

**CARL D. PERKINS ACT OF 2006 – CONSOLIDATED ANNUAL REPORT FOR  
STATE OF MINNESOTA – FISCAL YEAR 2012 (JULY 1, 2011 – JUNE 30, 2012)**

---

**STATE ADMINISTRATION**

---

The Minnesota State Colleges & Universities (MnSCU) System Office is the sole state agency authorized to receive and disburse federal funds and to supervise the administration of the state career and technical education (CTE) program under a state plan developed jointly with the Minnesota Department of Education pursuant to Minnesota Statute § 136F.79 and the Carl D. Perkins Career & Technical Education Act of 2006 (P.L. 109-270). The System Office negotiates the level of responsibility for the administration, operation, and supervision of this act at the secondary level with the Minnesota Department of Education (MDE) Center for Postsecondary Success, except for those responsibilities specifically reserved to MnSCU by section 121(a) of the Act. Generally, MnSCU and MDE make decisions jointly on CTE programming, accountability, administration and fiscal requirements making sure that they, as individual Perkins units within their respective agencies, adhere to state and agency guidelines, rules, requirements, policies and procedures. MnSCU and MDE staffs work together as integrated teams to oversee specific administrative responsibilities and to serve as program and regional liaisons to funding recipients. In 2011-12, Minnesota was allocated \$16,972, 389 under Perkins.

During FY12, State CTE staff conducted site visits to a sample of local CTE programs across the state in order to monitor for compliance with Perkins IV requirements and provide technical assistance that supports program improvement. Over the course of four years, site visits will be conducted at each of the state's 26 consortia. Criteria used to conduct the local monitoring visits can be found at <http://www.cte.mnscu.edu/directories/documents/MinnesotaMonitoringCriteria2011.pdf>.

**ORGANIZATION AND DELIVERY OF CAREER & TECHNICAL EDUCATION**

---

In a structure unique to Minnesota, local eligible recipients of Perkins funds are required to belong to a regional consortium of secondary schools and postsecondary colleges that engage in joint planning and administration of Perkins activities on behalf of its members. The state has set an expectation that successful initiatives from tech prep be continued under the new consortium structure, and that expanded emphases are implemented pertaining to high school to college transitions, concurrent enrollment, articulation, college in the schools, postsecondary enrollment options and other dual enrollment strategies, as well as greater implementation of career pathways, all of which were an integral part of the tech prep program under Perkins III. Because of the collaborative nature of Perkins administration in Minnesota, this narrative will present secondary and postsecondary activities in a unified format.

Minnesota's Career and Technical Education State Plan aligns required and permissible Perkins activities with statewide strategic goals for CTE and provides direction for use of funds in secondary, postsecondary, and adult education programs. As such, each consortium in Minnesota is asked to plan and report on required and permissible Perkins activities in alignment with the five strategic goal areas: designing and implementing programs of study (POS); improving services to special populations; effectively utilizing employer, community and education partnerships; leveraging inter-consortia relationships that enable student transitions; and sustaining the consortium structure. These five Minnesota CTE goals were cross-walked with required and permissible Perkins activities and are available on the Minnesota CTE website [www.cte.mnscu.edu](http://www.cte.mnscu.edu). While secondary to postsecondary transitions are given a strong emphasis in Minnesota's plan, other learner segments, particularly those who have entered postsecondary education through avenues other than recent high school experience, are expected to be given equal prominence and importance under this new consortium structure.

This report begins with a summary of state leadership efforts and the activities of local recipients related to required use of funds, followed by a discussion of activities related to permissible use of funds, a description

of progress in the development of programs of study and technical skill assessment and concludes with a discussion of performance on accountability measures and improvement planning at the state and local levels. Perkins State Leadership funds are targeted to provide technical assistance and monitoring, to promote targeted initiatives, to support new program and collaborative curriculum development, the development of programs of study and career pathways, integration of academic and technical skill standards, continuous improvement efforts through the application of data including developing research methodology to examine multi-year performance of Perkins funded initiatives, and the professional development for Perkins administrators/coordinators and faculty.

