



Secondary Perkins-CTE Data & Reporting

Kari-Ann Ediger | Results Measurement-Program Improvement

Learning Outcomes

- **Learning Outcomes**

1. Understand how State-Approved Programs, Data reporting, and Accountability are all tied to both the Federal and State legislation.
2. Learn how Participants & Concentrators are tied to funding allocations for consortia, and why reporting accurate data is critical.
3. Understand Perkins V secondary accountability definitions and reporting timelines.
4. Be familiar with where to access and review your consortium's accountability data as well as continuous improvement reports that are available.
5. Learn about the process for establishing state and local State Determined Performance Levels (SDPLs).
6. Know how SDPL's are used to evaluate performance (i.e., when an Improvement Plan is required).
7. Understand what it means for your consortium to be on Improvement Plan Status and what action leaders will need to take, as well as criteria for requesting adjustments.



Why are districts required to report the Perkins-CTE data?

Federal

Commonality

State



Funding

Perkins V: Strengthening Career and Technical Education for the 21st Century Act of 2018



State-Approved CTE Programs



State, Minnesota Rule 3505, Secondary Vocational Education –MDE only

State Levy Aide/Career and Technical Revenue



Data

Career & Technical Education (Sec.3(5)(A-D)),
Program of Study (Sec. 3(41) (A-F))
Student enrollment records for all/only
State-Approved CTE programs

Perkins-CTE data

Sequence of courses (MN Rule 3505.1000
& 3505.2500)
Student enrollment records for all/only
State-Approved CTE programs

*Accountability

*CLNA data
*Accountability
Enrollment
Performance



Reporting & Continuous Improvement

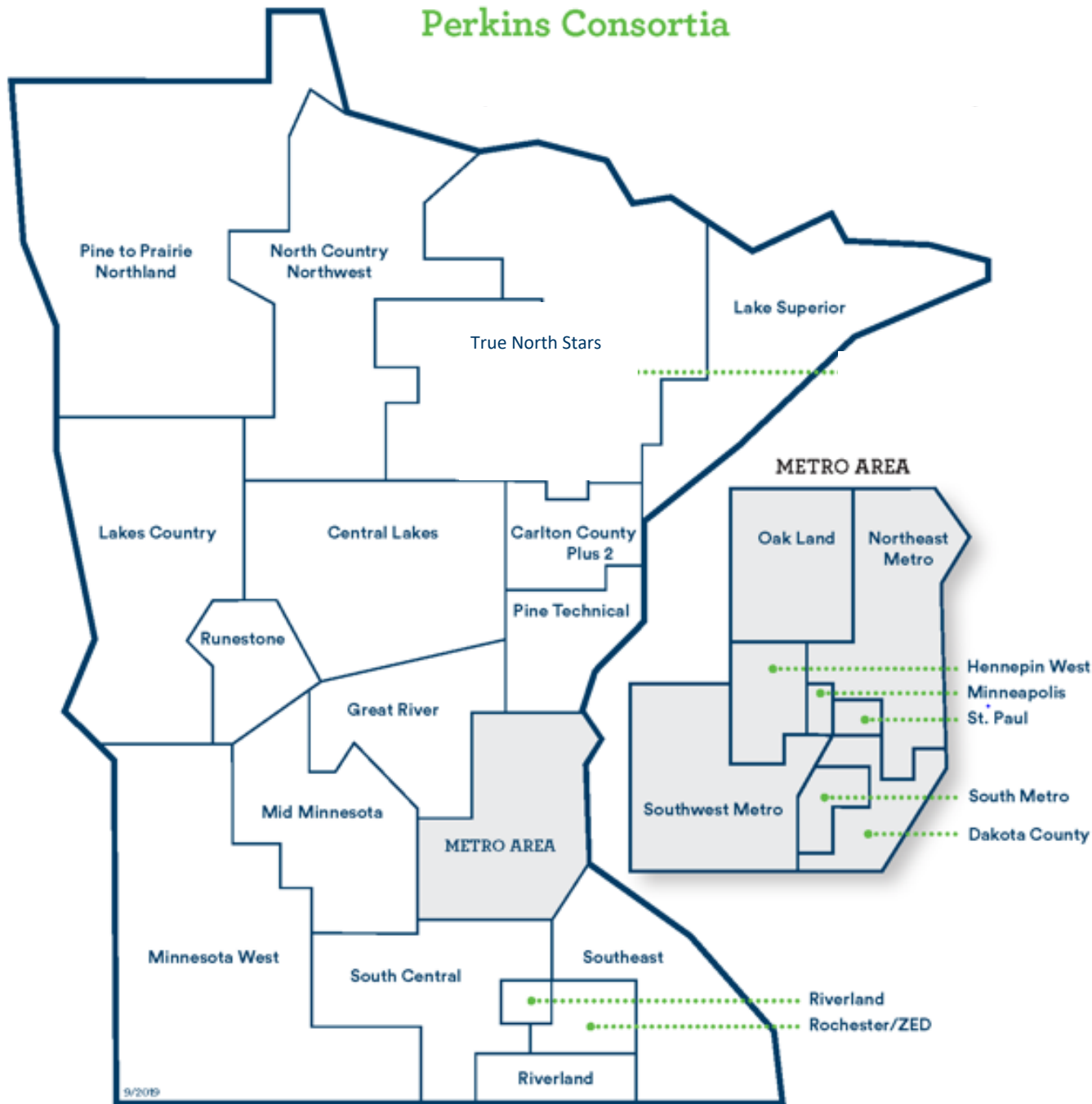


*Accountability
Enrollment
Performance



Funding

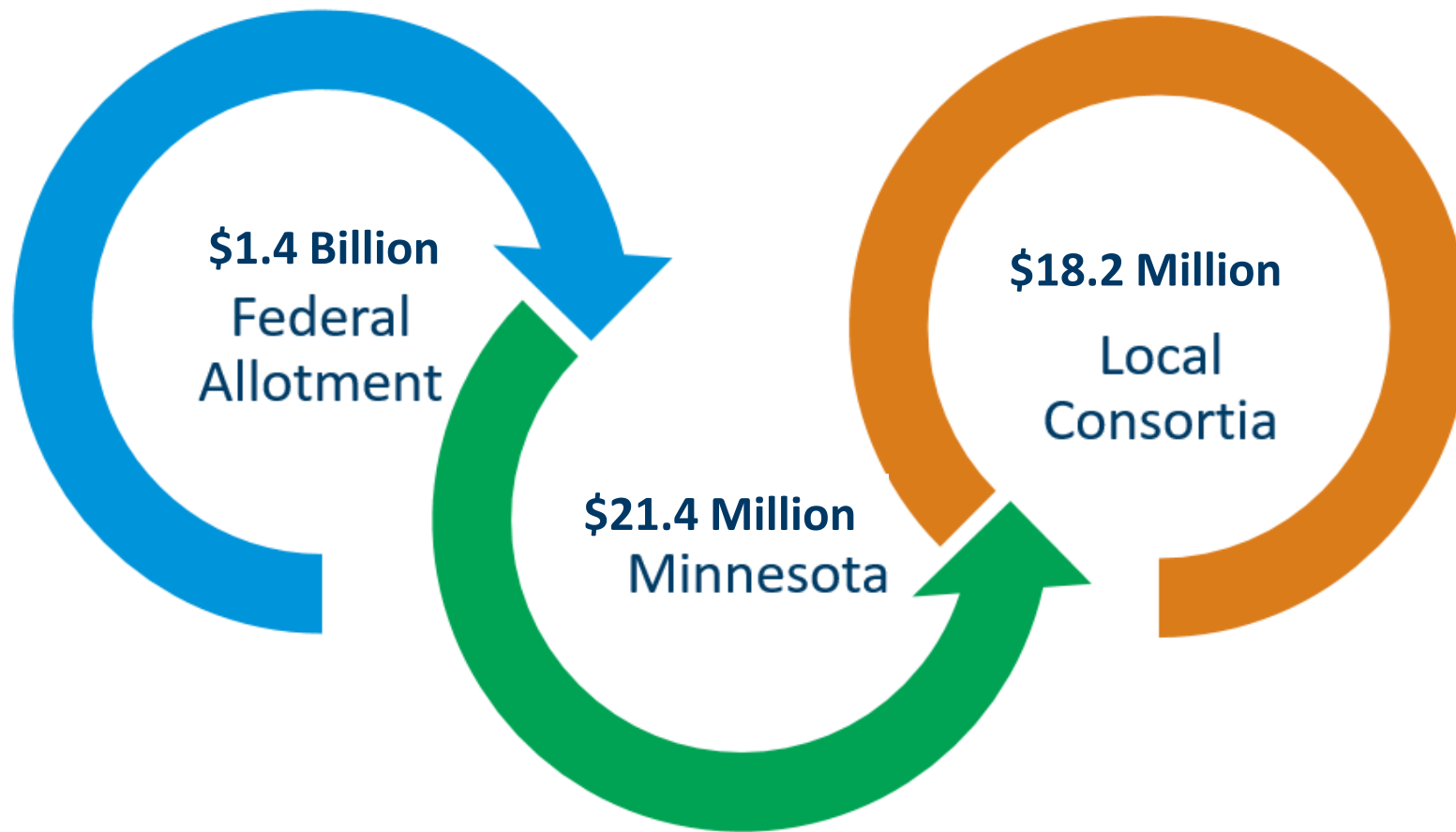
23 Perkins Consortia



Each Perkins consortium is composed of:

- One or more school districts serving 9-12th grade students
- At least one Minnesota State community and technical college

2023-2024 Federal Perkins Allocations



Requirement =
85% of the
MN Allocation
goes directly to
local consortia.

