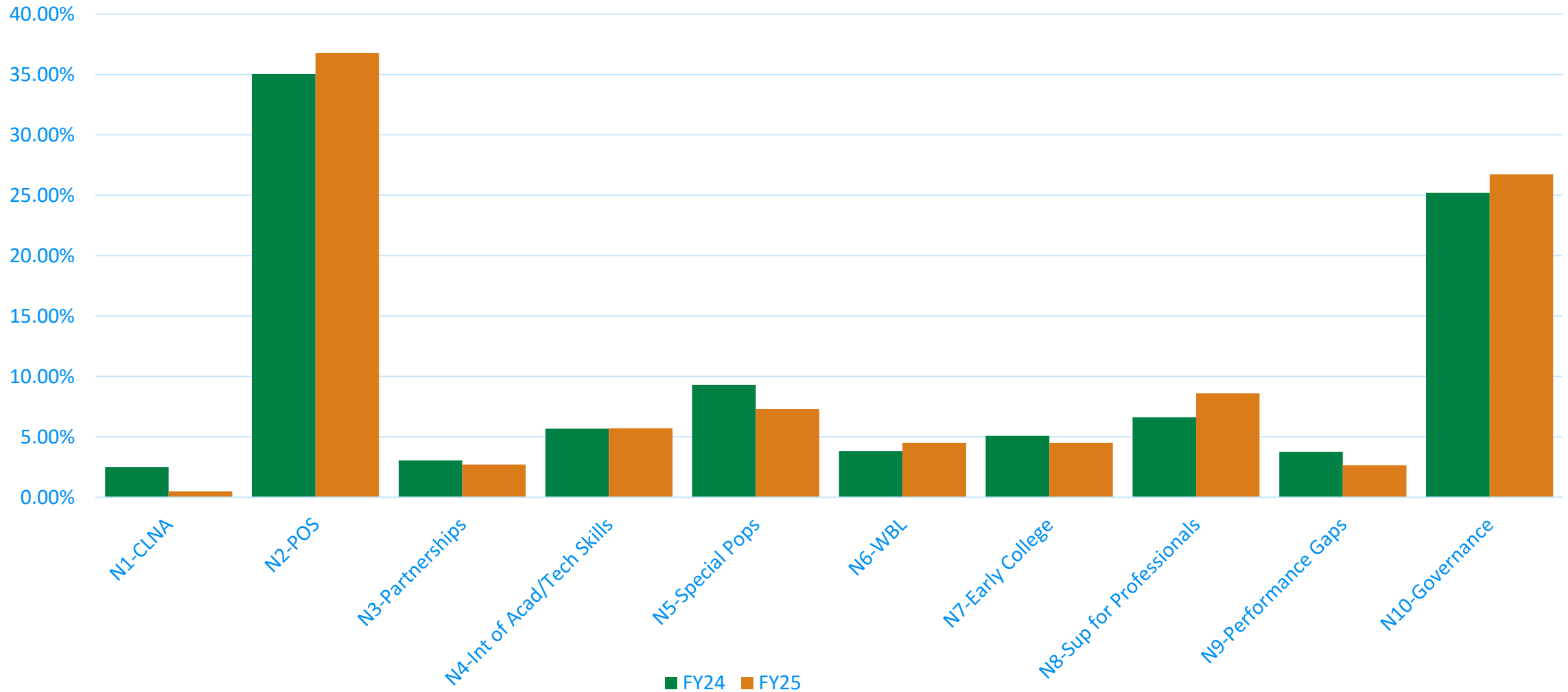
FY24 State-Recognized POS



FY24 Funded POS

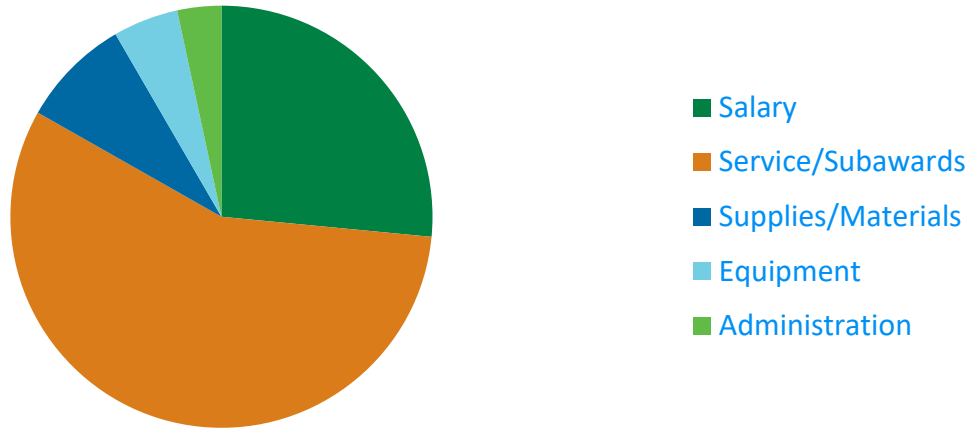


# Percent of Total Budget by Narrative

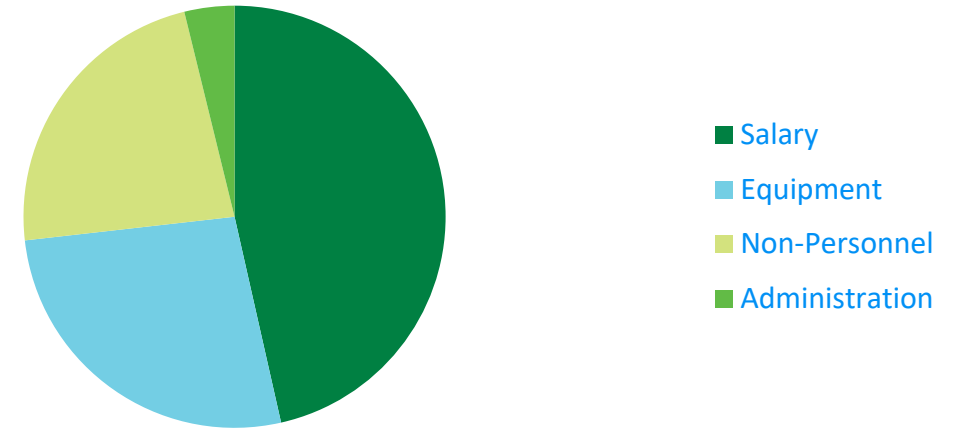


# Percent of Budget by Cost Category

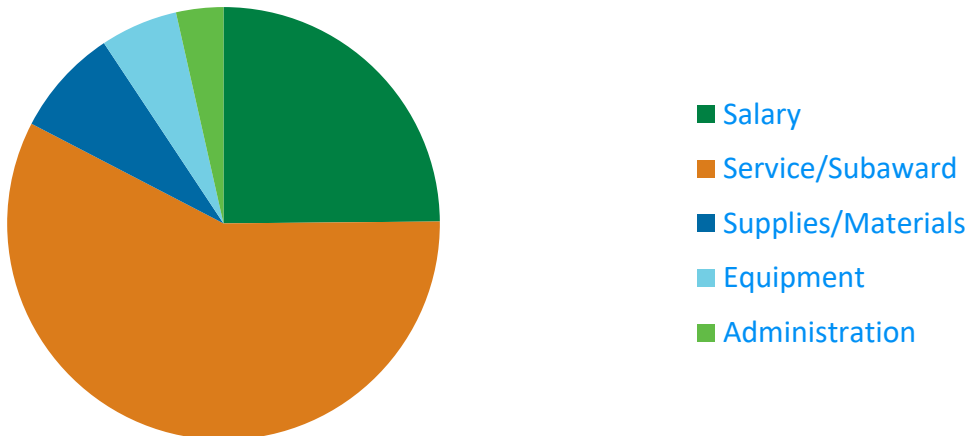
FY25 Secondary



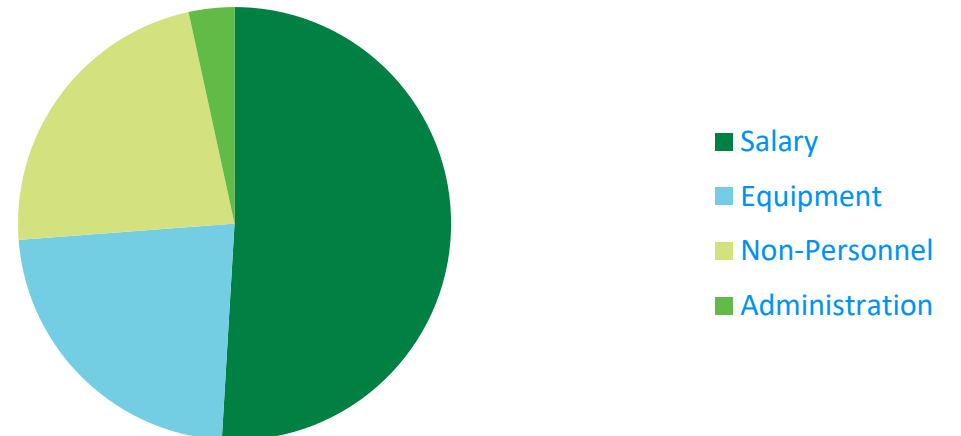
FY25 Postsecondary



FY24 Secondary



FY24 Postsecondary



# New National Career Clusters Framework



# New National Career Clusters Framework

- » Current Framework released 2002
- » Out of date—Not reflective of interdisciplinary nature of current and future world of work
- » Needs revision to expose learners to new and emerging fields and ensure industry alignment

# Purpose Statement

- » The National Career Clusters Framework provides structural alignment and a common language to bridge education and work, empowering each learner to explore, decide on, and prepare for dynamic and evolving careers.

## ADVANCING THE FRAMEWORK:

Creating an Inclusive, Learner-centered, and Industry-responsive National Career Clusters® Framework

### RESEARCH AND INPUT PHASE (2023)



### DEVELOPMENT AND VALIDATION PHASE (2024)



**Initial Release:**  
Advance CTE  
Fall Meeting  
October 21-23

### ADOPTION AND IMPLEMENTATION PHASE (2025 AND BEYOND)



# Framework Components

- » Cluster—Industry sector as defined by NAICS, SOC, industry profiles
- » 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