---

## **IMPLEMENTATION OF STATE LEADERSHIP ACTIVITIES – REQUIRED USE OF FUNDS**

---

### **CONDUCTING AN ASSESSMENT OF THE CAREER AND TECHNICAL EDUCATION PROGRAMS FUNDED UNDER PERKINS IV:**

Minnesota expended leadership dollars to provide services throughout the state to benefit CTE programs and students, including special populations. A number of important activities occurred during FY12 that contributed to the assessment of funded programs:

- Continued to upgrade the MDE data system during FY12 to enable collection and use of longitudinal data and to prepare for more comprehensive implementation of the State Longitudinal Data System.
- Acted upon legislative permission to develop a system to share data across MDE and MnSCU systems. By using the Minnesota Office of Higher Education (MOHE) as an intermediary, both systems can now share student-level data in a way that adheres to state data privacy laws (Minn. Statute § 13.32, subd.11). This ability to share data will greatly assist us in monitoring and planning improvement efforts related to the placement and retention of students core indicator [Sec. 134 (b)(3B) and 135(c)(9 & 19)]. MDE modified its data collection system to include CIP data for a more accurate match with postsecondary. OVAE did not approve the use of the Minnesota Office of Higher Education (MOHE) data usage only for 5S1 (Placement) until FY12. This year will be the first year we report state performance using the MOHE data only.
- Provided the critical link to the research and statistical information unit in the Minnesota Department of Employment and Economic Development (DEED), allowing agencies to share data electronically and use those data in specific projects within MnSCU and DEED. All Perkins recipients are using labor market information (LMI) to ensure the need for programs of study (POS) in their consortia.
- Worked with Advisory Committees, industry, DEED and iSeek, Minnesota's career, education, and job resource, to identify high-skill, high-wage, and high-demand occupations in regions of the state or the state as a whole. [Sec. 134 (b)(5 & 8 C)]
- Continued work to reinvigorate the Youth Apprenticeship offerings at various school districts, and funded a pilot program in the OakLand Consortium. It is the hope that with the adoption/adaptation of the Wisconsin model of Youth Apprenticeship, and the increase in industry support, we can increase our enrollment in these valuable programs.
- MN FutureWork conducts an ongoing environmental scan to assist educators, students, jobseekers and businesses with relevant information on current and future trends. The environmental scanning program includes information on occupations by cluster. Regularly examined topics include, but are not limited to, technology changes, current and future job growth along with requisite skills and training, wages and benefits, demographic and workforce and workplace trends. The results of the environmental scan are published online at ISEEK.org and shared with Perkins consortium contacts and a broader audience and published electronically (in a searchable format) on a website known as Latest Trends – MN FutureWork on ISEEK.org.

## **DEVELOPING, IMPROVING, OR EXPANDING THE USE OF TECHNOLOGY IN CAREER & TECHNICAL EDUCATION:**

State leadership funds were used to enhance the use of technology in CTE in a variety of ways:

- Many local recipients offered online CTE courses for secondary and postsecondary students [Sec. 135 (c)(19)] e.g. Online College in the Schools with teachers assigned to give assistance in computer labs at local high schools more info available at: <https://distanceminnesota.org/app/custom/ochs/index>
- Secondary programs requesting to upgrade technology and/or equipment to industry standards or by recommendation of the advisory committees were reviewed and approved for purchases.
- Continued collaboration with Adult Basic Education (ABE), Workforce Centers, DEED, iSEEK, and other state agencies to better integrate existing web tools. Current web tools now reach learners at the secondary and postsecondary levels in CTE and adult basic education programs with career planning and development, developmental skill attainment and assembling portfolios of their own work within a program.
- Staff served on the Department of Commerce interagency committee work group and the Minnesota Jump\$tart Coalition for Personal Financial Literacy
- Support GPS-LifePlan and develop new secondary portal, implementation piloted with a local school district.
- Support for MN Learning Commons, providing resources for students to enroll in online classes, and sharing online teaching modules for faculty and teachers.

In addition, State CTE staff expanded the ways in which technology was used to communicate and collaborate with consortia. During the fall of FY12, a total of nine webinars were conducted for secondary, postsecondary directors, fiscal agents, and leaders new to Perkins. These webinars provided fiscal and accountability training opportunities to consortium leaders across the state. Materials from the webinars are available on the CTE website for just in time access and orientation for new consortium leaders. In addition, a variety of technological communication tools (i.e., WebEx, Google docs, conference calls, ITV, etc.) are used to foster communication and collaboration with fund recipients involved in statewide work groups so as to minimize travel.