Federal Perkins legislation:

Strengthening Career and Technical Education for the 21st Century Act of 2018

- **Status Level Definitions**
- **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:** Course enrollment records for students who have successfully completed state-approved CTE courses are added up across a student's high school experience to earn a designation as a CTE Participant or Concentrator.
 - **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.

Federal Perkins legislation:

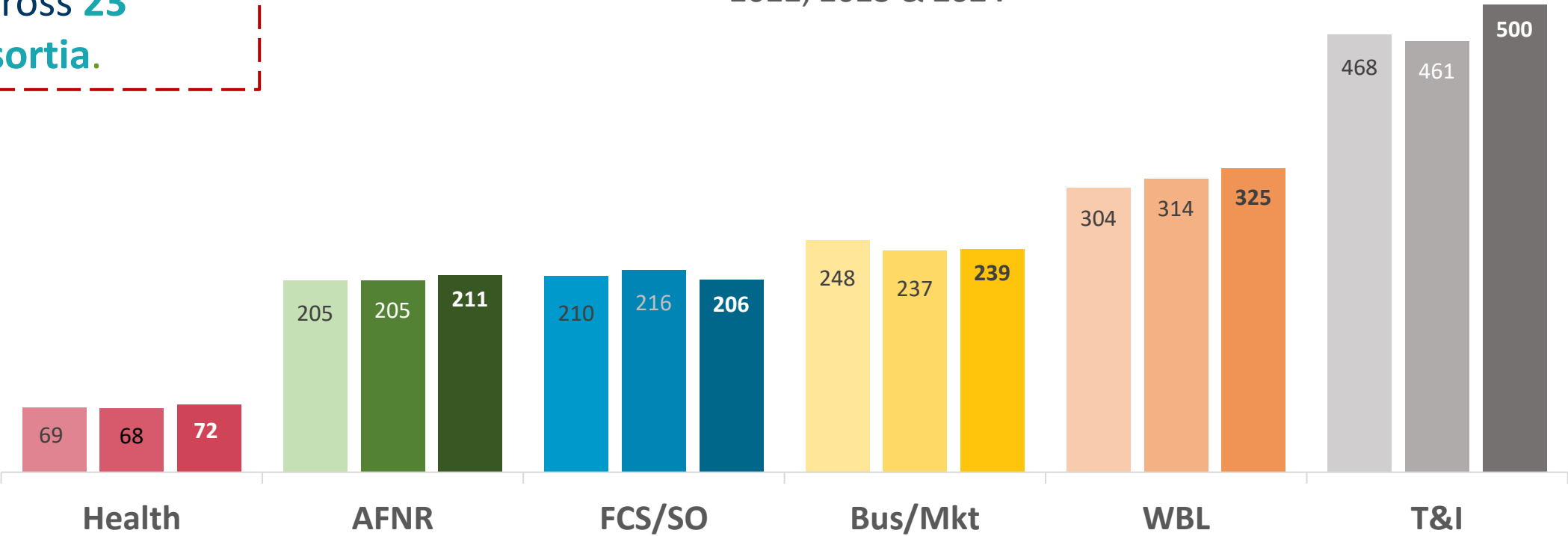
Strengthening Career and Technical Education for the 21st Century Act of 2018

- **Perkins Consortia* funding formula includes:**
 - **Number of Participants and Concentrators**
 - [From the Accountability: Enrollment report](#)
 - Census data
 - [US Census Bureau](#)
 - Households in poverty
 - [US Census Bureau](#)
 - Square area
 - [Transportation data](#)
- Data from all districts within a consortium are summed to equal the consortium's total number of Participants and Concentrators.
- *There are 23 consortia across Minnesota.

SY24 State-Approved CTE Programs: Number of Districts by Career Field

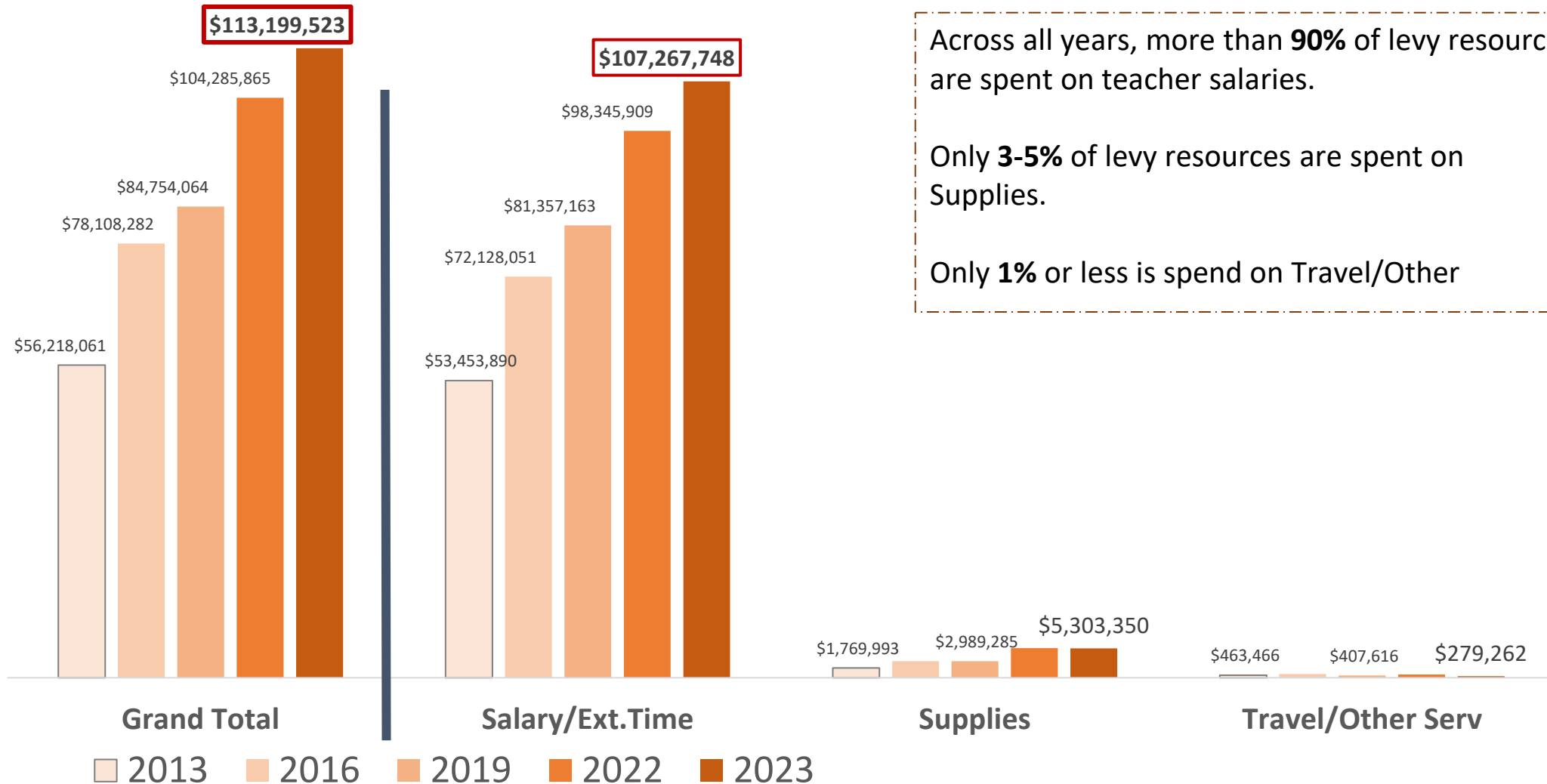
In Minnesota, **351 LEA's**
who implement **1,553**
state-approved CTE
programs across **23**
Perkins consortia.

Number of State-Approved Programs:
by Career Field *duplicate districts across Career Fields
2022, 2023 & 2024



Levy Expenses

Grand Total FY2013-2023



MN Rule 3505

Funding and Data Reporting

- FY2023 Levy amount was \$113,199,523
- Across all years, more than 90% of levy resources are spend on teacher salaries.
- **Everything goes back to Program Approval.**
 - Keep in mind that All/Only State-Approved CTE programs are reported within the Perkins-CTE data.
 - Reporting state-approved CTE programs meets the requirements for both the Federal (Perkins) and State (MN 3505) data reporting & accountability.



Data & Reporting

What is a Perkins-CTE data file?

- Perkins-CTE data is:
 - A data file that is extracted from your district's local Student Information System (JMC, Campus, Skyward, PowerSchools, etc.).
 - Data in flat file represents student enrollment records for the most recently completed school year
 - File is structured very specifically –with specific data elements assigned to specific positions
 - Data reported include ALL/Only those State-Approved Programs listed in the State-Approved Program list
 - Use “State extraction” (if that option is available, not csv). It can be saved as a Plain Text (Word) file. Otherwise, most often I use NotePad++ to view the actual data in the file.