- » Sample programs of study—purely used as illustrative examples
- » No “pathways” language

# What makes this version modern?

- » Created to encompass the entire world of work
  - Based on industry feedback, many new sub-clusters could be viable CTE groupings with opportunities for new programs of study
  - Can be adjusted or customized based on local labor need
- » Updates to language and groupings to better reflect world of work
  - Push field on career exploration, advising and purpose-driven framing
- » Reflective of interdisciplinary nature
  - Push field on inclusion of other Cluster areas in programs of study
  - Push field on interdisciplinary or multidisciplinary teacher credentialing and course coding

# Summary of Major Changes

- » Nothing was removed, only reorganized--***everything*** is located ***somewhere***
- » Modernization of world of work
  - Introduction of major modern industry focuses, including advanced technologies, automation, robotics, etc.
  - IT was expanded to Digital Technology
  - Expansion of Energy, Advanced Manufacturing into Framework



# Summary of Major Changes

- » More reflective of industry sectors
  - Law and Public Safety, Government and Public Administration combined
  - Natural Resources moved from Agriculture to Energy
  - Combined Health Sciences & Human Services
  - Dissolution of STEM cluster
- » Development of cross-cutting clusters

# Implementation of the New Framework

- » Will not happen immediately
- » States will have “ample time” to implement
- » States can adopt “as-is,” or with modifications
- » Final Framework revealed—October 2024
- » States must report enrollment and performance data to OCTAE according to new career clusters by January 2027 CAR (2025-2026 program year)

# What is the impact of a new framework?

- » Programs of study
- » Teacher licensure
- » CTSO alignment
- » Data collection
- » Funding
- » Other concerns?

# Additional Information

- » Google Search: “Advancing the Framework”
- » <https://careertech.org/what-we-do/career-clusters/advancing-the-framework/>

# Proposed Revisions to Data Reporting

# Proposed Revisions to Data Reporting— Improving Quality and Consistency of Data

- » Better performance data would equip the U.S. Department of Education and States with information to improve our CTE programs to meet the needs of students and employers, both today and in the future.
- » ED proposing to make changes to information collections
  - Perkins V State Plan Guide
  - Perkins V Consolidated Annual Report (CAR)
  - To:
    - Help ensure performance reporting is aligned with the law
    - Promote greater consistency in performance data across States
    - Fill some information gaps about critical aspects of Perkins V administration
    - Inform whether future rulemaking is appropriate
  - Goal:
    - Provide better support to States in measuring core indicators of performance according to what the law requires