## **OFFERING PROFESSIONAL DEVELOPMENT PROGRAMS, INCLUDING COMPREHENSIVE PROFESSIONAL DEVELOPMENT FOR CTE TEACHERS, FACULTY, ADMINISTRATORS, AND CAREER AND ACADEMIC COUNSELORS AT THE SECONDARY AND POSTSECONDARY LEVELS:**

Comprehensive professional development (including initial teacher preparation) was addressed by using state leadership dollars in a variety of formats:

### **TRAINING OF CONSORTIUM LEADERS**

- Conducted fiscal and accountability training for consortium leaders (held via Webinar )
- Conducted training for district and consortium leaders regarding program improvement and approval process (held via Webinar)
- Training held in November 2011 for Perkins consortium/district directors to update legislative state and national issues, provide training for accountability in written improvement plans and reporting, and the fiscal training for the SERVS financial system at the secondary level.

### **TRAINING OF TEACHERS/FACULTY/CTE TEACHER EDUCATION STUDENTS**

- Provided training of school and college CTE instructors and administrators on using and integrating NOCTI, SkillsUSA, and other technical skill assessments into CTE programs for use in the technical skill attainment core indicator
- Piloted an intensive year-long professional development program called Career & Technical Educators using Data-driven Improvement (CTEDDI). The program provided specific knowledge and skill-building training for teachers and faculty to learn to effectively use assessment and other

student level data to plan improvements to instruction. The program started with a full-day training on the basics of understanding and using data to plan improvements; included monthly webinars and an online learning community where participants could share with their peers.

- Provided funding to Southwest Minnesota State University and the University of Minnesota for CTE Teacher professional development
- At the postsecondary level, each college was required to establish a policy that outlines procedures by which faculty development occurs. The college policy, developed collaboratively with faculty and administration, included the processes by which faculty professional development plans are developed and used. Each faculty member is expected to develop an individual professional development plan according to the timelines and criteria specified in the college professional development policy.
- CTE Faculty Credentialing: Southwest Minnesota State University continued to offer three courses at both the undergraduate and graduate levels to meet the Teaching and Learning Competency requirements of the College Faculty Credentialing Policy. There is an agreement between the System Office and Southwest Minnesota State University to provide a tuition match for the delivery of the courses to any community and technical college faculty. One course, The Philosophy of Community and Technical College Education non-credit course, has been developed and delivered online to 300+ new two-year college faculty members system-wide.
- Hosted the annual Fall CTE Learning that Works for Minnesota Conference for more than 250 CTE administrators, teachers and faculty. The theme of the conference, CTE Learning that works for Minnesota was highlighted by the keynote speaker, Dr. Brenda Dann-Messier from OVAE.
- State CTE staff presented at 7 national conferences about Minnesota efforts to implement programs of study, technical skill assessment, and instructionally-focused professional development and provided over 100 workshops across the state on current topics important to Perkins and trained over 7055 teachers, faculty, counselors, business and industry partners, and administrators.

#### TRAINING RELATED TO CAREER GUIDANCE/COUNSELING AND ACADEMIC ADVISING

- Local Perkins IV recipients across the state provided training to counselors and academic advisers on Programs of Study, technical skill assessments and ways to use web-based career guidance resources including Minnesota Career Information System (MCIS), iSEEK, Career OneStop, GPS Lifeplan, and other printed career guidance resources like MnCareers magazine.
- Customized the American Career Parent Resource Guide for Minnesota to be used as an easy-to-understand resource for parents and their high school children about nontraditional career options. Additionally, the magazine, through a special four-page insert, has been customized for Minnesota to highlight key industries and occupations, specifically those that are in high demand. This magazine was utilized in parent orientations, high school classrooms and college orientation sessions in addition to being distributed at several career and education fairs.
- Conducted training and technical assistance to academic advisors regarding unique advising needs of adults re-entering school during or after military service or who have entered postsecondary education through avenues other than recent high school experience.
- Pathways to Success: A guide for Minnesota parents: This guide was updated in 2011 in partnership with iSEEK and the Minnesota Department of Education to help parents talk to their teen about career pathways, career development, and today's labor market. The brochure is downloadable and offers streaming video content in three languages.

[http://www.cte.mnscu.edu/consortium\\_resources/index.html](http://www.cte.mnscu.edu/consortium_resources/index.html)

#### PROVIDING SUPPORT FOR CTE PROGRAMS THAT IMPROVE THE ACADEMIC AND CAREER AND TECHNICAL SKILLS OF STUDENTS THROUGH THE INTEGRATION OF ACADEMICS WITH CTE:

Both secondary and postsecondary CTE programs across Minnesota include explicit activities/strategies that support student learning and success in academic and CTE content. A number of statewide activities occurred focused on the integration of academics with CTE:

- Minnesota FastTRAC is a program that works to incorporate collaborative service delivery to improve education and employment outcomes of adult Minnesotans, particularly adults who lack the basic and foundational skills to enter and complete postsecondary education. FastTRAC is now fully integrated into a number of CTE programs across the state in order for students to acquire necessary occupational skill training along with basic skills. <http://www.mnfasttrac.org>
- Offered workshops related to the implementation of the Minnesota Graduation Standards for CTE instructors consistent with the Elementary and Secondary Education Act (ESEA).
- Disseminated promising practices that integrate applied academics and technical education at statewide or regional meetings. Initiated work with MDE educator licensing division that supported teaching academics within CTE courses.
- Leadership from both the MnSCU and MDE were active participants on committees of the Minnesota P-20 Council to define college and career readiness (including academic achievement/preparation). Minnesota has adopted the position that the skills for success in college are the same as the skills for success in employment, and that by identifying these skills students will be able to leave high school more prepared for postsecondary preparation whether in a four- year university, two-year college, or an industry certification program.
- At the secondary level, Minnesota has attempted to embed some of the required academic standards for students to graduate within the classes offered through CTE program areas. Agriculture is specifically noted in legislation as allowable to meet science electives other than biology, and students can gain a half credit in Economics through either business or agriculture at this time. These courses are now being taught by teachers who must hold the appropriate licensure under Minnesota Rules Chapter 3505 and pass the licensure exams for the content area they are teaching. These rules clarify under what conditions students may meet science, mathematics or arts credit requirements through CTE. Revision and realignment of state high school graduation requirements and academic standards for 2014-2015 or later allows graduates to have satisfactorily completed chemistry, physics, or career and technical education credit that meet 2011-2012 revised science standards in chemistry or physics.
- Collaborative efforts among secondary schools and postsecondary colleges throughout Minnesota have developed courses and programs that assist students who need additional learning opportunities in essential academic areas. These opportunities include integration of the mathematics and reading skills in CTE courses, after school programs (Discovery Academy, Project Discovery, Bridges Academy, Jump\$start, etc.), and recognizing postsecondary developmental math integrated in a CTE program as an ESEA-recognized math intervention for students not achieving a proficient score on the math portion of the state assessments.
- Provided support for three consortia to employ professional qualified math coaches to train CTE teachers in the techniques of integrating math into their respective CTE courses.
- Many local consortia regularly fund and administer the Accuplacer assessment to Minnesota high school students in order to advise students on what course-taking decisions would better prepare them for postsecondary success and to target math interventions at specific math concepts where students are struggling in secondary courses.

**PROVIDING PREPARATION FOR NON-TRADITIONAL (NT) FIELDS IN CURRENT AND EMERGING PROFESSIONS, AND OTHER ACTIVITIES THAT EXPOSE STUDENTS, INCLUDING SPECIAL POPULATIONS, TO HIGH-SKILL, HIGH-WAGE OCCUPATIONS, EXCEPT THAT ONE-DAY OR SHORT-TERM WORKSHOPS OR CONFERENCES ARE NOT ALLOWABLE:**

During FY12, a number of initiatives contributed to the preparation of Minnesota students for non-traditional fields. Activities focused on the recruitment and retention of NT students and worked to expose students (and parents) to high-skill, high-wage, and high-demand occupations related to Minnesota's CTE program offerings. All students including special populations were included in these NT activities; however, students needing services to succeed in these programs were provided support and accommodations as appropriate.

The NT-focused efforts can be organized under three main themes: raising awareness and understanding of NT issues in Minnesota, providing and linking consortium members to resources that will help them address NT issues, and improving performance on NT indicators and outcomes. As such, a number of key activities occurred in Minnesota during FY12:

- Ongoing technical assistance was provided to consortia and individual schools and colleges to improve their ability to effectively examine disaggregated data through close examination of factors affecting differences in performance. To better align postsecondary programs, coursework, and other program activities to the workforce, the MnSCU State CTE staff worked with MnSCU program approval staff to align all CTE clusters, fields, and pathways to CIP codes and designated programs as traditional/non-traditional by CIPs in general alignment with the national NT crosswalk.
- Perkins funded programs across the state also were the vehicle through which a number of equity-related NT STEM programs were administered in Minnesota. The MN Stem Equity Pipeline Project and the MN New Look Project have provided concurrent and joint professional development and training services for improving nontraditional participation and completion:
  - Joint training sessions on improvement process, evaluating program outcomes, self-assessment;
  - Joint showcase and presentation sessions;
  - Sharing resources and distribution of issue briefs and a quarterly newsletter;
  - Mentoring component added for support to other consortia challenged in the NT core indicators.
- Through technical assistance, State CTE staff worked with teachers and faculty, counselors, and administration to ensure that all special education students were included and participated in CTE courses and programs as appropriate. In addition, ongoing technical assistance and professional development encouraged secondary teachers to work with individualized education plan (IEP) committees to encourage and support CTE participation for students with special needs.
- The state team moved to implement recommendations from a postsecondary task force that was charged to propose possible models for the development of adult pathways to enable individuals to find multiple entry/exit points within a Program of Study-oriented delivery system.
- MDE and MnSCU worked with Perkins consortium leaders to identify needs and initiatives related to recruitment, retention, and placement in NT employment and training programs and State leaders continue their involvement in the Next Steps Work Group.