Data Record Example

2228530104000000000000001407101504840PNNYPLASTNAME FIRSTNAME MIDDLENAME SUFX G YYYYMMDD

Carl D. Perkins Record Layout 2025

Data Elements	Length	Position	Valid Data	Notes
School Year	2	1-2	Numeric	2020-21 = (FY) "21" in the first two positions of the code
School District	4	3-6	Numeric	District number from the MDE-ORG "District/School" list
District Type	2	7-8	Numeric	District Type from the MDE-ORG "Organization Types" list
School Number	3	9-11	Numeric	School number from MDE-ORG "District/School" list
MARSS ID Number	13	12-24	Numeric	K-12 Minnesota Automated Reporting Student System (MARSS) Student ID
Program Code	6	25-30	Numeric	Six-digit program code from Table C on Program Approval webpage (Column C)
Course Code	2	31-32	Numeric	Two-digit course code from Table C on Program Approval webpage (Column D)
Course Length in Minutes	5	33-37	Numeric	Total number of course minutes for the term in which it was taken (e.g., trimester, semester, quarter, block, skinny, or year).
Grade Received	1	38	P or N	Proficient/Not Proficient
Single Parent	1	39	Y or N	Self-report
Out of Workforce*	1	40	Y or N	[*Change from FY20] Does not especially apply to secondary students, no entry will default to N.
Technical Skill Assessment*	1	41	Y or N	[*Change from FY20] Technical Skill Assessment data are no longer part of the Perkins V accountability system. This data element will remain in place. Districts are still able to report these data if they choose to do so, however, Minnesota Department of Education (MDE) will not be producing any reports.
TSA Proficiency*	1	42	P or N	[*Change from FY20] Same as above
Last Name	40	43-82	Alpha	n/a
First Name	40	83-122	Alpha	n/a
Middle Name	40	123-162	Alpha	n/a
Suffix	04	163-166	Alpha	n/a
Gender	01	167	M or F	n/a
Date of Birth	08	138-175	Numeric	YYMMDD

Data Record Example

2228530104000000000000001407101504840PNNYPLASTNAME


FIRSTNAME

MIDDLENAME SUFX

G

YYYYMMDD

Table C: Where do CTE Program & Course codes come from?



A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P
UFARS Code	CTE Program Code/Pathway Title	Program Code	Course Code	Recommended Course Title	Course Description	CTE License	CTE License	CTE License	CTE License	Non Trad	CIP Code	Career Field	Career Cluster	Career Pathway	Minnesota Common Course Number
	TRADE AND INDUSTRY														
	CONSTRUCTION CAREERS														
361	Engineering/STEM	171000	01	Engineering Essentials	Engineering Essential courses provide s	For this program, one of the following licenses is required: 300100 171000 171016				F	14.0101	04	15	4.21	21001
			02	Introduction to Engineering Design	Engineering Design courses offer studen					F	14.0101	04	15	4.21	21006
			03	Principles of Engineering	Principles of Engineering courses provid					F	14.0101	04	15	4.21	21007
			04	Digital Electronics	Digital Electronics courses teach studen					F	14.0101	04	15	4.21	21008
			05	Computer Integrated Manufacturing	Computer Integrated Manufacturing cou					F	14.0101	04	15	4.21	21010
			06	Engineering Design & Development	Engineering Design and Development c					F	14.0101	04	15	4.21	21007
			07	Environmental Sustainability	Environmental Sustainability courses he					F	14.0101	04	15	4.21	21024
			08	Civil Engineering & Architecture	Civil Engineering and Architecture cours					F	14.0101	04	15	4.21	21012

- Where do Program and course codes come from?**

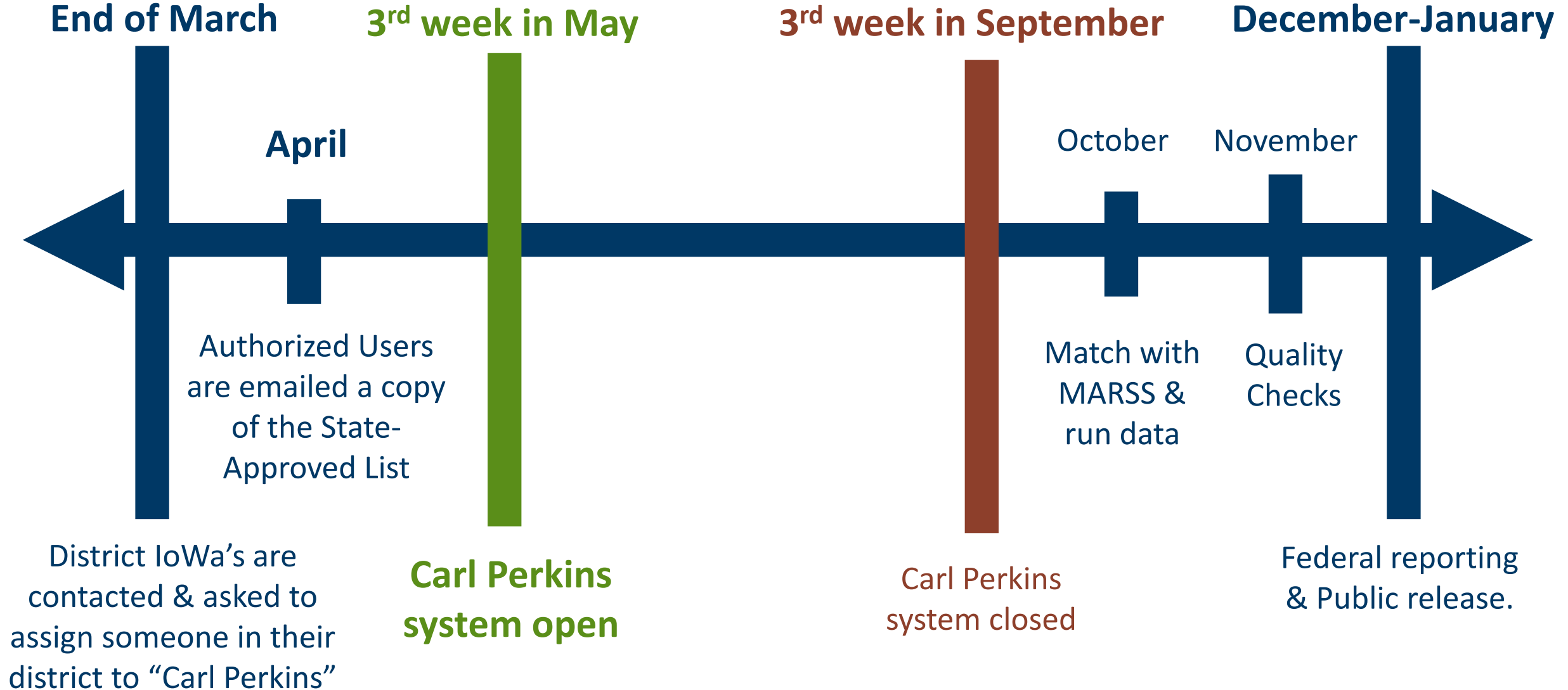
- Program and course codes are assigned based on many program criteria, including Teacher licensure. <https://public.education.mn.gov/LicenseLookup/educator>
- All program and course codes for state-approved CTE programs can be found in Table C, along with general course descriptions. <https://education.mn.gov/MDE/dse/cte/progApp/>
- The “Recommended Course Titles” listed in Table C are recommended titles only. Local course titles appear in the State-Approved Program & Course list.

State-Approved Programs

State, Minnesota Rule 3505, Secondary Vocational Education

- Program approval occurs on a 5yr cycle for each Perkins consortium
- Spring Training for consortia up for renewal (March-May). Program Approval due **June 1-Nov 1.**
- Program approval & Amendment form <https://education.mn.gov/MDE/dse/cte/progApp/>
- Course Amendments accepted **June 1-January 5.**
- Criteria for Approving CTE Programs (MN Rule 3505)
 1. Student leadership, career development, experiential learning, safety (3505.2550, Subp. 6)
 2. Teachers have appropriate CTE License (3505.1100)
 3. **Sequence of courses** offered within a program. Course is **listed within Table C**, program content aligns with career field frameworks, and curriculum is designed to meet CTE objectives such as **development of occupational competencies leading to postsecondary program and/or occupation** (3505.1000, 3505.2500)
 4. Establishment of a local Program Advisory Committee (3505.1000, 3505.2500, 3505.1400)
 5. Signed Statement of Assurances, Minimum standards for Instructional Program Approval (3505.2550)