# Proposed Revisions to Data Reporting—Why Now?

- » After reviewing 3 years of State performance data, ED concluded:
  - States need clearer specifications for data to be used in calculating the core indicators so that performance measurement is fully aligned with the law
  - Therefore:

ED is proposing data specifications for numerators and denominators used to measure core indicators of performance to assure that data is reported to Congress as the law requires

# Proposed Revisions to Data Reporting

- » Collect data on CTE concentrators who exited secondary ed in the reporting year (2S1, 2S2, 2S3)
- » Two post-program placement indicators—Report on concentrators who exited or completed during the preceding program year (3S1, 1P1)
- » Collect new data on
  - participation of student in the middle grades in activities funded by Perkins V
  - how States are identifying industry-recognized certificates and certifications
  - Disaggregated data on the post-program outcomes of CTE concentrators



# Why Common Numerator and Denominator Specifications?

1. Promote measurement of indicators that is consistent with the law

2. Limit the collection of potentially duplicative information

3. Improve the accuracy and completeness of data on post-program outcomes

4. Improve the consistency of State data

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

## 1. Consistency with Law

- Include all CTE concentrators, not only those who graduated.
- Include all CTE concentrators who took the assessments
- Include only the CTE concentrators who achieved proficiency or higher.

## 2. Limit Duplicative Information

- Include only the scores of CTE concentrators who exited secondary education in the reporting year (i.e., use an exit cohort).

# Post-Program Placement (3S1 and 1P1)

## 1. Consistency with Law

- Include all CTE concentrators, not only those who graduated (3S1 only)

## 3. Improve Accuracy and Completeness

- Give States 16 months (i.e., an additional program year) to gather data on post-program outcomes of CTE concentrators

# CTE Concentrators in Nontraditional Fields (4S1 and 3P1)

## 4. Improve Consistency of State Data

- Specify that denominator is the number of CTE concentrators who are concentrating their studies in a CTE program/program of study 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/program of study that leads to non-traditional fields.
- Specify that the numerator is the number of CTE concentrators from the minority gender in CTE programs leading to non-traditional fields.
- Specify that CTE concentrators from the minority gender in CTE programs that lead to non-traditional fields are included in the numerator in the reporting year in which they meet these criteria

# Attainment of Recognized Postsecondary Credential (2P1)

1. Consistency with Law and

4. Improve Consistency of State Data

- Specify that the denominator include CTE concentrators at the postsecondary level enrolled in the reporting year who completed a CTE program during the previous reporting year

# Implementation of changes proposed in State Plan Guide and CAR ICRs

- » Beginning with the 2026-27 program year
- » States required to submit a new or amended State Plan in Spring 2026
  - Would outline changes taking effect in the 2026-27 program year
  - Data reported by states in the January 2028 CAR
  - States would have option to revise SDPLs

# Public Comment

- » [Regulations.gov](#) – Revisions to Consolidated Annual Report (CAR) Guide
- » [Regulations.gov](#) – Revisions to State Plan Guide

# Perkins Annual Workflow



# Perkins Annual Workflow - Swim Lanes

Task / Activity	July	Aug	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	June
Application - State	application approval / award letters sent	review process	feedback on process	update process	instructions to Consortia		performance reports available (SDPL)		meet w/ consortia/ feedback on draft	done by mid Apr	review apps/ guide revisions	
Application - Consortia			feedback on process		prep application					app due 5/1		
								rough draft late Feb.	schedule		revisions to app	
CLNA / Framework - State			feedback on process	update CLNA process	instructions to Consortia		performance reports available (SDPL)					
CLNA / Framework - Consortia	ongoing CLNA				prep CLNA				ongoing CLNA			
			feedback on process					CLNA target early Feb.				
APR / CAR - State				reviews APR	approves APR	prep CAR						
							CAR due 1/31					
APR - Consortia	prep APR			APR due 10/15	update APR if needed							
Monitoring - State		reviews process	update instructions/ risk asses/ consortia notified	technical assistance & monitoring								
Monitoring - Consortia				prep monitoring and/or participate in technical assistance								
Reallocation - State								reallocation amounts early Feb.	approves reallocation late Mar.	draw update	draw update	draw update
Reallocation - Consortia				prep reallocation plan					reallocation plan due early Mar. revisions if needed	reallocate funds		
										35% drawn	75% drawn	100% drawn
Basic / Reserve Expenditures - State	award letter sent				draw update			draw update		draw update		draw update
Basic / Reserve Expenditures - Consortia	award letter received	allocate funds										
					25% drawn			50% drawn		75% drawn		100% drawn