**SUPPORT PARTNERSHIPS AMONG LOCAL EDUCATION AGENCIES, INSTITUTIONS OF HIGHER EDUCATION, ADULT EDUCATION PROVIDERS, AND AS APPROPRIATE, OTHER ENTITIES, (SUCH AS EMPLOYERS, LABOR ORGANIZATIONS, INTERMEDIARIES, PARENTS, AND LOCAL PARTNERSHIPS) TO ENABLE STUDENTS TO ACHIEVE STATE ACADEMIC STANDARDS, AND CAREER AND TECHNICAL SKILLS, OR COMPLETE CAREER AND TECHNICAL EDUCATION PROGRAMS OF STUDY:**

One of the greatest demonstrations of Minnesota's commitment to supporting CTE-related partnerships is the local consortium structure. Under the consortium structure, Perkins funds are distributed in separate secondary and postsecondary allocations to a consortium that includes at least one secondary district or consortium and at least one eligible postsecondary institution. Minnesota's 26 Perkins consortia each prepare a joint local plan that governs the use of Minnesota Perkins funds (secondary basic and

postsecondary basic) within the consortium's member institutions. The consortium plans outline all required and permissible Perkins activities in alignment with the five strategic goal areas for CTE in Minnesota: designing programs of study; improving services to special populations; effectively utilizing employer, community and education partnerships; leveraging inter-consortium relationships that enable student transitions; and sustaining the consortium structure. All partners are responsible to ensure opportunities for students to continue in their chosen programs of study at the postsecondary level, either within the consortium and/or by collaborating with institutions in the state that do offer programs not available locally.

Under Perkins IV implementation in Minnesota, the watchword for connecting both secondary and postsecondary CTE, both at the local and state levels, is collaboration. A number of examples of the State level efforts to enhance partnerships have already been highlighted above. In addition to supporting local collaboration by providing an organizing structure, State CTE staff members were involved in a number of additional activities that support CTE students in academic achievement and technical skill attainment through important partnerships. Examples of these partnerships include:

- Statewide online resources and tools for the Minnesota FastTRAC and CTE adult programs of study were expanded in FY12. Resources were developed collaboratively with representatives from a number of education and workforce agencies and nonprofit or community-based organizations. In addition, ABE students across the state are given the Accuplacer as a placement tool with follow-up counseling and targeted instruction. Accuplacer testing was used for Special Education students as a tool to help alleviate test anxiety and provide baseline scores for additional necessary coursework.
- A statewide committee identified appropriate assessment instruments for work readiness and foundation knowledge and skills for use by employer partners, workforce centers, and other ABE stakeholders to facilitate successful placement and training of adults.
- Conducted training and technical assistance to consortium leaders on using the new web guidance tool ([www.mnprogramsofstudy.org](http://www.mnprogramsofstudy.org)) to report Programs of Study from each consortium [held webinar and face-to-face].
- Provided online and face-to-face support for administrators entering Programs of Study. These included Consortium Leaders, CTE teachers and faculty, and state staff.
- Provided training to consortium leaders and CTE teachers and faculty on using [mnprogramsofstudy.org](http://www.mnprogramsofstudy.org) for academic and career exploration.
- P-20 College and Career Readiness: Leadership from both MnSCU and MDE were active participants on committees of the Minnesota P-20 Council to define college and career readiness.
- State CTE leaders engaged important professional association stakeholder groups in discussion and initiatives. Systematic mechanisms exist to engage both CTE administrators through the Minnesota Association for Career and Technical Administrators (MACTA and its web site) and Minnesota Association for Career and Technical Education (MnACTE) as well as the affiliate division partners in Perkins efforts across the state.
- Workforce Assessment: MnSCU initiative addresses the state's growing skills gap. The Workforce Assessment conducted with the MN Chamber of Commerce engages employers in developing projections for how many workers and professionals, with what kinds of skills, will be needed in regional and state areas, for what kinds of jobs. Labor market analysis and summaries of regional listening sessions in Healthcare, Information Technology, Manufacturing, Engineering, Transportation, Energy, Agriculture and Finance are available at <http://www.mnscu.edu/business/index.html>
- State CTE staff promoted career and technical education as a component of the state's workforce development system through active participation on the Governor's Workforce Development Council and its committees. [www.gwdc.org](http://www.gwdc.org)

