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Perkins V Postsecondary Accountability

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Agenda

- Overview of Perkins V Postsecondary data structure, accountability definitions and reporting timelines
- Review of how State Determined Performance Levels (SDPLs) established and how they are used to evaluate performance (i.e., Improvement Plan required)
- Where to find the accountability data
 - Perkins V Reporting app in Power BI
 - CTE website
- Data sharing/data privacy
- Updates
- Resources

Learning Outcomes

1. Understand Perkins V Postsecondary data structure, accountability definitions and reporting timelines.
2. Know where to find/review your consortium's accountability data.
3. Understand how State Determined Performance Levels (SDPLs) are established.
4. Know how SDPLs are used to evaluate performance (i.e., Improvement Plan required).
5. Understand what it means to be on Improvement Plan Status.
6. Know where to find/review your consortium's summary performance reports and determine if your consortium is on an Improvement Plan for an indicator.

Perkins V Grant Accountability

Programs and/or people the grant is designed to impact;
Report on number of people impacted

Report performance measures and goals;
Program Evaluation

Perkins-Eligible Programs

- Academic programs the grant is designed to impact

Participants and Concentrators

- Students in the academic programs the grant is designed to impact
- Subgroups of students within these

Performance Indicators

- Measures to assess the effectiveness of grant recipients in achieving progress and desired impact of grant

Performance Levels

- Goals to compare actual performance on measures to desired performance on measures



How do I know what my institution's Perkins-eligible (CTE) programs are?

Location: Power BI\ASA All Access\Program Inventory – Programs and CTE report

The screenshot shows a Power BI report titled "Program Inventory - Programs and CTE". The interface includes a navigation pane on the left with various reports, a top navigation bar with "File", "Export", "View", and "Page 1 of 2" options, and a filter section with dropdown menus for "Select a report to run", "Institution name", "Career cluster", "Career pathway", "CIP 6 digit", and "Award".

The main content area displays the "MINNESOTA STATE" logo and the title "Minnesota State Colleges and Universities CTE Inventory by Institution Dakota County Technical College". Below this is a data table with the following columns: Institution, Sts, Cluster Desc, CIP: CIP Description, Prog Code: Name, Emph ID: CIP, Eace Awd, Crd, Del Mid, Perk Elig, Gen, and Location.

Institution	Sts	Cluster Desc Pathway Desc	CIP: CIP Description	Prog Code: Name	Emph ID: CIP	Eace Awd	Crd	Del Mid	Perk Elig	Gen	Location	
Dakota County Technical College	A	Cluster: Agriculture, Food, and Natural Resource Pathway: Animal Systems	01.8301: Veterinary/Animal Technology/Technician and Veterinary Assistant. A program that prepares individuals, under the supervision of veterinarians, laboratory animal specialists, and zoological professionals, to provide patient management, care, and clinical procedures assistance as well as owner communication. Includes instruction in animal nursing care, animal health and nutrition, animal handling, clinical pathology, radiology, anesthesiology, dental prophylaxis, surgical assisting, clinical laboratory procedures, office administration skills, patient and owner management, and applicable standards and regulations.	07-017-0002: Veterinary Technician		N	AAS	60	Land	Yes	M	Dakota County Technical College South Fork Office Centre

Postsecondary Data: Reporting Structure for Minnesota

- Postsecondary uses a cohort model to structure the accountability data.
- The cohort model involves identifying students entering an institution during a fiscal year and tracking them forward through two additional fiscal years.

FY 2021 – 2023 Cohort

	FY 2021		FY 2022			FY 2023		
Enter Summer 2020	Fall 2020	Spring 2021	Summer 2021	Fall 2021	Spring 2022	Summer 2022	Fall 2022	Spring 2023
	Enter Fall 2020	Spring 2021	Summer 2021	Fall 2021	Spring 2022	Summer 2022	Fall 2022	Spring 2023
		Enter Spring 2021	Summer 2021	Fall 2021	Spring 2022	Summer 2022	Fall 2022	Spring 2023

Postsecondary Participant and Concentrator Definitions

Participant: A student enrolled in a Minnesota State two-year college who belongs to a particular CTE entering cohort and who:

- Earned more than zero college level credits (cumulative) AND, within the cohort timeframe, was enrolled in a CTE program/award level **OR**
- Earned more than zero college level credits in CTE course(s).