Target Date	Task/Activity	Description
July thru September	<b>APR1:</b> Consortia Develop Annual Performance Reports (APR)	Consortia leaders develop Annual Performance Reports (APR) to report progress on outcomes identified in Local Application
Mid-July	<b>Application6:</b> Final State Team Approvals & Award Letters	Target date for State to complete all Local Application approvals and transmit award letters to each consortium
<b>October 15</b>	<b>APR2:</b> Consortia Submit APR	Deadline for submission of completed APR to State
October thru December	<b>Reallocation1:</b> Consortia Identify Potential Uses of Reallocation Funds	Consortia leadership teams identify funding needs aligned with CLNA priorities that were not able to be funded as part of approved Local Application and prioritize potential support if reallocation funds are available
September thru April	<b>Risk Assessment and Monitoring</b>	State completes risk assessment and coordinates with consortia identified for technical assistance or monitoring to establish meeting dates and timelines
Mid-November	<b>Application1:</b> State Team Distributes Instructions & Forms	State sends instructions and forms to consortia leaders for completion and submission of CLNA, Local Application, and APR
November thru February	<b>CLNA1:</b> Consortia Develop CLNA	Consortia engage with local and regional partners, gather and analyze data, and develop priorities for completion of CLNA
Late November	<b>Draw1:</b> Consortia Complete 25% Draw of Approved Budget	Target Date for consortia to complete minimum of 25% draw of approved budget funds
Mid-January	<b>State Team provides Consortium Performance Reports</b>	Target date for State to provide annual consortium performance indicator reports
<b>January 31</b>	<b>APR3:</b> CAR reports due to federal government	Deadline for State team to complete and submit the state Consolidated Annual Report (CAR) report to OCTAE (Office of Career, Technical, and Adult Education)
Early February	<b>Reallocation2:</b> State Team Notifies Consortia of Reallocation Amounts	Target Date for State to notify consortia of reallocation amounts
Early February	<b>CLNA2:</b> Consortia Complete CLNA	Target Date for Completion of CLNA
Late February	<b>Draw2:</b> Consortia Complete 50% Draw of Approved Budget	Target Date for consortia to complete minimum of 50% draw of approved budget funds
March thru April	<b>Application2:</b> Consortia Schedule Meetings with State Team Liaisons	Consortia leaders schedule meetings with State team liaisons (one MDE, one Minnesota State) for feedback on completion of local application, budgets, and POS spreadsheet
Early March	<b>Reallocation3:</b> Consortia Submit Reallocation Budget Requests	Target Date for consortia submission of requested budget for awarded reallocation funds
Late March	<b>Reallocation4:</b> State Team Final Approval of Reallocation Requests	Target Date for State team final approval of all reallocation requests
Mid-April	<b>Application3:</b> Planning Meetings with State Liaisons	Target Date for completion of consortia planning meetings with State team liaisons
<b>May 1</b>	<b>Application4:</b> Consortia submit Local Applications	Deadline to submit Local Application, budgets, POS, CLNA, Improvement Plans, and other supporting documentation
May and June	<b>Application5:</b> State Team Meetings with Consortia Leaders to Review Plan Submissions	State team liaisons meet with consortia leaders to review or clarify information provided in application documents, and to review requirements for completion of APR
<b>June 30</b>	<b>Draw3:</b> Consortia Complete 100% Draw of Approved Budget	Target Date for consortia to complete 100% draw of approved budget funds

# Upcoming Events

# What's Next?

- » APR—Annual Performance Report for program year 2023-2024
- » CTE Summit—Nov 19-20
- » December Webinars
- » Reallocation
- » Local Applications
  - CLNA → Application → APR
  - MS Teams
  - Communication
- » Spring Meeting

# Breakout Sessions

- » Consortium Inventory Requirements (Robb & Tim) Room 103/104
- » Let's be proactive with compliance—Proposed Risk Assessment & Monitoring Process (Sue & Shelli) Room 107
- » Measuring What Matters (RBA) (Dean and Lindsey) Room 106
- » Connecting Students with Disabilities to Employment (Mary & Eva)  
Room 101/102
- » Back here at 11:00

# Thank you.



**MINNESOTA STATE**  
Career and Technical Education

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