



## Career and Technical Education (CTE) Cluster Modernization Transition Impact on Next Generation Accountability

Superintendents received notification about [State Adoption of Advanced CTE Career Cluster Framework, Course Codes \(SCED\) and Next Generation Accountability System Reporting](#) on March 20, 2026. The CSDE held a *Transition to Career Clusters and Course Code Mapping* webinar on April 7, 2026 ([recording](#)). Reminder: There is no impact on 2025-26 Teacher-Course-Student (TCS) reporting or 2025-26 Next Generation Accountability reporting. All changes will be implemented in 2026-27.

### Fewer CTE Career Clusters in 2026-27

To prepare for the change, districts should review current SCED codes used when submitting Teacher-Course-Student (TCS) data. Consider potential updates for 2026-27 based on the [Excel crosswalk](#) that shows course cluster assignment currently and for 2026-27 and beyond. Individuals who prepare the high school program of studies should have a strong understanding of these changes. Additionally, school-level administrators and school counselors should be made aware of the upcoming changes because they are the staff who support students through the course selection process.

Moving from 16 Career Clusters to 14 is an important shift overall. The 14 clusters to be used in 2026-27 and beyond are:

- Advanced Manufacturing
- Agriculture
- Arts, Entertainment, & Design
- Construction
- Digital Technology
- Education
- Energy & Natural Resources
- Financial Services
- Healthcare & Human Services
- Hospitality, Events, & Tourism
- Management & Entrepreneurship
- Marketing & Sales
- Public Service & Safety
- Supply Chain & Transportation

Note that for purposes of Indicator 5 calculations for Next Generation Accountability, 17 (not 16) clusters have been recognized since the inception of the system and will continue through 2025-26. While Perkins funding has not been available for courses in the Family and Consumer Sciences (FCS) cluster for multiple years, the accountability system continued to “count” courses in that cluster in Indicator 5 calculations. That will change when 2026-27 accountability reports are issued.

## Mapping Old Clusters to New Clusters

Table 1 below shows the clusters in use through 2025-26 and their relationship to the clusters that will be used for 2026-27 reporting and beyond.

Table 1: Old Cluster to New Cluster Mapping

<b>Original Clusters through 2025-26 (N=16)</b>	<b>New Clusters beginning in 2026-27 (N=14)</b>
Agriculture, Food & Natural Resources	Agriculture
Architecture & Construction	Construction
Arts, A/V Technology & Communications	Arts, Entertainment, & Design
Business Management & Administration	Management & Entrepreneurship
Education & Training	Education
Finance	Financial Services
Government and Public Administration	<b>COMBINED</b> into Public Service & Safety
Health Science	<b>COMBINED</b> into Healthcare & Human Services
Hospitality and Tourism	Hospitality, Events, & Tourism
Human Services	<b>COMBINED INTO</b> Healthcare & Human Services
Information Technology	Digital Technology
Law, Public Safety, Corrections & Security	<b>COMBINED</b> into Public Service & Safety
Manufacturing	Advanced Manufacturing
Marketing	Marketing & Sales
STEM	<b>Removed</b> —Engineering was primarily placed in Adv. Manufacturing
Transportation, Distribution & Logistics	Supply Chain & Transportation
None	Energy & Natural Resources

## Mapping Courses to Career Clusters and the Impact on Accountability

The 2025-26 course-to-cluster mappings (i.e., old mappings) show that some courses were mapped to every cluster (see Table 2). That is not the case in the 2026-27 mappings (i.e., new mappings). It is possible that many students in a district were meeting the CTE expectation of

Indicator 5 (i.e., two CTE courses in one of 17 career clusters) because they were taking one CTE course in a particular cluster and a second CTE course that was mapped to every cluster. In the new system, without additional course-taking, those students will not meet the CTE component of Indicator 5.

Table 2: Courses mapped to every cluster through 2025-26

<b>Courses in 2025-26 Mapped to all Clusters</b>	<b>SCED Code</b>
Personal & Career Readiness	19258
Leadership	22101
Community Service	22104
Employability Skills	22152

Not only will the courses above no longer be mapped to every cluster, in fact, they will not be mapped to any cluster in 2026-27 and beyond. There are 18 courses (including the four above) currently mapped to one or more clusters that will no longer be mapped to any cluster in 2026-27 and beyond. They are listed in the [Excel crosswalk](#). Pay particular attention to broad courses no longer mapped to a cluster and often required for all students (e.g., Health Education—08051). If a school was using the 08051 SCED code for Health, every student taking that course was automatically halfway to meeting the CTE component of Indicator 5. This will no longer be the case, so student course enrollment patterns should be adjusted accordingly if the goal is for students to focus their learning in a particular CTE career cluster and for that coursework to be reflected positively in Indicator 5.

Keep in mind that Indicator 5 calculations consider courses beyond CTE. Some students will meet the Indicator 5 standard by taking two or more AP/IB/Dual Credit courses or two workplace experience courses. The course-to-cluster mapping changes will not have any impact in these situations.

### Using EdSight Secure as a Resource

There is a report in EdSight Secure that can be used to identify the number of students meeting the Indicator 5 standard using the CTE path exclusively in previous rounds of accountability reporting.

In EdSight Secure, navigate to the Instruction tab. Select the *TCS Accountability Indicators Report*. Within that set of reports, navigate to the Indicator 5 Student-Level data tab. Using the pull-downs, create a list of students meeting these criteria:

- Indicator 5 – Met
- AP/IB/Dual Enrollment – NOT Met
- CTE – MET
- Workplace Experience – NOT Met

This will show you the students, but you will have to use local records to identify the CTE courses these students completed in Grades 9-12.

The screenshot shows a web-based data filtering interface. At the top, there are dropdown menus for 'Year' (set to 'Years'), 'District' (with a 'District Name' search field), and 'School' (with a 'School Name' search field). Below these are tabs for 'Indicator Overview', 'Ind 5 - Student Level Data', 'Ind 7 - Student Level Data', 'Ind 12 - Student Level Data', and 'Notes and Resources'. The main heading is 'Indicator 5: CCR Course Taking'. A filter bar shows 'Filters: School Year = '2024-25''. Below the filter bar are two search fields: 'Enter Last Name...' and 'Enter SASID...'. There are four dropdown menus for filtering criteria: 'Ind 5 - Met', 'AP/IB/Dual Enrollment - NOT Met', 'CTE - Met', and 'Workplace Experience - NOT Met'. At the bottom, a table header is visible with columns: 'School Year', 'School Name', 'SASID', 'First Name', 'Last Name', 'Indicator 5 - Met Criteria', 'AP/IB/Dual Enrollment - Met Criteria', 'CTE - Met Criteria', and 'Workplace Experience - Met Criteria'.

## Additional Considerations and Support

As districts plan for and implement these changes, they should consider the following:

- The reassignment of FCS courses to other clusters is an important shift impacting districts differently since some districts rebranded their FCS courses in the past.
- Perkins funding is an important consideration for many districts. There are course combinations that meet Indicator 5 standards but do not meet the standard for Perkins funding. Districts may request individualized technical assistance to address these potential concerns through the CTE Unit of the Academic Office. Kyllie Freeman ([Kyllie.Freeman@ct.gov](mailto:Kyllie.Freeman@ct.gov)), Sean McKeown ([Sean.McKeown@ct.gov](mailto:Sean.McKeown@ct.gov)), and Rebecca Rose ([Rebecca.Rose@ct.gov](mailto:Rebecca.Rose@ct.gov)) will provide customized support by request.