- **Leveraged Equipment:** In May, 2012, the Legislature passed and Gov. Mark Dayton signed a one-time appropriation of \$457,000 to MnSCU for the “leveraged” acquisition of equipment for instructional programs that produce graduates with skills in high-demand occupations. To receive Legislative Leveraged Equipment Funds, MnSCU colleges and universities were required to secure matching cash or in-kind contributions from non-state sources such as local business, vendors or foundations.
- The Legislative Leveraged Equipment Fund will enable the purchase of 24 pieces of new equipment. The new equipment will help to deliver the best training in high-demand fields such as machine technology, engineering, automotive technology, healthcare, information technology and the sciences.. MnSCU colleges and universities secured \$731,000 in contributions from 53 businesses, four vendors and six foundations, more than matching the \$457,000 state appropriation. The leveraged equipment will be installed or ordered by Dec. 31, 2012 and will serve students at 12 colleges and three universities.
- College and Career Ready Policy Institute (CCRPI) - Minnesota is partnering with Achieve, Education Counsel, Data Quality Campaign, Jobs for the Future, and the National Governor’s Association Center for Best Practices. Leadership from both the MnSCU and MDE were active participants on one of the five working subcommittees:
  - Governor’s Education Council;
  - Anchor Assessments and Accountability;
  - Minnesota Early Indicator and Response System (MEIRS);
  - Dual Credit; and
  - Data Elements and Decision Making
- Minnesota continues to promote Project Lead the Way (PLTW) by:
  - Providing statewide leadership for implementing PLTW activities in local school districts, including the middle school gateway program, which has resulted in an increase in participation;
  - Developing professional development opportunities for PLTW in Minnesota through a collaborative that is made up of the University of Minnesota, MnSCU and MDE;
  - Minnesota State University, Mankato and St. Cloud State University serve as the university affiliate for PLTW through a collaborative approach.
  - Training for new PLTW teachers occurs every summer through a partnership with the University of Minnesota and several MnSCU institutions. These two-week sessions are ongoing and the number of districts participating is increasing.
- Minnesota continues to support the Curriculum for Agricultural Science Education (CASE) in FY12. Minnesota continues to take a national leadership role in CASE.

At the local level, leadership funds supported programs, initiatives and activities that resulted in improving CTE programs for all students, secondary and postsecondary. Local programs, initiatives, and activities focused on partnerships including the following:

- Greater opportunities for students are now available as secondary and postsecondary programs share teachers, equipment and, in some cases, share space for courses.
- Local participation in the various STEM initiatives, the technical skill assessment project and common professional development has created a collegial atmosphere where there is one focus – success of the student.
- Several consortia report merging and combining secondary and postsecondary advisory committees at the career field, program or pathway level. Others report renewed efforts to collaborate on events with common goals and outcomes (i.e., career days, career-focused education programs offered during the summer, etc.).

#### **SERVING INDIVIDUALS IN STATE INSTITUTIONS:**

This project will further enhance the Transition to Postsecondary and Work (TPSW) Program at the Minnesota Department of Corrections (DOC), with a major goal of the TPSW program to be preparing incarcerated adults to succeed at career and technical education (CTE) and in the workforce. Funds will support the adoption of assessment and curriculum standards of the Minnesota State Colleges and Universities (MnSCU) system through the purchase of Accuplacer licensure and assessment units; textbooks; and technology-based curriculum materials to be imbedded into classroom instruction.

The project strategy includes two main tasks: (1) Complete the final phases of the work started in 2010-2011 to develop a standardized TPSW program, and (2) Identify and purchase textbooks, computer software, and accompanying teacher and student materials that will address the gaps in global citizenship, computer literacy, soft skills and other work and college readiness skills/strategies sets our students need.