Data & Reporting Timeline



Access: MDE Secure Reports

<https://public.education.mn.gov/MDEAnalytics/DataSecure.jsp>



Carl Perkins Secure Reports

Perkins Data Validation

Accountability

Accountability: Enrollment

Accountability: Performance Indicators

Continuous Improvement

Enrollment: Participants and Concentrators

Enrollment: Course Report

Pipeline: Career Field

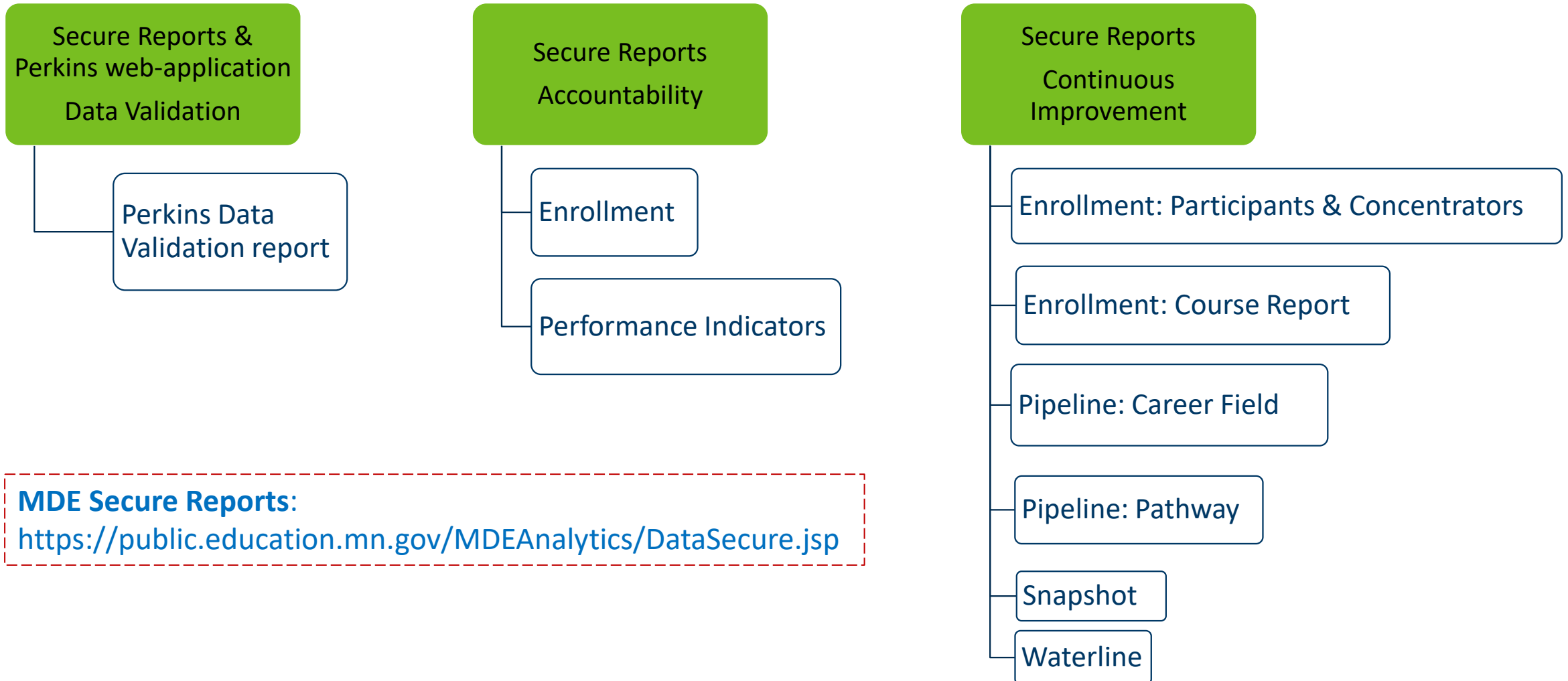
Pipeline: Pathway

Snapshot

Waterline

- ✓ All Authorized Users (people who submit the Perkins-CTE data file to MDE) have access to the **Perkins Data Validation Report**. It's automatic.
- ✓ All Consortium Leaders have access to all Consortium, District & School reports –for their specific consortium. Access via (me).
 - There is an “all” button where you can download Performance Indicators for all your districts *-at once*. Be sure to scroll to the bottom of the filter options.
- ✓ District personnel can create and EDIAM account and request access to “**Carl Perkins Secure Reports**” through their IoWA (Superintendent or Proxy).

Carl Perkins-CTE Secure Reports



Continuous Improvement: Enrollment

Where can I find the report?

MDE Data Center > Carl Perkins Secure Reports
> Enrollment: Participants & Concentrators

Elements within the Report

- Data categories, Row 1
- Disaggregated student groups, Column 1

Business Rules

- Unique count of all students currently in the system prior to graduation
- Participant & Concentrators are discreet categories
- CTE & Non-CTE are discreet categories

State								
All CTE Career Fields	Participants	Concentrators	*Total CTE	% Participants	% Concentrators	**non-CTE	All Students	% CTE Students
Grand Total	121,548	74,830	196,378	61.89%	38.11%	83,595	279,973	70.14%
Gender								
Male	60,687	43,272	103,959	58.38%	41.62%	39,074	143,033	72.68%
Female	60,861	31,558	92,419	65.85%	34.15%	44,521	136,940	67.49%
Ethnicity								
American Indian	1,851	788	2,639	70.14%	29.86%	2,284	4,923	53.61%
Asian	7,720	4,796	12,516	61.68%	38.32%	5,700	18,216	68.71%
Black	13,758	5,906	19,664	69.97%	30.03%	11,524	31,188	63.05%
Hawaiian/Pacific Islander	118	56	174	67.82%	32.18%	79	253	68.77%
Hispanic	12,941	6,029	18,970	68.22%	31.78%	10,706	29,676	63.92%
White	78,817	54,147	132,964	59.28%	40.72%	48,384	181,348	73.32%
Multi	6,343	3,108	9,451	67.11%	32.89%	4,918	14,369	65.77%
Special Populations								
Special Education	17,509	10,652	28,161	62.17%	37.83%	14,373	42,534	66.21%
Economic Disadvantaged	42,253	24,558	66,811	63.24%	36.76%	12,387	79,198	84.36%
Non-traditional	39,730	35,517	75,247	52.80%	47.20%		279,973	26.88%
Single Parents	36	29	65	55.38%	44.62%		279,973	0.02%
Out of Workforce								
English Learners	7,986	3,416	11,402	70.04%	29.96%	6,166	17,568	64.90%
Homeless	1,718	643	2,361	72.77%	27.23%	250	2,611	90.43%
Youth in Foster Care	762	369	1,131	67.37%	32.63%		1,131	100.00%
Parent in Active Military								
Migrant	72	21	93	77.42%	22.58%	69	162	57.41%



Accountability

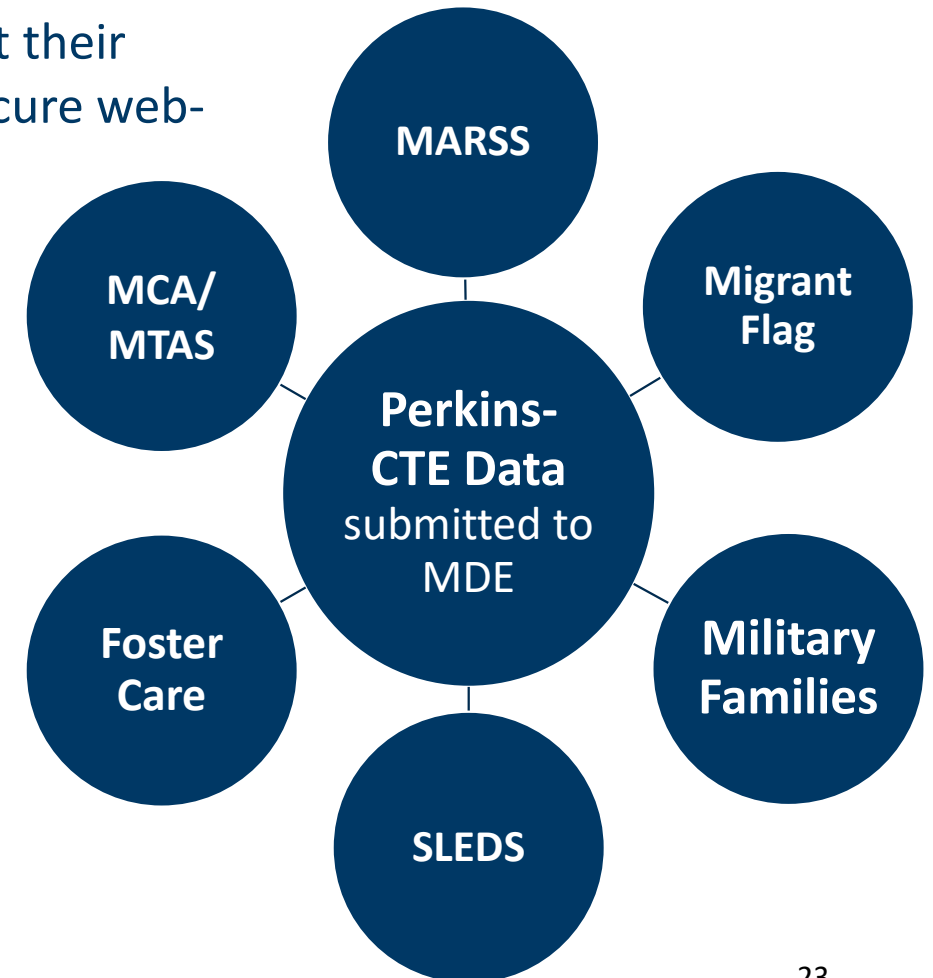
Carl Perkins-CTE Data Collection

Data Submission: Authorized Users from 351 secondary LEA's work to align the programs & courses listed in the state-approved program and course list with the CTE courses listed within their local SIS. Districts annually submit their Perkins data to Minnesota Department of Education (MDE) via a secure web-based system. [MDE Secure Reports > Perkins Validation Report](#)

Data are Aggregated and Verified: Final Perkins-CTE data are aggregated into the Carl Perkins Database and are verified using the Minnesota Automated Reporting Student System (MARSS) (e.g., using MARSS-ID#, Name, Birthdate, Gender).

