Perkins Secondary Data

Kari-Ann Ediger | Results Measurement/Program Improvement

- Perkins Accountability Updates
  - Secondary adjustments to the State-Determined-Performance-Levels (SDPL's)
  - Federal waiver
  - Improvement Plan status
  - Updates to the APR form

- MN/local data updates
  - Collection/Due date
  - Table C revisions (T&I, WBL, AFNR, Health, SO)

- Secondary Accountability definitions
- Report availability
- Data privacy
- Professional development plan for the year
- Resources

Perkins Secondary Accountability Updates

Secondary Accountability: Process for adjusting SDPL's

- March 1, 2021
  - Assess the potential impact of the coronavirus pandemic on SDPL's and determine whether revisions are necessary
  - If revisions are necessary, determine methodology, and propose new SDPL's
- March 22, 2021
  - Proposed targets are posted for public comment https://www.minnstate.edu/system/cte/Strengthening-CTE/index.html
- April 21, 2021
  - Public comment period closed
  - Review comments and determine whether further adjustments are warranted
  - Based on public comment, MDE made additional adjustments to lower 4yr-Graduation Rate and Academic Achievement SDPL's
- May 21, 2021
  - Revised the State Plan and submit the revised plan along with evidence/rationale for the changes and responses to public comment to our Federal partners
- June 15, 2021
  - Received official notification that the revised State Plan had been accepted
- July 29, 2021
  - All Consortium Levels of Performance updated to reflected the new SDPL's https://www.minnstate.edu/system/cte/perkins-consortia.html
- December 2021
  - CAR data due
  - Improvement Plan status assigned using revised/approved SDPL's

Secondary Accountability: Final adjustments to SDPL's

Original

Core Indicator	Estimated Baseline Rate	Grant Year 1 (2021)	Grant Year 2 (2022)	Grant Year 3 (2023)	Grant Year 4 (2024)
1S1: Graduation Rates (4-year)	91.50%	91.80%	92.11%	92.71%	93.93%
2S1: Academic Proficiency: Reading/Language Arts	56.06%	56.35%	56.65%	57.23%	58.41%
2S2: Academic Proficiency: Mathematics	45.25%	45.40%	45.55%	45.84%	46.44%
3S1: Post-Program Placement	48.37%	48.43%	48.49%	48.61%	48.84%
4S1: Nontraditional Program Concentration	37.57%	37.77%	37.96%	38.35%	39.14%
5S3: Program Quality: Work-Based Learning	17.27%	17.31%	17.36%	17.46%	17.65%