Concentrator: A student enrolled in a Minnesota State two-year college who belongs to a particular CTE entering cohort and who:

- Is enrolled in a long-term (12 or more credits) CTE program/award level AND earned 12 or more college level credits (cumulative) **OR**
- Completed a CTE award in a short-term (less than 12 credit) CTE program within the cohort timeframe.

(Students enrolled in a short-term program who have not yet completed the program are counted as participants)

Note: Although Participant enrollment is reported in the federal Consolidated Annual Report (CAR), the performance indicator measures are based on Concentrators (or subsets of Concentrators).

Postsecondary Core Indicator 1p1: Postsecondary Retention and Placement

The percentage of CTE concentrators who completed a CTE program within the cohort and who are enrolled in postsecondary education or employed during the 2nd quarter after program completion.

***Note:** Reporting is delayed by one cohort to allow time to track enrollment and/or employment following program completion.*

Operational Definition

Numerator: Number of CTE concentrators in the cohort who, during the second quarter following program completion, are enrolled in postsecondary education or employed.

Denominator: Number of CTE concentrators who complete a CTE program/award (i.e., certificate, diploma, AAS or AS) within the cohort timeframe.

Postsecondary Core Indicator 2p1: Earned Recognized Postsecondary Credential

The percentage of CTE concentrators who complete a CTE program/award within the cohort timeframe.

Operational Definition

Numerator: Number of CTE concentrators who complete a CTE program/award (i.e., receive a CTE certificate, diploma, AAS or AS) within the cohort timeframe.

Denominator: Number of CTE concentrators in the cohort.

Postsecondary Core Indicator 3p1: Nontraditional Program Enrollment

The percentage of CTE concentrators enrolled in CTE programs that lead to non-traditional fields who are enrolled in a CTE program that is nontraditional for their gender.

Operational Definition

Numerator: Number of CTE concentrators in the cohort who are enrolled in a CTE program classified as nontraditional for their gender.

Denominator: Number of CTE concentrators in the cohort enrolled in a CTE program classified as nontraditional.



Data Disaggregation in Accountability Reporting

Gender

Race/Ethnicity

Career Cluster

Special Populations -

- Individuals with disabilities
- Individuals from economically disadvantaged families, including low-income youth and adults
- Individuals preparing for non-traditional fields
- Single parents, including single pregnant women
- Out-of-workforce individuals
- 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 –
 - i. Is a member of the armed forces; and
 - ii. Is on active duty

(For postsecondary reporting, youth includes students not younger than 14 and not older than 24)

State Determined Performance Levels (Targets)

Performance targets (goals) for all 3 postsecondary performance indicators (1P1, 2P1, 3p1) for all four years of Perkins V grant were **set by the state** in accordance with legislative requirements:

1. Expressed as percent or number (to be measurable)
2. Require continuous improvement in performance for all CTE concentrators
3. Subject to public comment process
4. In alignment with goals in state plan

Minnesota State Methodology

- Based on modeled historical performance on indicators
- Established the SDPLS for the state first and determined a reasonable increase for each grant year
- Established the SDPLS for each consortia by apportioning a share of the state's increase
- Original SDPLs and detailed methodology are available in the 2020 State Plan (starting on page 69 of 77) on the Minnesota State CTE webpage <https://minnstate.edu/system/cte/Strengthening-CTE/index.html>

State Determined Performance Levels (Targets)

Revisions to SDPLs can be requested under two provisions:

1. Adjustments prior to 3rd program year
2. Unanticipated Circumstances, such as:
 - 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

Timeline of Minnesota's Requests to Adjust Secondary SDPLs

2020– Original methodology and SDPLs established and submitted in State Plan

2021 – State requested adjustments to SDPLs for all 3 Postsecondary indicators for grant years 2 through 4 under unanticipated circumstances due to COVID-19 pandemic

2022 – Request for adjustments to postsecondary SDPLs approved; SDPLs for state and consortia not on improvement plans for year 1 were adjusted

2023 – Years 3 and 4 SDPLs for consortia on improvement plans for year 1 adjusted

For questions regarding the Proposed adjustments to SDPLs and detailed methodology, please contact us.



Evaluation of Performance and Improvement Plan Status

How is performance evaluated?

Any performance indicator for which a consortium's actual indicator performance falls below 90% of the SDPL will be put on Improvement Plan Status

What does it mean to be on Improvement Plan Status?

It means:

- You are required to develop, submit, and implement an Improvement Plan and submit additional information along with the application (due May 2024)
- You are not eligible to request adjustments to SDPLs while IMPLEMENTING an Improvement Plan
- If you remain on Improvement Plan status for an indicator for 3 consecutive years or you fail to implement an Improvement Plan while on IP status, you could be subject to subsequent action, including withholding of funds

How do I know if my consortium is on Improvement Plan Status?