Perkins data are linked with additional sources:

- **MARSS:** student demographics and completion
- **MCA/MTAS:** 2S1, 2S2, & 2S3 Achievement outcomes
- **Migrant Flag**
- **SLEDS:** 3S1 Post-Program Placement
- **Foster Care:** DHS data sharing agreement
- **Military Family**



Perkins V Accountability –Structure

A. Accountability: Enrollment. Programs and people the grant is designed to impact.

Program Evaluation. Report the number of people impacted. CLNA Elements 2 and 5.

1. Perkins-Eligible Programs

- State-approved CTE programs the grant is designed to impact, as well as (POS)

2. Participants and Concentrators

- Students in the academic programs the grant is designed to impact
- Subgroups of students within these 2 status levels

B. Accountability: Performance Indicators. Student outcomes the grant is designed to influence.

Program Evaluation. Report performance measures actuals and targets/goals. CLNA Elements 1 and 5.

1. Performance Indicators

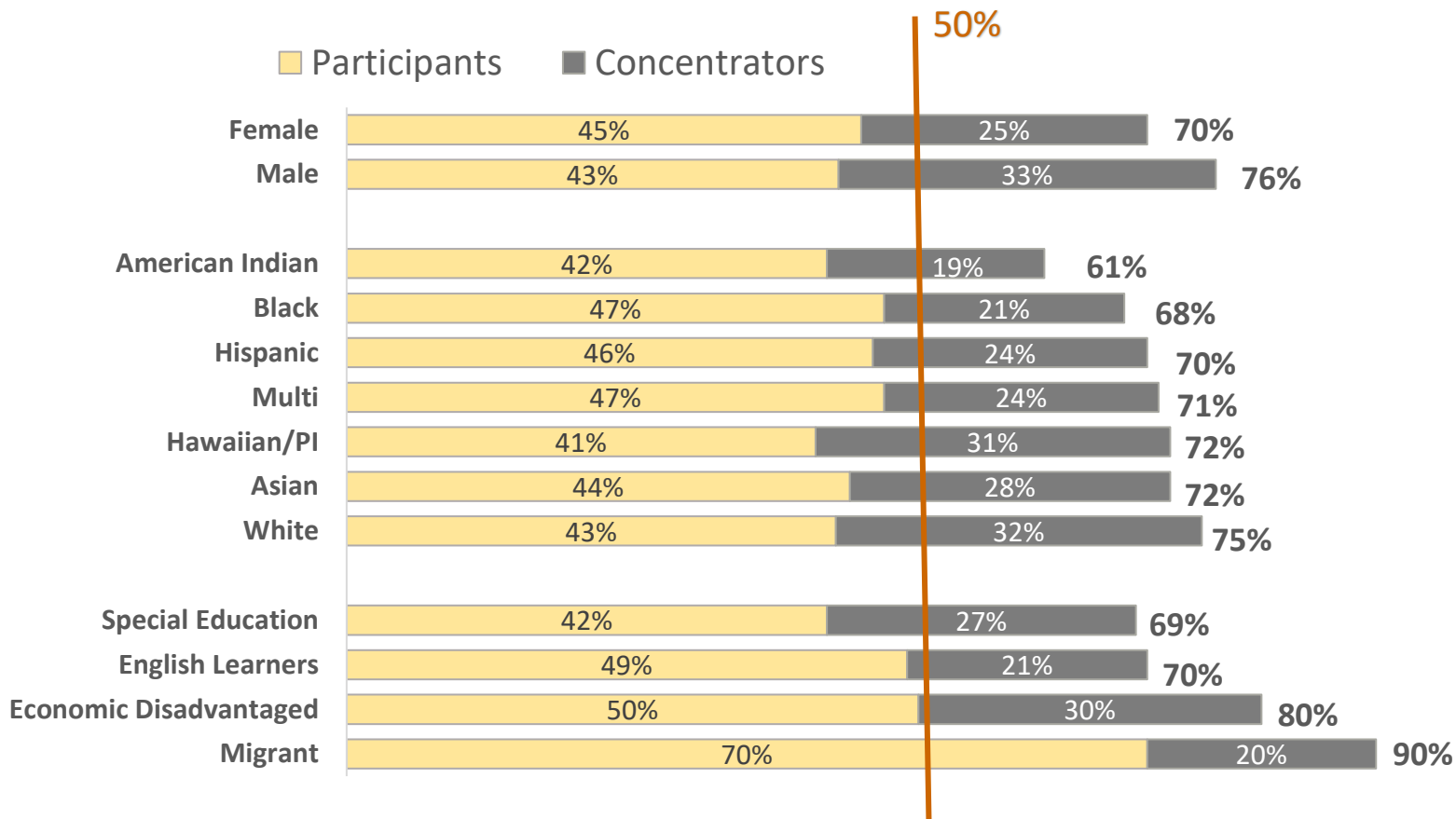
- Measures developed to assess the effectiveness of the grant recipients in achieving the desired impact of the grant and progress toward improving desired outcomes

2. Performance Levels

- Established and well-defined goals by which to compare the actual performance on a given measure to the desired performance on that same measure
- Subgroups of students

Continuous Improvement: Gaps in Enrollment & Equitable Access

SY2024 Percentage of CTE Participants & CTE Concentrators —from among all 9-12th grade students



Calculation:

- **Participant**/All Students
- **Concentrator**/All Students

Results

50% or more of student across all student group categories engage in CTE

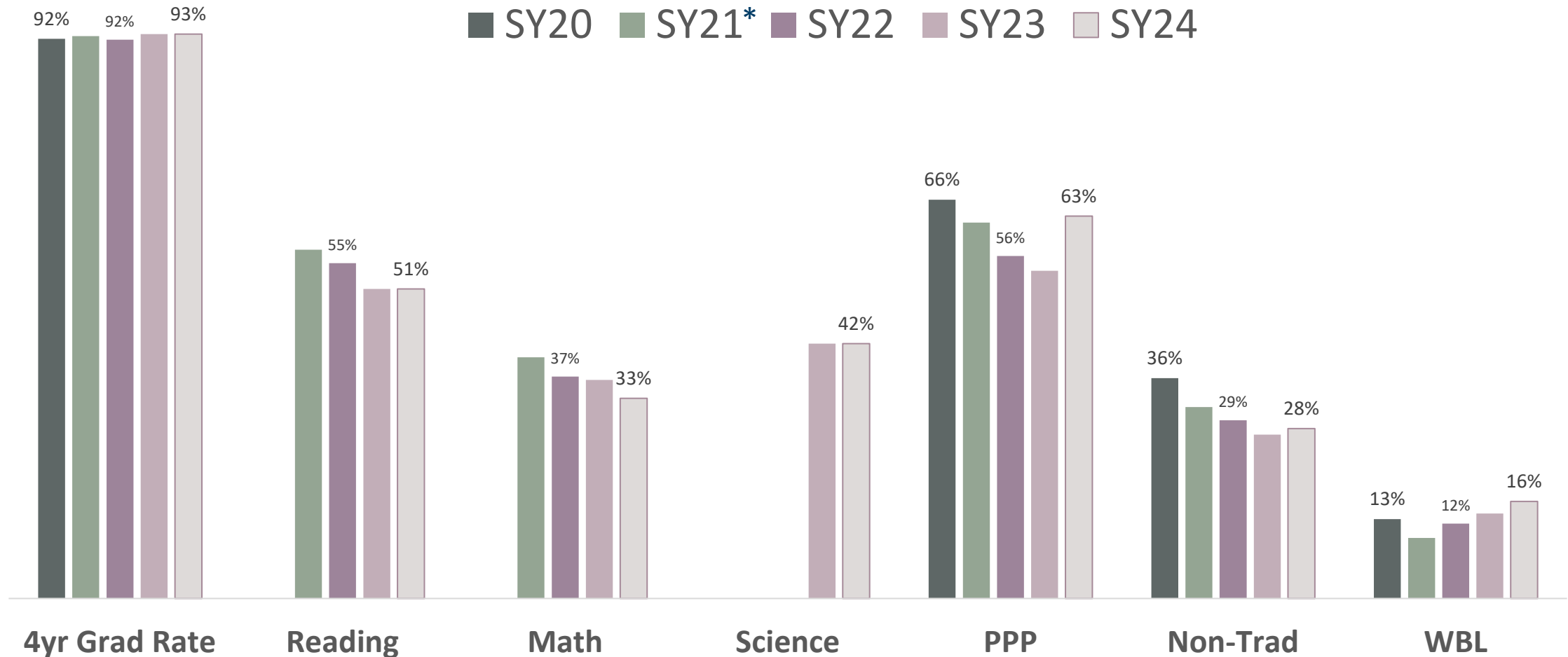
206,372 (73%) of all 9th-12th grade students are CTE students

Of those who engage in CTE:

- **124,128** (44%) Participants
- **82,244** (29%) Concentrators

****Only Concentrators are included in the Perkins Accountability outcomes.**

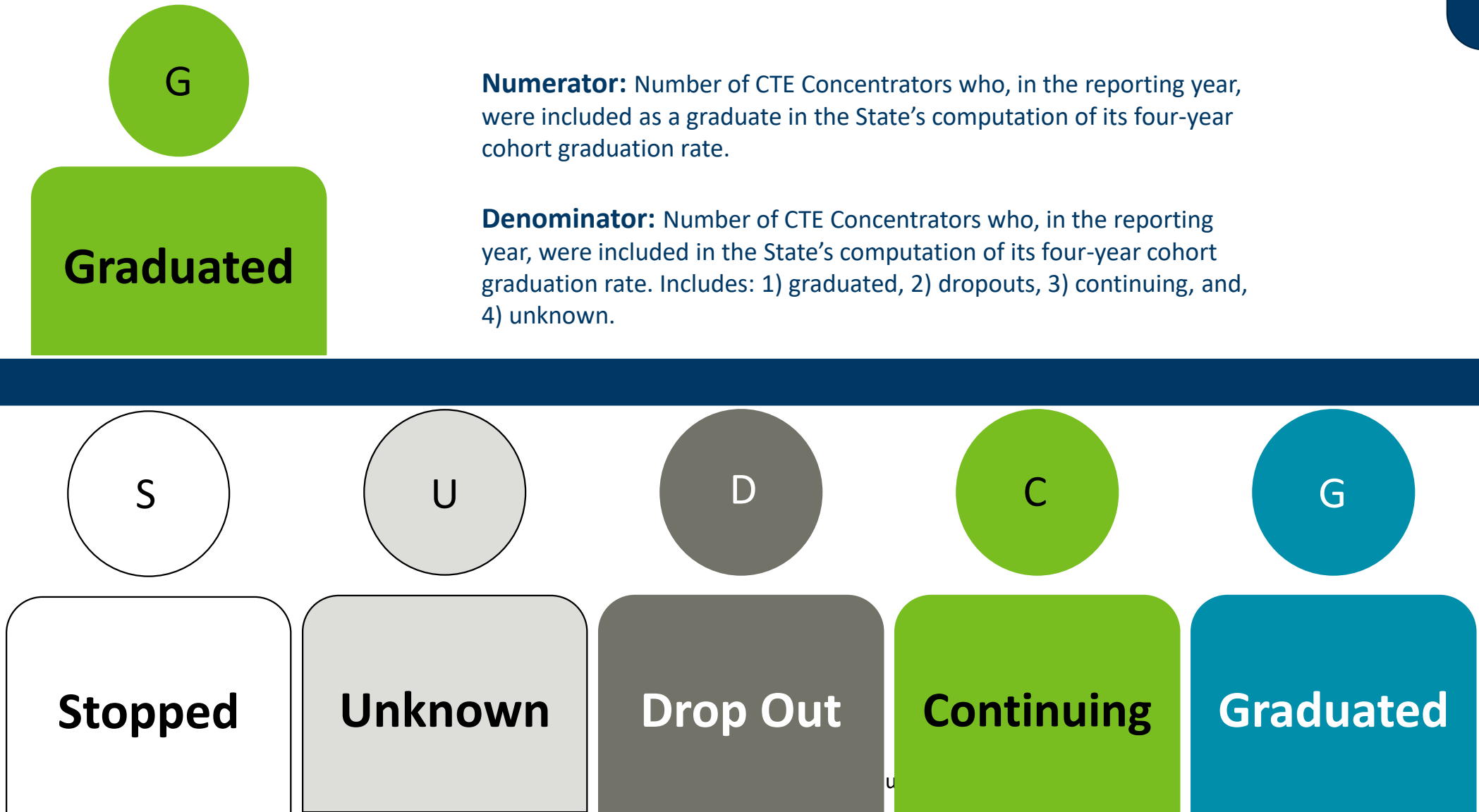
Secondary Performance Indicators



*Due to COVID-19, during SY2021 students across the state shifted from remote to in-person learning at different times and lengths of time across the school year. Comparisons across districts and even CTE content areas must be interpreted in light of these contexts.

State (SY2024), CTE Concentrators ONLY

4yr Graduation Rate



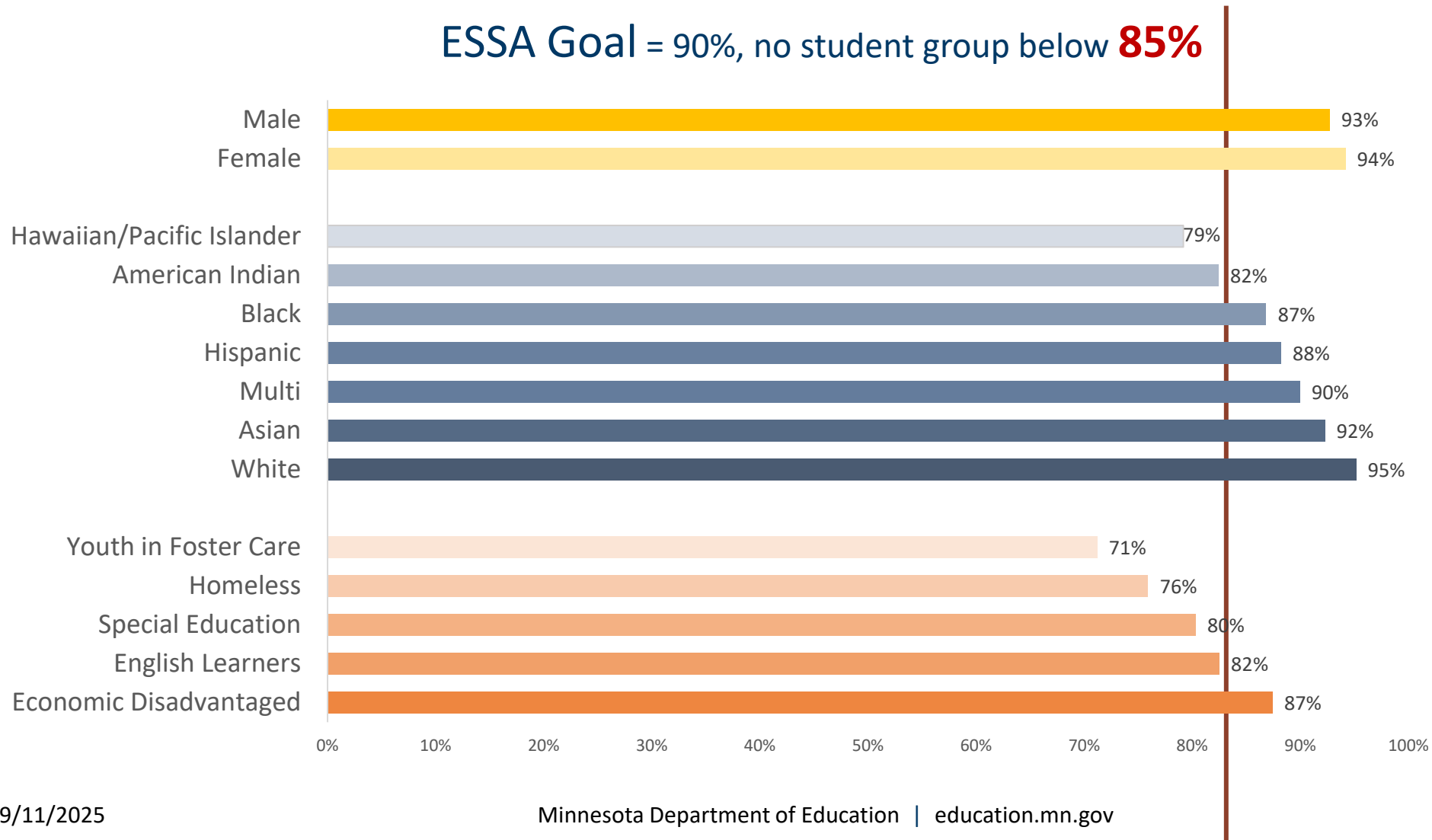
93.3%

29,947

32,089

Accountability: Performance Indicators

1S1: 4-Year Graduation Rate (SY2024)



State (SY2024), 10th grade Reading Achievement, CTE Concentrators

Numerator: Number of 10th grade CTE Concentrators who met or exceeded the proficiency level on the Statewide high school Reading assessments, either the MCA or MTAS.

Denominator: Number of students designated as CTE Concentrators by the end of their 10th grade year, who took the MCA or MTAS and whose high school Reading assessment scores were included in the State's ESSA computation.