Updated

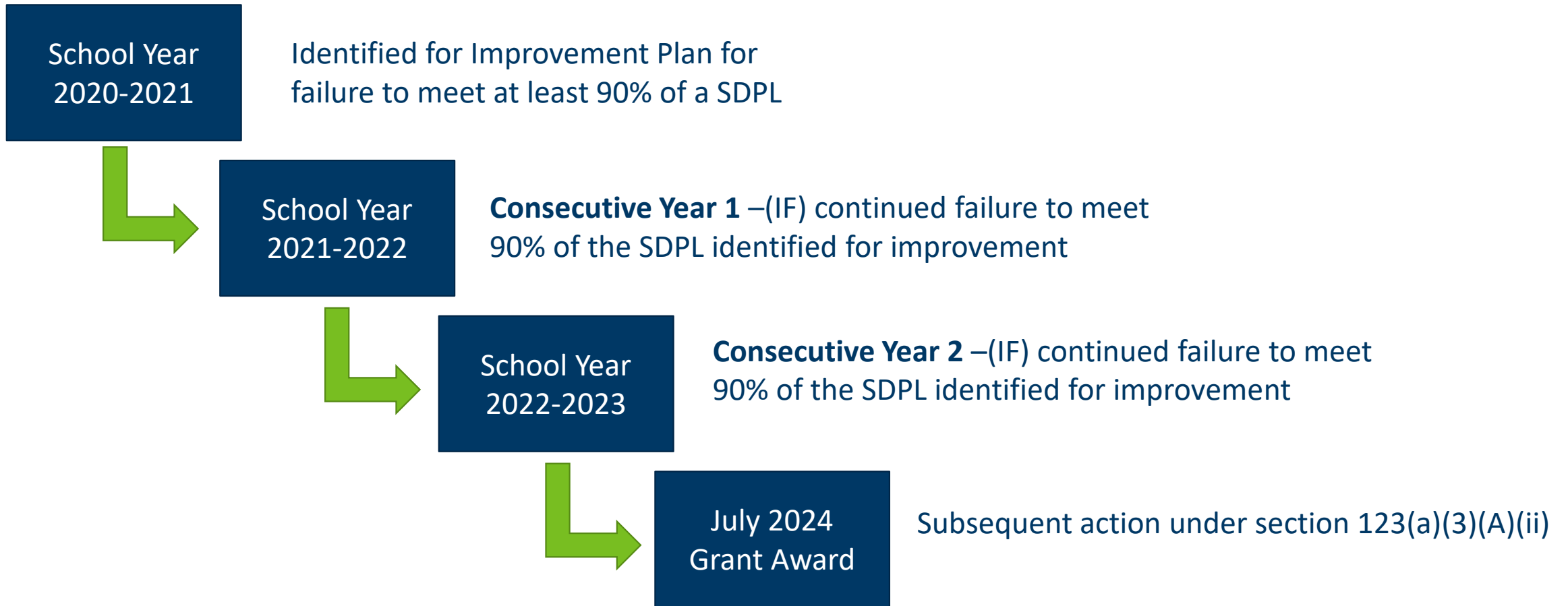| Updated: Core Indicator	Baseline (2020)	Grant Year 1 (2021)	Grant Year 2 (2022)	Grant Year 3 (2023)	Grant Year 4 (2024)	Updates
1S1: Graduation Rates (4-year)	92.21%	54.95%	54.99%	55.08%	55.26%	.50SD, 60%
2S1: Academic Proficiency: Reading/Language Arts	N/A*	11.27%	11.33%	11.45%	11.68%	.50SD, 20%
2S2: Academic Proficiency: Mathematics	N/A*	9.08%	9.11%	9.17%	9.29%	.50SD, 20%
3S1: Post-Program Placement	65.70%	48.43%	48.49%	48.61%	48.84%	<No change>
4S1: Nontraditional Program Concentration	36.31%	9.44%	9.49%	9.59%	9.79%	.50SD, 25%
5S3: Program Quality: Work-Based Learning	13.08%	4.33%	4.34%	4.37%	4.41%	.50SD, 25%