- Data team annually posts consortium summary performance reports including IP status for all indicators here:
<https://www.minnstate.edu/system/cte/perkins-consortia.html>
- Notification of official status along with additional details and direction are also sent by the State Director.



Data Sources for Postsecondary Accountability Data

Enrollment Population or Indicator	Data Source
CTE Participants/CTE Concentrators	ISRS (Integrated Statewide Record System) /related data warehouse tables on enrollment, earned credits, majors, program completion, etc.
1p1/Postsecondary Retention and Placement	<p>ISRS (Integrated Statewide Record System)/related data warehouse tables on program completion, Graduate Follow-up Survey responses, etc.</p> <p>National Student Clearinghouse data on transfers to other colleges/universities</p> <p>Minnesota Department of Employment & Economic Development (DEED) data on employment/wage records during the calendar quarter that is the 2nd calendar quarter after program completion</p>
2p1/Earned Recognized Postsecondary Credential	ISRS (Integrated Statewide Record System) /related data warehouse tables on enrollment, majors, program completion, etc.
3p1/Nontraditional Program Enrollment	ISRS (Integrated Statewide Record System) /related data warehouse tables on enrollment, majors, demographics
Special Populations	ISRS (Integrated Statewide Record System) /related data warehouse tables on demographic data, FAFSA or other financial aid data, majors, enrollment, placement/background questions on Accuplacer, etc.



Postsecondary Reporting Timeline



CTE Enrollment

		Reporting Year								
		Baseline	Year 1	Year 2	Year 3	Year 4				
Grant Year	Cohort Tracked	2017	2018	2019	2020	2021	2022	2023	2024	
CTE Participant and Concentrator Enrollment	Baseline	2018-2020		Enter	Track	Report				
	Year 1	2019-2021			Enter	Track	Report			
	Year 2	2020-2022				Enter	Track	Report		
	Year 3	2021-2023					Enter	Track	Report	
	Year 4	2022-2024						Enter	Track	Report

Accountability Performance Indicators

		Reporting Year								
		Baseline*	Year 1	Year 2	Year 3	Year 4				
Core Indicator	Grant Year	Cohort Tracked	2017	2018	2019	2020	2021	2022	2023	2024
1P1 (Postsecondary Retention and Placement)	Baseline	2017-2019	Enter	Track	Complete	Report				
	Year 1	2018-2020		Enter	Track	Complete	Report			
	Year 2	2019-2021			Enter	Track	Complete	Report		
	Year 3	2020-2022				Enter	Track	Complete	Report	
	Year 4	2021-2023					Enter	Track	Complete	Report
2P1 (Earned Recognized Postsecondary Credential) and 3P1 (Nontraditional Program Enrollment)	Baseline	2018-2020		Enter	Track	Report				
	Year 1	2019-2021			Enter	Track	Report			
	Year 2	2020-2022				Enter	Track	Report		
	Year 3	2021-2023					Enter	Track	Report	
	Year 4	2022-2024						Enter	Track	Report

* No performance levels set for Baseline Year.

Postsecondary Perkins V Accountability Data in Power BI

- Log into [Office 365](#)
 - Open the Power BI app (<https://app.powerbi.com/home>)
 - Find and open the **Perkins V Reporting** app
- For more detailed information on how to log in or find the Power BI or Perkins V reporting app:
 - Attend Power BI webinar training October 19, 2023 at 10am
 - You can also reference the slides and webinar recording from the Power BI training on October 20, 2022
 - <https://www.minnstate.edu/system/cte/professionaldevelopment/monthly-webinars.html>



Power BI – Getting Access to the Perkins V Reporting app

- To request access to the Perkins V Reporting Power BI app, please send an email to Karl Ohrn (Karl.Ohrn@minnstate.edu) or Katie Vaccari (Katie.Vaccari@minnstate.edu).
- If you are not a Consortium Leader, please indicate the business reason for this access.
- Access was given to consortia leaders and other limited staff, as requested. There is an expectation that consortium leaders will share the data as needed/appropriate.