#### **PROVIDING SUPPORT FOR PROGRAMS FOR SPECIAL POPULATIONS THAT LEAD TO HIGH-SKILL, HIGH-WAGE, AND HIGH-DEMAND OCCUPATIONS:**

Student learning communities were implemented as a pilot among consortia to improve student retention and completion in nontraditional CTE programs. This model along with successful practices demonstrated in the Math and CTE project are the basis of providing an integrated approach to supporting students enrolled in CTE programs. The developmental phase of this project was a) determine how secondary and PS institutions in Perkins consortia can work collaboratively to support student learning, retention and transition into PS for continued pursuit in a nontraditional CTE program or completion of a college CTE program; b) identify ways to integrate successful practices and research from the Math and CTE project; c) identify task force of campuses with established learning communities for leadership and guidance on implementation and processes; d) identify existing secondary initiatives if any, that focus on improving the retention and graduation rates of high school students, as potential models to adopted or integrate into the learning communities (i.e. ensure that the communities connect with high school transitions) and e) communications for support and marketing of learning communities;

Those consortia that were interested in developing student learning communities or applied for leadership grants, were encouraged to participate in an learning communities institute sponsored by Inver Hills Community College as a professional development activity to support successful development of these groups and to network with institutions. The Developmental Education conference sponsored by the MnSCU System Office also provided a venue to learn about existing learning communities in our institutions.

MN New Look continued in FY12 as a combined statewide effort to address challenges in nontraditional performance at secondary and postsecondary levels. The aim for FY12 was to focus more time to improve nontraditional core indicator performance statewide by building additional cohort teams and planning for consortia support and integrating these models as approaches for program improvement. Support will be implemented through shared resources, webinars and online meetings to share practices, advising teams, strategic planning for sustainability and other opportunities for professional development. This year's focus was to support new teams (Cohort #2) which have been mentored by Cohort #1 teams during Spring 2011 through a process of orientation about the project, FY10 team activities and training, shared meetings and active observers by mentees in Spring 2011 local team activities. Teams also received three sessions of online mentor training in collaboration with of the Illinois Center for Specialized Professional Support. Two additional teams have been brought on board increasing the total to eight teams.

The Prepare to Learn project was implemented to assist individuals with disabilities to prepare for postsecondary education by focusing on the assessment of initial skill sets of those entering the project, training to prepare those individuals for the start of their postsecondary experience and two job shadowing experiences for each individual to give them a glimpse into today's workplace related to their career

interests. The topics that will be covered by the project include a comprehensive array of the skills and knowledge needed to make a successful transition into post-secondary education: searching to the best school to fit individual needs and interests, applying for financial aid, registering for classes, navigating virtual learning environments, accessing accommodations for student disabilities, Internet and computer skills, organization, time management, and financial literacy.

The program will improve post-secondary access and success for participants by providing guidance and support to disabled students that allows them to access and succeed in post-secondary education. Participants will be served within a 12-month training with 91% of those individuals gaining post-secondary preparatory skills through a 3-step post-secondary education preparation process.

#### **OFFERING TECHNICAL ASSISTANCE (TA) FOR ELIGIBLE RECIPIENTS:**

During FY12, the state leadership team began a process of transforming the state technical assistance efforts into a more structured technical assistance program. The resulting redesign will define available technical assistance, will outline how technical assistance is initiated and under what conditions, and will provide a repository of evidence-based resources to assist local recipients with implementation.

Many examples of the systematic technical assistance offered to eligible recipients (professional development, NT, using data for program improvement, etc.) have already been highlighted above in the report but a few additional activities further illustrate the variety of ways Minnesota delivers Perkins-related technical assistance:

- State CTE staff provides technical assistance to CTE teachers and faculty, administrators, and other appropriate personnel through individual, small group, regional and statewide delivery strategies (face-to-face, phone and web) for the purpose of informing, updating, and addressing CTE issues. In addition, Perkins consortium fiscal coordinators are trained and supported through regular contact with State CTE fiscal staff and data/accountability coordinators at each consortium work regularly with State CTE data specialists on data reporting and quality issues.
- Consortium presentations have been provided to the secondary data entry and district student accountability personnel on the importance of valid and reliable data submitted in a timely manner.
- The state implemented Right Now software to automate and route frequently asked questions pertaining to Perkins planning and implementation, especially:
  - Created an online help desk or knowledgebase for consortia leaders, CTE teachers and faculty and the general public to locate information easily. The online help desk is customer driven and helps users locate information easily. <http://cte.custhelp.com/>
  - Created an online help desk or knowledgebase for consortia leaders, CTE teachers and faculty, advisors and counselors, students and parents and the general public on locating information about Minnesota Programs of Study. <http://mnprogramsofstudy.custhelp.com/>

---

### **IMPLEMENTATION OF STATE LEADERSHIP ACTIVITIES – PERMISSIBLE USES OF FUNDS**

---

#### **IMPROVING CAREER GUIDANCE AND ACADEMIC COUNSELING PROGRAMS:**

Using leadership funds, Perkins supports a portion of the salary for the Guidance Counseling Specialist at MDE. The Specialist offered a variety of guidance resources and on-site technical assistance visits to help local secondary counselors better guide students in making career choices and aligning education decisions. A number of local consortia offered professional development (PD) for local counselors on ways to improve student counseling outcomes related to careers.