Federal Waiver: Issued May 20, 2021

Pursuant to section 123(a)(3)(A)(ii) of Perkins V, **if a state fails to meet at least 90 percent of a SDPL** *for any specific core indicator of performance* that was identified in a program improvement plan **for two consecutive years after the state has been identified for improvement**, **the Secretary may**, after notice and opportunity for a hearing, **withhold from the State all, or a portion, of the state's administrative or leadership funds**.
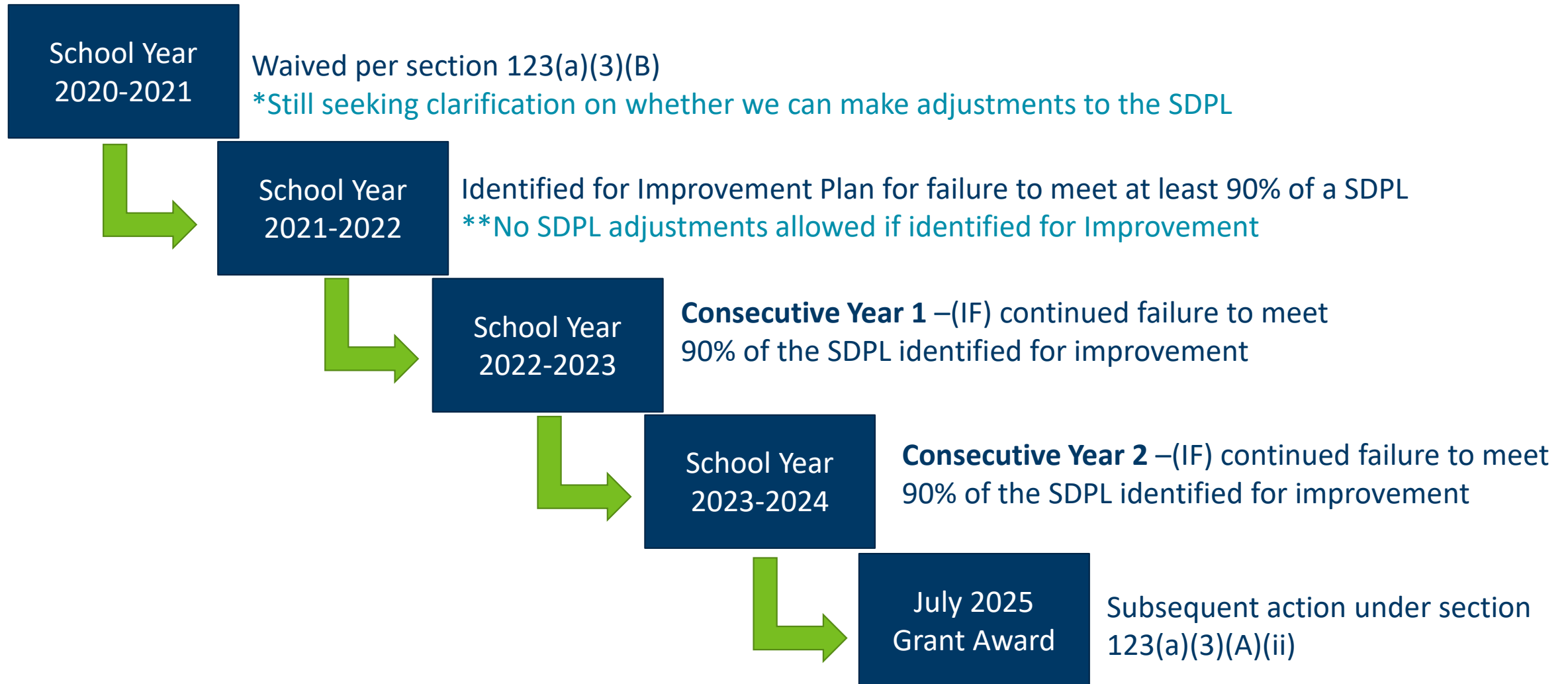
Under Perkins V, the 2020-2021 school year is the first full year of Perkins V implementation and is, thus, the first year for which states would be held accountable for their SDPLs. However, **due to the exceptional and uncontrollable circumstances caused by the COVID-19 pandemic, the Secretary is using the waiver authority** in section 123(a)(3)(B) of Perkins V **to delay the implementation of the "subsequent action for consecutive years" provision until the 2021-2022 school year.**

This means that failure to meet the 90 percent threshold for any of the core indicators of performance during the 2020-2021 school year will not count for purposes of Perkins accountability, i.e. toward the "subsequent action for consecutive years" provision in Perkins V.

Accountability for SDPLs –Without Use of Waiver

School Year 2020-2021

Identified for Improvement Plan for failure to meet at least 90% of a SDPL

School Year 2021-2022

Consecutive Year 1 –(IF) continued failure to meet 90% of the SDPL identified for improvement

School Year 2022-2023

Consecutive Year 2 –(IF) continued failure to meet 90% of the SDPL identified for improvement

July 2024 Grant Award

Subsequent action under section 123(a)(3)(A)(ii)

Accountability for SDPLs –With Use of Waiver

School Year 2020-2021

Waived per section 123(a)(3)(B)
*Still seeking clarification on whether we can make adjustments to the SDPL

School Year 2021-2022

Identified for Improvement Plan for failure to meet at least 90% of a SDPL
**No SDPL adjustments allowed if identified for Improvement

School Year 2022-2023

Consecutive Year 1 –(IF) continued failure to meet 90% of the SDPL identified for improvement

School Year 2023-2024

Consecutive Year 2 –(IF) continued failure to meet 90% of the SDPL identified for improvement

July 2025 Grant Award

Subsequent action under section 123(a)(3)(A)(ii)

Consequences: Improvement Plan status

- Any performance indicator for which a consortium fails to meet within 90% of the SDPL will require the consortium to complete an Improvement Plan and submit additional information along with the May 1, 2022 application.

- **Content of the Improvement Plan will include**: a thorough root cause analysis and an action plan for FY23 implementation including resources that will be allocated toward improving student outcomes for this performance indicator and how those resources will be used.

- Consortium will then include that information within the narrative #9 element of the Amplifund system.

- How do you know whether your consortium is on an Improvement Plan Status? Data team will post consortium reports including performance indicator status here: https://www.minnstate.edu/system/cte/perkins-consortia.html

- Notification of official status along with additional details and direction will be sent to you by the State Director.