Consortium Indicator Performance Reports on MN State CTE website

CTE Website <https://www.minnstate.edu/system/cte/index.html>

↳ **Perkins Consortia** page

↳ Find your consortium folder

↳ Consortium Indicator Performance Report

Perkins Consortia page:

<https://www.minnstate.edu/system/cte/perkins-consortia.html>



Consortium Indicator Performance Report

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Perkins V State Performance Report Minnesota January 18, 2022

The following report displays Minnesota's:

- current established performance levels (i.e., targets) for the four Perkins V grant years (Table 1, column **SDPL**),
- actual performance on the six secondary core indicators and three postsecondary core indicators (Table 1, column **Actual Perf %**),
- indication that an improvement plan is required based upon performance (Table 1, column **IP Req?**), and
- total number of secondary and postsecondary participants and concentrators (Table 2).

Table 1 provides a summary of Minnesota's established goals for future performance on the Perkins V secondary and postsecondary performance indicators, as well as the state's actual performance on those indicators each grant year, including the baseline year.

This report provides an indication of whether Minnesota is required to complete an Improvement Plan (IP) for any of the core indicators. The state and individual consortia are required to submit an improvement plan for any core indicator where actual performance is less than 90% of the established performance level for that indicator.

Updates to this document will be made annually, as actual performance data are finalized. Updates will also be made if/when there are adjustments to state determined performance levels.

If you have any questions about these reports, please feel free to contact Karl Ohm karl.ohm@minnstate.edu or Michelle Kamenov Michelle.Kamenov@state.mn.us. If you have questions about your data, please contact Kari-Ann Ediger (secondary data) Kari-Ann.Ediger@state.mn.us, or Carrie Schneider (postsecondary data) Carrie.Schneider@minnstate.edu.



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Table 2. Participant and Concentrator Enrollment by Grant Reporting Year

Enrollment	Baseline (2020)	Grant Year 1 (2021)	Grant Year 2 (2022)	Grant Year 3 (2023)	Grant Year 4 (2024)
Secondary Participants	121,141	121,915			
Secondary Concentrators	73,575	72,981			
Postsecondary Participants	45,541	44,400			
Postsecondary Concentrators	20,612	20,287			

Additional information:

[Perkins V Accountability](#) (Scroll to "Accountability Resources" bar/section)

[Secondary Perkins Definitions](#) and [Postsecondary Perkins Definitions](#)

[Secondary Data Site](#) (requires system login/account to use)

[Postsecondary Data Site](#) (Power BI reports require system login/account to use)

Page 2: Shows if Improvement Plan is Required

Perkins V State Performance Report September 13, 2022

The table below displays the State Determined Performance Level (column **SDPL**), actual performance percentage (**Actual Perf %**), and an indication of whether an Improvement Plan (IP) is required (**IP Req?**) for every accountability indicator each grant year. The year shown following the Grant Year label indicates the reporting year of the data in alignment with the corresponding federal CAR (Consolidated Annual Report) grant year. For secondary indicators, reporting years align with school years (e.g. 2021 reflects school year 2020-21), with the exception of 1S1 and 3S1 which both lag by one year (e.g. students who graduated, enrolled in postsecondary and/or joined the workforce in school year 2019-20 are displayed in 2021 data). For postsecondary indicators 2P1 and 3P1, reporting years reflect the last year of the three-year cohort reported (e.g. reporting year 2021 reports on cohort 2019-2021). For postsecondary indicator 1P1, the cohort reporting lags by one year (e.g. reporting year 2021 reflects data from cohort 2018-2020).

Table 1. State Determined Levels of Performance, Actual Performance Rate, and IP Status by Grant Reporting Year

Indicator Name	Baseline (2020)	Grant Year 1 (2021)			Grant Year 2 (2022)			Grant Year 3 (2023)			Grant Year 4 (2024)		
		SDPL	Actual Perf %	IP Req?	SDPL	Actual Perf %	IP Req?	SDPL	Actual Perf %	IP Req?	SDPL	Actual Perf %	IP Req?
1S1: Graduation Rate (4-year)	92.21%	54.95%	92.66%		54.99%			55.08%				55.26%	
2S1: Academic Proficiency: Reading/Language Arts	N/A*	11.27%	57.48%		11.33%			11.45%				11.68%	
2S2: Academic Proficiency: Mathematics	N/A*	9.08%	39.73%		9.11%			9.17%				9.29%	
3S1: Post-Program Placement	65.70%	48.43%	61.93%		48.49%			48.61%				48.84%	
4S1: Nontraditional Program Concentration	36.31%	9.44%	31.56%		9.49%			9.59%				9.79%	
5S3: Program Quality: Work-Based Learning	13.06%	4.33%	9.98%		4.34%			4.37%				4.41%	
1P1: Postsecondary Retention and Placement	90.77%	91.12%	90.24%		81.98%			81.98%				81.98%	
2P1: Earned Recognized Postsecondary Credential	50.68%	50.60%	52.48%		45.58%			45.58%				45.58%	
3P1: Nontraditional Program Enrollment	13.98%	14.00%	14.68%		12.54%			12.54%				12.54%	

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 COVID-19 peacetime emergency. Therefore, no academic achievement data (Reading and Mathematics) are available to report for the 2019-20 school year.