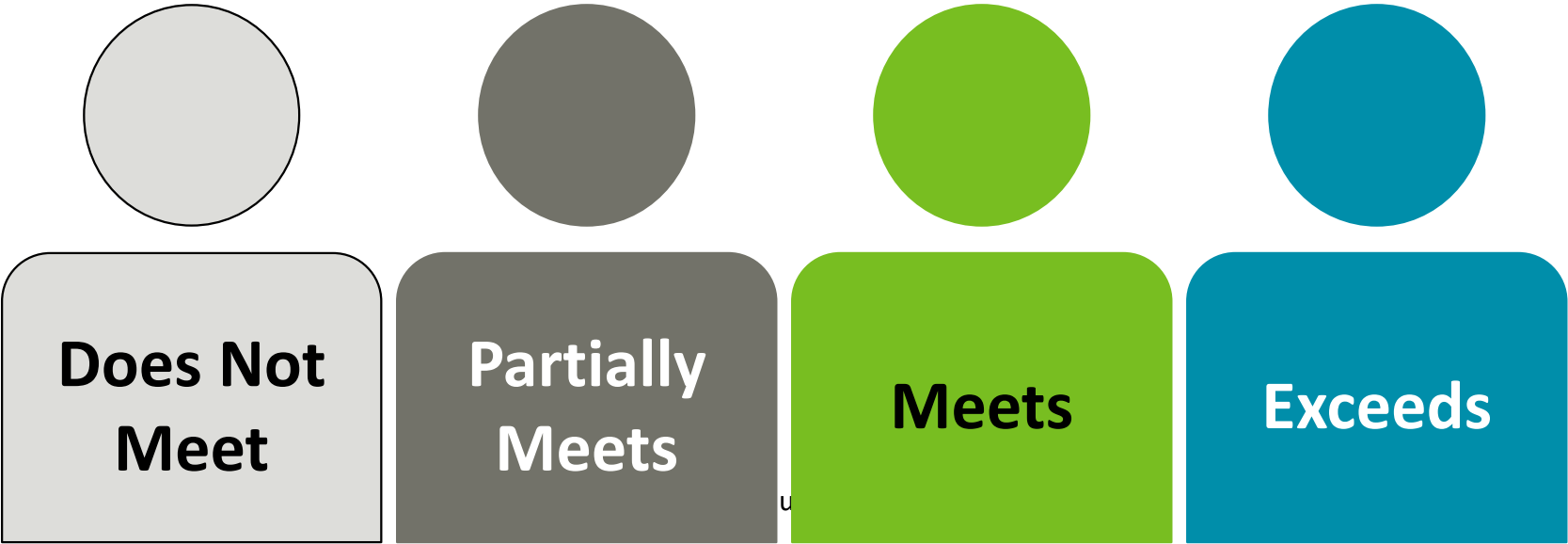


50.6%

6,623



13,090



State (SY2024), 11th grade Math Achievement, CTE Concentrators

Numerator: Number of 11th grade CTE Concentrators who met or exceeded the proficiency level on the Statewide high school Mathematics assessments, either the MCA or MTAS.

Denominator: Number of students designated as CTE Concentrators by the end of their 11th grade year, who took the MCA or MTAS and whose high school Mathematics assessment scores were included in the State's ESSA computation.

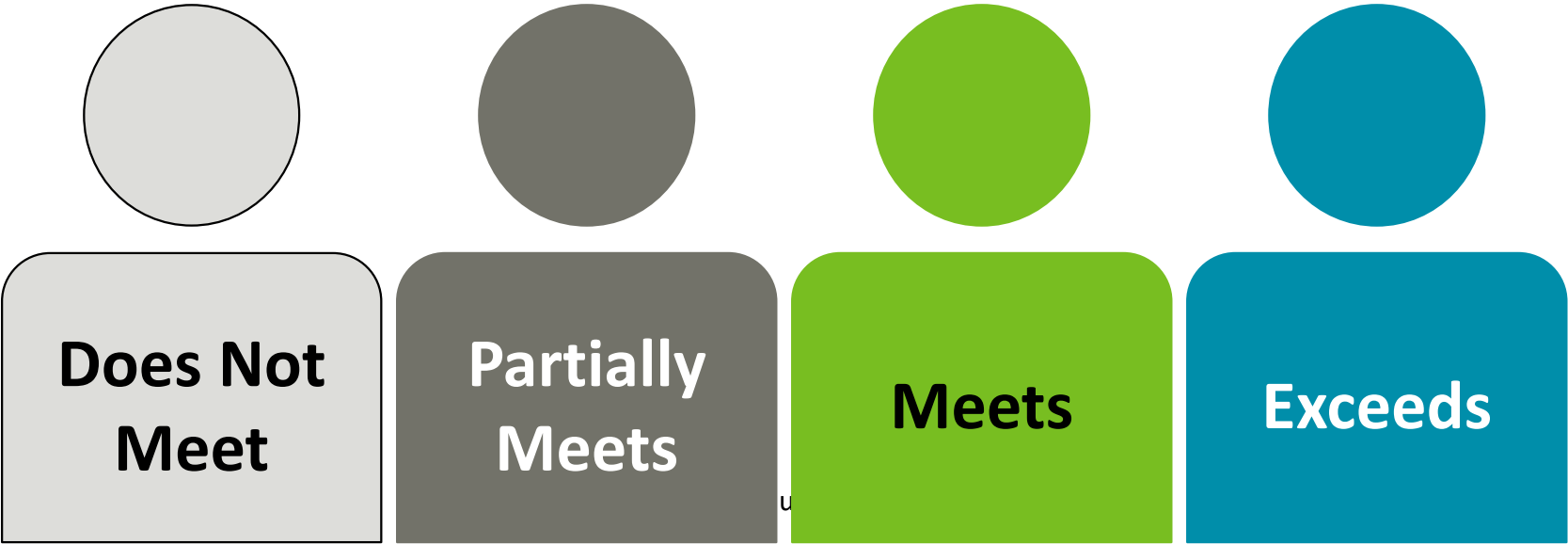


33.0%

6,167



18,661



State (SY2024), 10th grade Science Achievement

Numerator: Number of 10th grade CTE Concentrators who met or exceeded the proficiency level on the Statewide high school Science assessments, either the MCA or MTAS; after completion of Life Science course.

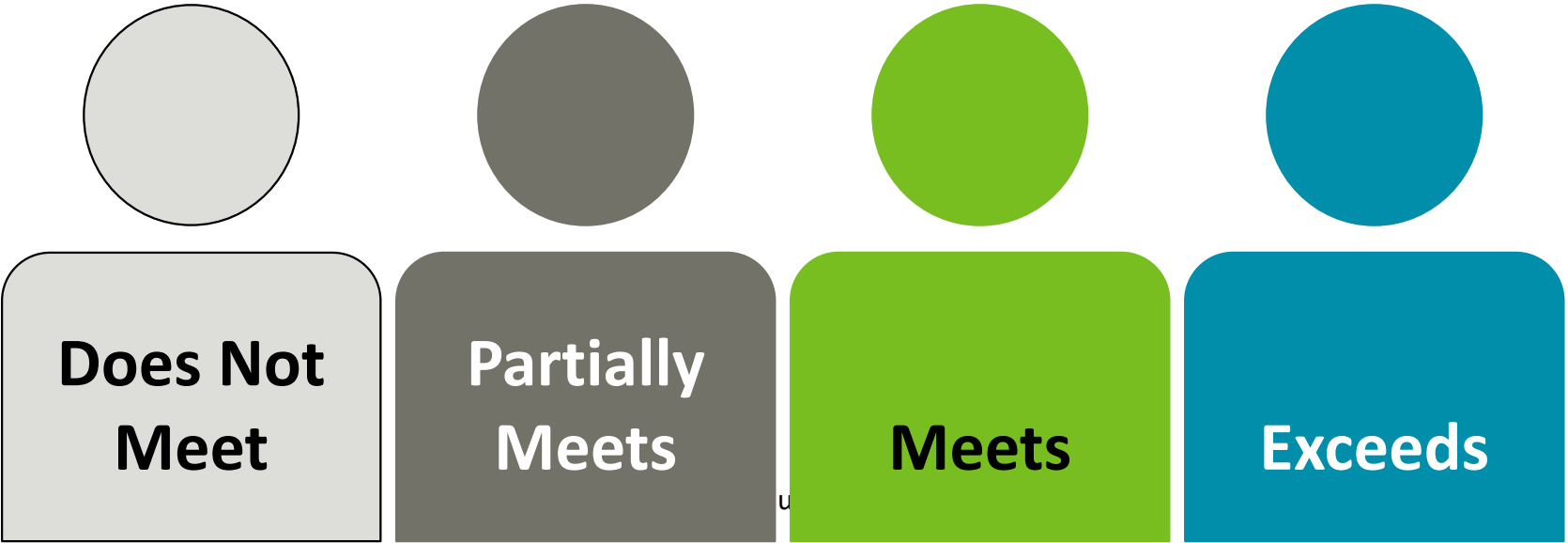
Denominator: Number of students designated as CTE Concentrators by the end of their 10th grade year, who took the MCA or MTAS and whose high school Science assessment scores were included in the State's ESSA computation.



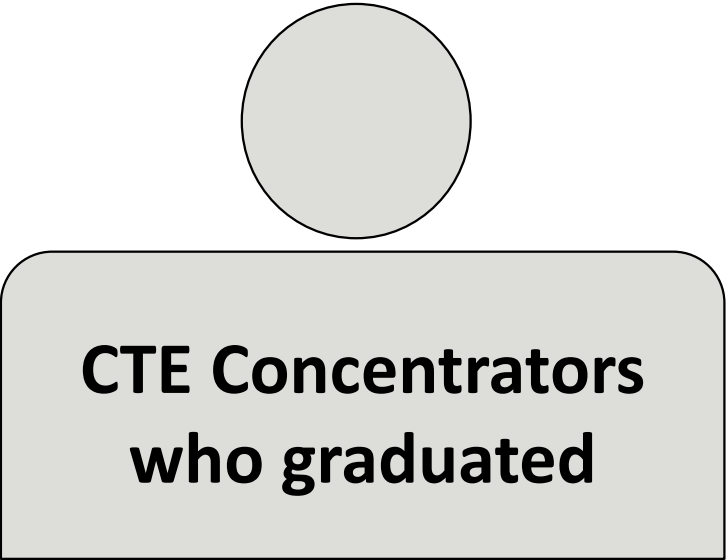
42.4%

6,040

14,235



State (SY24) Post-Program Placement

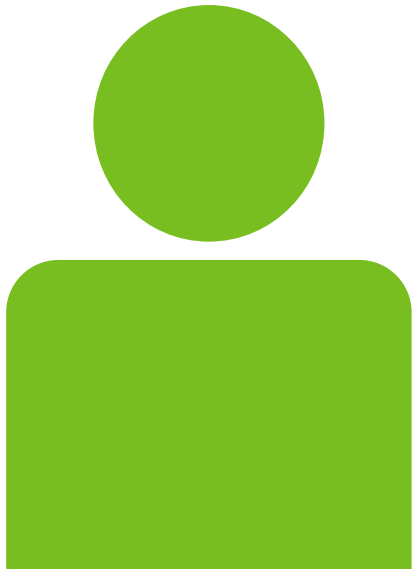


Numerator: Number of CTE Concentrators who, in the second quarter after graduating high school, enrolled in postsecondary education or advanced training, military service or a service program that receives assistance under title I of the National and Community Service Act of 1990 (42 U.S.C. 12511 et 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.