Performance Report Example Showing Status

(note – grant year data are not real; SDPL's are not real, These are for demonstration purposes only!!)

State Determined Consortium Levels of Performance: Grant Years 2021-2024

Indicator Name	Grant Year 1 (2021)	Grant Year 2 (2022)	Grant Year 3 (2023)	Grant Year 4 (2024)
1S1: Graduation Rate (4-year)	91.80%	92.11%	92.71%	93.93%
2S1: Academic Proficiency: Reading/Language Arts	56.35%	56.65%	57.23%	58.41%
2S2: Academic Proficiency: Mathematics	45.40%	45.55%	45.84%	46.44%
3S1: Post-Program Placement	48.43%	48.49%	48.61%	48.84%
4S1: Nontraditional Program Concentration	37.77%	37.96%	38.35%	39.14%
5S3: Program Quality: Work-Based Learning	17.31%	17.36%	17.46%	17.65%
1P1: Postsecondary Retention and Placement	91.12%	91.37%	91.89%	92.92%
2P1: Earned Recognized Postsecondary Credential	50.60%	50.96%	51.68%	53.12%
3P1: Nontraditional Program Enrollment	14.00%	14.10%	14.31%	14.73%

Actual Performance Data by Grant Reporting Year

Indicator Name	Baseline (2020)	Grant Year 1 (2021) %	Grant Year 1 (2021) Status	Grant Year 2 (2022) %	Grant Year 2 (2022) Status	Grant Year 3 (2023) %	Grant Year 3 (2023) Status	Grant Year 4 (2024) %	Grant Year 4 (2024) Status
1S1: Graduation Rate (4-year)	92.21%	92.25%		92.30%					
2S1: Academic Proficiency: Reading/Language Arts	N/A*	56.00%		55.45%					
2S2: Academic Proficiency: Mathematics	N/A*	44.10%		44.50%					
3S1: Post-Program Placement	65.70%	66.10%		66.15%					
4S1: Nontraditional Program Concentration	36.31%	32.13%	IP	33.57%	IP				
5S3: Program Quality: Work-Based Learning	13.08%	13.10%	IP	14.00%	IP				
1P1: Postsecondary Retention and Placement	90.77%	90.88%		90.75%					
2P1: Earned Recognized Postsecondary Credential	50.68%	49.50%		49.55%					
3P1: Nontraditional Program Enrollment	13.98%	12.35%	IP	12.45%	IP				

If actual performance rate on an indicator falls below 90% of the established performance level for the indicator/grant reporting year, an improvement plan (IP) is required.
*NOTE: MCA (Minnesota Comprehensive Assessment) testing was canceled due to the Cov-19 peacetime emergency. Therefore, no academic achievement data (Reading and Mathematics) are available to report for the 2019-20 school year.

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- Dec. 2021 – first time performance is reported for the purposes of accountability

- Beginning with reporting year FY21, Improvement Plan is required if performance is below 90% of set level. However, due to the federal waiver, the time clock for "consecutive years" does not start until FY23.

- A consortium cannot adjust levels if either the state or the consortium is on an Improvement Plan status

- Consortia levels of performance

  - No annual negotiations

  - Revisions can be requested

- APR Fall 2021 - chance to request revisions to performance levels (NOTE: IF for some reason this information is not able to be included in Amplifund, then Data team will create another option for collecting your requests).

- Performance data must be shared publically, including disaggregates by subpopulations with suppression

Two Scenarios to Revise Performance Levels

Prior to third program year

- State staff will monitor methodology and determine if adjustments needed

- Systematic changes

- Most likely state-wide changes

- Required to be higher than actual performance for prior two years

- Public comment needed

Unanticipated Circumstances

- States required to issue objective criteria and methods for revisions

- Compare levels of performance with similar consortia

- Justify deviating from standard methodology

- Require public comment, *if* impacts state levels

- Consortia request and justify adjustments

- Specify indicator and grant year, not change in rate

- Criteria:
  - Program closed/opened impact concentrators
  - Enrollment change impact concentrator/indicator
  - Policy/practices impact concentrator/indicator
  - Natural disaster impacts programs for significant time
  - Economic changes specific to your local area

- **State-wide (*or world-wide*) unanticipated circumstances may result in revisions initiated by the state. Public comment required**.