Consortium Indicator Performance Report Example*

Table 1. State Determined Levels of Performance, Actual Performance Rate, and IP Status by Grant Reporting Year

Indicator Name	Baseline (2020)	Grant Year 1 (2021)			Grant Year 2 (2022)			Grant Year 3 (2023)			Grant Year 4 (2024)		
		SDPL	Actual Perf %	IP Req?	SDPL	Actual Perf %	IP Req?	SDPL	Actual Perf %	IP Req?	SDPL	Actual Perf %	IP Req?
1S1: Graduation Rate (4-year)	92.21%	91.80%	92.25%		55.46%	93.26%		92.71%			93.93%		
2S1: Academic Proficiency: Reading/Language Arts	N/A*	56.35%	56.00%		11.96%	45.87%		57.23%			58.41%		
2S2: Academic Proficiency: Mathematics	N/A*	45.40%	44.10%		9.63%	34.33%		45.84%			46.44%		
3S1: Post-Program Placement	65.70%	48.43%	66.10%		48.49%	61.56%		48.61%			48.84%		
4S1: Nontraditional Program Concentration	36.31%	37.77%	32.13%	Yes	9.59%	22.98%		38.35%			39.14%		
5S3: Program Quality: Work-Based Learning	13.08%	17.31%	13.10%	Yes	5.64%	1.92%	Yes	17.46%			17.65%		
1P1: Postsecondary Retention and Placement	90.77%	91.12%	90.88%		81.32%	80.67%		91.89%			92.92%		
2P1: Earned Recognized Postsecondary Credential	50.68%	50.60%	49.50%		47.91%	55.12%		51.68%			53.12%		
3P1: Nontraditional Program Enrollment	13.98%	14.00%	12.35%	Yes	9.89%	7.45%	Yes	14.31%			14.73%		

*Grant year performance data and SDPLs shown are not real; data are for demonstration purpose only

Data Sharing/Data Privacy

A reminder that a MOU or Data Sharing Agreement 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.

Data Sharing/Data Privacy

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

- Share **summary** level data. Summary data is ok to share. (e.g., “92% of all CTE Concentrators graduated within four years”)
- 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), and it makes sense in terms of what the data show you, do that
- Combine multiple years of data together to increase cell sizes
- Use narrative to describe what the data support rather than providing actual numbers (i.e., “The concentrator population in our Manufacturing career cluster lacks diversity, with the majority being white males.”)

Updates

- August 2023 Adjustments to Postsecondary SDPLs for consortia on IP for Year 1 when SDPLs were adjusted due to COVID in Spring 2022
- Implementing NAPE's 2020 non-traditional gender designations and cluster/pathway recommendations for 2024
- Setting state and consortia SDPLs for grant years 5 through 8
- Final 2023 data available in Perkins V Power BI app
- Power BI webinar Thursday, October 19 (10:00 am)

Postsecondary Accountability Resources and Links

- Perkins V Accountability Resources:
https://minnstate.edu/system/cte/consortium_resources/index.html (scroll down to Accountability Resources)
- Postsecondary Accountability Definitions and Data Structure Documentation:
https://www.minnstate.edu/system/cte/consortium_resources/documents/Perkins-V-Report-Structure-and-Definitions.pdf
- Consortium Indicator Performance Reports:
<https://minnstate.edu/system/cte/perkins-consortia.html> (in consortium folder)
- Postsecondary Reporting (go to Power BI, then to the 'Perkins V Reporting' app): <http://portal.office.com/>
- Minnesota State Plan: <https://minnstate.edu/system/cte/Strengthening-CTE/index.html>
- Professional Development/Monthly webinars:
<https://minnstate.edu/system/cte/professionaldevelopment/monthly-webinars.html>
- Minnesota State Service Portal:
<https://servicedesk.minnstate.edu/TDClient/30/Portal/Home/>



THANK YOU!

If you have questions or want to set up a session to review Power BI/available reports, please contact us.

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