State (SY24), Non-Traditional



Numerator: Number of CTE Concentrators from underrepresented gender groups who complete a program that leads to employment in nontraditional fields.

28.4%



5,432

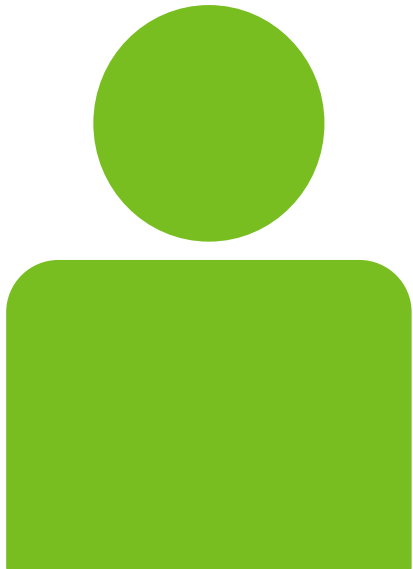


19,132



Denominator: Number of CTE Concentrators who complete a program leading to employment in nontraditional fields.

State (SY24), Work-Based Learning



Numerator: Number of CTE Concentrators who successfully complete one or more work-based learning course(s) prior to graduation.

NOTE: *Student who successfully complete course code 97 are counted in the numerator.*

16.0%



5,212



32,501



Denominator: Number of CTE Concentrators who graduated high school.

Accountability: Performance Indicators

1S1: 4-Year Graduation Rate

State

1S1: 4-Year Graduation

	Numerator	Denominator	Actual	Gap (Ss group-GTtl)	Gap (Ss group-Target)
Grand Total	27,895	30,292	92.09%		37.10%
Gender					
Male	15,801	17,306	91.30%	-0.79%	36.31%
Female	12,094	12,986	93.13%	1.04%	38.14%
Ethnicity					
American Indian	251	309	81.23%	-10.86%	26.24%
Asian	1,839	2,001	91.90%	-0.19%	36.91%
Black	2,046	2,419	84.58%	-7.51%	29.59%
Hawaiian/Pacific Islander	26	31	83.87%	-8.22%	28.88%
Hispanic	1,982	2,321	85.39%	-6.70%	30.40%
White	20,856	22,204	93.93%	1.84%	38.94%
Multi	895	1,007	88.88%	-3.21%	33.89%
Special Populations					
Special Education	3,243	4,199	77.23%	-14.86%	22.24%
Economic Disadvantaged	9,235	10,825	85.31%	-6.78%	30.32%
Non-traditional	14,913	16,024	93.07%	0.98%	38.08%

- MDE Data Center > Secure Reports > Carl Perkins Secure Reports > Accountability: Performance Indicators
- <https://public.education.mn.gov/MDEAnalytics/DataSecure.jsp>
- Gap (Ss group-GTtl)**, displays each disaggregated student group Actual, minus, the Grand Total Actual. Differences greater than/equal to 90% are displayed in black. Differences less than 90% are displayed in red.
- Gap (Ss group-Target)**, displays each disaggregated student group Actual, minus, the State Target (for the state report) and, minus the Consortium Target (for the Consortium, District, and School reports). Differences greater than/equal to 90% are displayed in black. Differences less than 90% are displayed in red.



State-Determined Performance Levels


State-Determined Performance Levels (SDPLs)

- Since the state submitted a “Revised” Plan, SDPL’s are set annually and must “be higher than the average actual of the 2 most recently completed program years”. (Sec.113. Accountability. (3)(ee))
- **Revisions to SDPLs can be requested under two provisions:**
 - Adjustment prior to the 3rd program year
 - Unanticipated Circumstances, such as:
 - Program closes or opens causing an impact to Concentrators
 - Enrollment change impacting Concentrators or indicator(s)
 - Policy or practices which impact Concentrators or indicator(s)
 - Natural disaster which impacts programs for significant time
 - Economic changes specific to your local area

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 placed on an Improvement Plan status.
- **What does it mean to be on an Improvement Plan status?**
 - You are required to develop, submit, and implement an Improvement Plan and submit additional information (usually due in May)
 - You are not eligible to request adjustments to SDPLs (question within the APR) while implementing an Improvement Plan.
 - However, if you are able to demonstrate that you have completed implementing the strategies outlined in an Improvement Plan, you would then be able to request an adjustment to your SDPL, though, SDPLs must still meet the requirement of being 'higher than the average actual of the 2 most recently completed program years'
 - If you remain on an Improvement Plan status for an indicator for 3 consecutive years or you fail to implement an Improvement Plan while on IP status, subsequent actions will result in technical assistance provided by the state.

Evaluation of Performance and Improvement Plan Status

- How do I know if my consortium is on an Improvement Plan Status?
 - Data team will annually post 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 directions will also be sent to you by the State Director.
 - IP needed is marked in orange. Technical Assistance is needed is designated by a red pentagram. red 

Indicator Name	Baseline (2020)	Grant Year 1 (2021)		Grant Year 2 (2022)		Grant Year 3 (2023)		Grant Year 4 (2024)		Grant Year 5 (2025)		Grant Year 6 (2026)		Grant Year 7 (2027)		Grant Year 8 (2028)	
		SDPL	Actual Perf %	SDPL	Actual Perf %	SDPL	Actual Perf %	SDPL	Actual Perf %	SDPL	Actual Perf %	SDPL	Actual Perf %	SDPL	Actual Perf %	SDPL	Actual Perf %
1S1: Graduation Rate (4-year)	92.23%	54.09%	92.20%	54.14%	90.81%	54.25%	92.38%	54.46%	93.63%	92.65%							
2S1: Academic Proficiency: Reading/Language Arts	N/A*	10.54%	41.31%	10.61%	44.99%	10.73%	43.85%	10.99%	45.19%	44.43%							
2S2: Academic Proficiency: Mathematics	N/A*	7.69%	30.93%	7.72%	26.60%	7.79%	31.37%	7.92%	24.30%	31.38%							
2S3: Academic Proficiency: Science	N/A**	N/A**	N/A**	N/A**	N/A**	N/A**	43.20%	N/A**	38.94%	43.21%							
3S1: Post-Program Placement	56.54%	49.93%	48.16%	49.98%	▼43.08%	50.10%	47.33%	50.33%	49.69%	47.34%							
4S1: Nontraditional Program Concentration	34.74%	8.91%	31.17%	8.96%	32.63%	9.06%	31.08%	9.27%	29.98%	31.87%							
5S3: Program Quality: Work-Based Learning	13.30%	3.11%	13.52%	3.12%	13.61%	3.15%	19.82%	3.20%	22.53%	20.32%							

Timeline for SDPL Updates

Calendar Year	Annual Performance Reports Posted	Updated SDPLs	Final SDPLs Submitted with State Plan Revisions
2025	February 2025 (GY4 Performance)	March 2025 (GY6 SDPLs) (Based on average of SY2023 & SY2024 outcomes)	May 2025 (GY6 SDPLs)
2026	January 2026 (GY5 Performance)	March 2026 (GY7 SDPLs) (Based on average of SY2024 & SY2025 outcomes) <i>*(Science based on SY2025 only, new assessment)</i>	May 2026 (GY7 SDPLs)
2027	January 2027 (GY6 Performance)	March 2027 (GY8 SDPLs) (Based on average of SY2025 & SY2026 outcomes) <i>*(Reading based on SY26 only, new assessment)</i>	May 2027 (GY8 SDPLs)
2028	January 2025 (GY7 Performance)	March 2028 (Unknown)	(Unknown)

****New Math assessment implemented spring SY2028**



Data Sharing & Data Privacy

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.

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

Learning Outcomes

- **Learning Outcomes**

1. Understand how State-Approved Programs, Data reporting, and Accountability are all tied to both the Federal and State legislation.
2. Learn how Participants & Concentrators are tied to funding allocations for consortia, and why reporting accurate data is critical.
3. Understand Perkins V secondary accountability definitions and reporting timelines.
4. Be familiar with where to access and review your consortium's accountability data as well as continuous improvement reports that are available.
5. Learn about the process for establishing state and local State Determined Performance Levels (SDPLs).
6. Know how SDPL's are used to evaluate performance (i.e., when an Improvement Plan is required).
7. Understand what it means for your consortium to be on Improvement Plan Status and what action leaders will need to take, as well as criteria for requesting adjustments.

For all



you do!

You're AMAZING!

For Questions: Kari-Ann.Ediger@state.mn.us