- **Question 1**: What unanticipated circumstance(s) impact the consortium's ability to meet the currently approved consortium performance levels for one or more performance indicators? Please list the specific performance indicators and which grant years (grant year 2/2022; grant year 3/2023; grant year 4/2024) you are requesting an adjustment.

- **Question 2**: Provide detailed information regarding the unanticipated circumstances or other related issues occurring within the consortium and/or local area, including any additional data or evidence that may be available. Further, discuss the degree to which these circumstances are likely to impact the ability of the consortium to meet the current level of performance (ie. target).

- Federal Perkins (big picture)
  - Process implemented to revise secondary SDPL's
  - What our now revised SDPL's are as a state and where you can find your local SDPL's
  - Federal waiver
    - What it is and what the 'time clock' means to you
  - Improvement Plan
    - When the IP status will be implemented (FY21)
    - Consequences of IP status
  - APR, request for revision of SDPL's

Secondary (MN/local) Data Updates

- April 2021: There were an exceptionally large number of updates/edits to Table C (CTE program/course list). Trade & Industry, WBL, AFNR, Health, Service Occ's
- Also, all CIP codes for nontrad programs/courses were updated according to the new federal crosswalk
  - All Table C updates posted to https://education.mn.gov/MDE/dse/cte/progApp/
    - MDE > Districts Schools and Educators > Career and Technical Education > Program Approval
  - All updates programmed into the web application system
  - Please use the updated Program/Course codes for this year's data collection AND for all in-coming Program Approval and Amendment forms (to access forms use the same website as listed above)

- P-file data collection will close Sept 17, 2021
  - Crosswalk of all old program/course codes to NEW program/course codes was sent to each Authorized User for compiling p-file data
  - MDE recorded a video training for p-file
  - Due to all the program/course updates nearly all SIS vendors also recorded a training video specifically for p-file and posted behind the paywall of their company's website
  - Authorized Users were sent a copy of the crosswalk file, step-by-step directions, and a link to both MDE's training and their SIS vendor's training video

- We hope to have a new report this year for continuous improvement in Work-based learning
- All Secondary reports, and the reports posted to the MnState website will be available in December 2021

Secondary Accountability Definitions

Student outcomes--Secondary Accountability

- 1S1: 4-year Graduation Rate

- 2S1: Academic Achievement: Reading/Language Arts

- 2S2: Academic Achievement: Mathematics

- 3S1: Post-Program Placement

- 4S1: Non-Traditional Program Concentration

- 5S3: Program Quality: Work-Based-Learning

Definitions: CTE Participants and Concentrators

- **CTE Participant**: Any 9-12th grade student who successfully completes one or more state-approved CTE course(s).

- **CTE Concentrator**: Any 9-12th grade student who successfully completes 150+ course hours (or more) as part of a state-approved secondary CTE program, within one career field.

- **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.

Definitions: Secondary Performance Indicators

- **1S1: 4-year Graduation Rate**
  - *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. Categories include: graduated, dropouts, continuing, and unknown.

- **2S1: Academic Proficiency: Reading/Language Arts**
  - *Numerator*: Number of 10th grade CTE Concentrators who met or exceeded the proficiency level on the statewide high school reading assessment (MCA/MTAS)
  - *Denominator*: Number of students designated as CTE Concentrators by the end of their 10th grade year, who took the MCA/MTAS and whose high school reading assessment scores were included in the state's ESSA computation.

- **2S2: Academic Proficiency: Mathematics**
  - *Numerator*: Number of 11th grade CTE Concentrators who met or exceeded the proficiency level on the statewide high school mathematics assessment (MCA/MTAS)
  - *Denominator*: Number of students designated as CTE Concentrators by the end of their 11th grade year, who took the MCA/MTAS and whose high school mathematics assessment scores were included in the state's ESSA computation.

Definitions: Secondary Performance Indicators

- **3S1: Post-Program Placement**
  - *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 Nation 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.

- **4S1: Non-Traditional Program Concentration**
  - *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.

- **5S3: Program Quality –Work-Based Learning**
  - *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.

Reports, Data Privacy, Professional Development

- Consortium Indicator Performance Report, https://www.minnstate.edu/system/cte/perkins-consortia.html
  - Displays local SDPL's and Actual Performance, including Status

- Consortium Levels of Performance (same link)
  - Displays local SDPL's and modeled historical data

Consortium Indicator Performance Report

- Central-Lakes-Consortium-Indicator-Report-July-2021.pdf Revised 7/29/21

Consortium Levels of Performance

- Grant Years 2021-2024 (.doc) Revised 7/29/21

Perkins Application and APR

- FY21-22 Approved Application .pdf
- FY 20 Annual Performance Report .pdf
- FY 20 Approved Application .pdf
- FY 19 Annual Performance Report .pdf

Access to Carl Perkins Secure Reports

MDE Secure Reports (Secondary)

- Consortium Leaders have access to all Consortium, District & School reports –*for their specific consortium*.

  - Access annually given by MDE Data Specialist

- District personnel have access to Consortium, District, & School reports –*for their specific consortium, and their specific districts and schools*.

  - Access annually given by District Superintendent (or proxy)

MDE Secure Reports https://public.education.mn.gov/MDEAnalytics/DataSecure.jsp

Carl Perkins Secure Reports

- P-file Summary
- *Accountability*
  - Accountability: Enrollment
  - Accountability: Performance Indicators
- *Continuous Improvement*
  - Enrollment: Participants and Concentrators
  - Enrollment: Course Report
  - Pipeline: Career Field
  - Pipeline: Pathway
  - Snapshot
  - Waterline

Data Sharing/Data Privacy

- **Business needs when sharing private/sensitive data**:
  - Secure Access: Secondary district staff can share district level data with staff in their own district/program
  - Secure Access: School/college staff can share school/college level data with staff in their own school/college
  - Secure Access: CLs can share consortium level data (*not across educational level) with staff in their own consortium (*MOU or DSA needed to share between secondary and postsecondary)
- **MOU or Data Sharing Agreements should be in place when sharing sensitive/private data**:
  - Between secondary and postsecondary partners
  - With contracted services/third parties
  - With advisory committees, stakeholders, business and industry partners, etc.

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Data Sharing/Data Privacy

Some general guidelines for sharing data without a MOU or data sharing agreement in place:

- Share **summary** level data. Sharing summary level data is ok.
  - (e.g., percentages, 92% of all CTE Concentrators graduated within four years, Infographic/high level data)

- If sharing data that contains cell sizes under 10, those should be suppressed with complementary suppression, if needed.
  - (e.g., AmInd (N=15), Asian (N=25), Black (N=50), **Haw/PI (N=2)**, White (N=1,200), **Unk (N=18)**, Total=1,310. In your report, you could suppress Haw/PI and Unk.)

- Other options for reporting when the cell sizes are under 10:
  - For race/ethnicity, if you have the option of combining categories (i.e., Student of Color/not Student of Color), do that
  - Combine multiple years of data together to increase cell sizes
  - Use narrative to describe what the data tell you/support rather than providing the actual numbers

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Professional development plan

Event Title	Event Description	Topics
New secondary consortium leader **Theme**: taking steps forward from where you are today	Quick 30 minute check in to be sure you are finding what you need and address any data, accountability, or timeline questions	TBD as needed, no more than 30 minutes.
Data check in: Round 1 **Theme**: Becoming familiar with CP Secure Reports, get used to talking about data.	Individual conversations with consortium leaders	• Data that is currently available in CP Secure Reports, SLEDS, and other sources. • Accountability updates and what it means for your consortium. • How information can be compiled to inform program decisions. • Current data needs you have or that will be coming up soon.
Data Chat: Round 2 **Theme**: Begin to organize and look for patterns in the data. Use data to address program questions.	Either individual or regional group conversations	• Introduce an updated version of the Data Organizer. • Focus on data priority: Eliminating performance gaps for academic achievement and post-program placement. What do we learn from the patterns in the data? • Walk through secondary CLNA data and make connections with postsecondary.

- Program Approval Database, https://education.mn.gov/MDE/dse/cte/progApp/
  - Recently updated to include Summary information

- IES Research, https://ies.ed.gov/ncee/edlabs/projects/project.asp?projectID=4655
  - Indiana and Minnesota students who focused on CTE in high school: Who are they? and, What are their college and employment outcomes
  - Site includes: report, appendix, InfoGraphic

- Advance CTE, https://careertech.org/resource/pathways-matter-to-families
  - Site includes information regarding messaging that is meaningful to both families and students

Thank you!

You are Amazing and your work is Greatly appreciated!