State CTE staff participated in the support of MnSCU Board of Trustees Policy 3.38 and Procedures 3.38.1 regarding career information which required each college to provide career information to those students

who need it. As part of the system Students First initiative, CTE staff created a career exploration and information web site directed to students [www.LearningThatWorks.org](http://www.LearningThatWorks.org) to promote CTE. The state provided three student oriented advertisements played on various stations around the state and available to local consortia.

In addition, many local funding recipients used awarded funds to update career counseling resources at schools in the consortium by investing heavily in online and subscription-based resources like Minnesota Career information System (MCIS) and iSEEK.

Postsecondary state leadership funds supported development of secondary and workforce sections of the online tool GPS Lifeplan and student and professional portfolio development using e-Folio MN in addition to other web-based tools to enhance career exploration and information.

#### **ESTABLISHMENT OF AGREEMENTS, INCLUDING ARTICULATION AGREEMENTS, BETWEEN SECONDARY AND POSTSECONDARY CTE PROGRAMS:**

During FY12, many local schools and institutions within the 26 Minnesota Perkins consortia have revised and updated their articulation agreements developed in the past under Tech Prep to ensure alignment with new understandings of career and college readiness. In addition, many consortia continue to explore innovative secondary to postsecondary transition opportunities with plans of adding future articulation agreements in order to provide expanded opportunities for CTE students within Programs of Study. As more schools and colleges develop and implement programs of study, most are identifying additional opportunities for articulation agreements and working toward the creation of a number of new agreements as well. Articulation agreements are being developed with colleges outside the consortium configuration so that student's programs/courses are accepted in colleges across the state.

Postsecondary enrollment options (PSEO - where high school students can take college course work while in high school) that earns both high school and college credit simultaneously exist in MN along with a number of other concurrent enrollment/credit for prior learning options like articulation, international baccalaureate, articulated high school to college credit, or advanced placement. State CTE staff has helped local consortium member institutions overcome barriers in integrating these options into CTE programs (e.g., the pilot and adoption of the advanced placement accounting curriculum and student assessment in secondary CTE classes across the state). State staff provided regional inservice to college and university transfer specialists on articulated high school to college credit and concurrent enrollment opportunities for CTE college credits. Activities related to academic advising and helping students overcome barriers to enrollment and completion were already highlighted in this report. The 2012 Minnesota legislature passed a bill that students in 10<sup>th</sup> grade would be able to access PSEO options in CTE courses in the future if they met certain eligibility requirements.

#### **SUPPORTING INITIATIVES TO FACILITATE THE TRANSITION OF SUB-BACCALAUREATE CAREER AND TECHNICAL EDUCATION STUDENTS INTO BACCALAUREATE PROGRAMS:**

At the state level, policies and procedures were revised to improve transfer of undergraduate credits (Policy 3.21 and Procedure 3.21.1). The system implemented the Smart Transfer Plan which includes the requirement that all colleges and universities enter course equivalencies in the Degree Audit Reporting system, accessible to students through the MN eSelect system for course planning. The [www.mntransfer.org](http://www.mntransfer.org) website continues to serve as an integrated information center for MN students, transfer specialists and advisors regarding transfer of credit to and from public and private higher education institutions in Minnesota. Colleges and universities submitted over 1200 articulation agreements for program-to-program transfer according to state guidelines. State CTE staff continues to support local consortia to expand or maintain a number of processes that facilitate sub-baccalaureate to baccalaureate transition.

#### **SUPPORT FOR CAREER & TECHNICAL EDUCATION STUDENT ORGANIZATIONS (CTSO):**

Members of the State CTE staff serve on the state and/or national boards of a number of CTSOs along with the Foundation for CTSOs and regularly are involved in state and national events. More specifically, State CTE staff attended over 30 events for Career and Technical Student Organizations that involved over 8,000 students. The MnSCU Board of Trustees held a recognition event for national winners of student organization skill competitions. Given that level of student participation in CTSO events, it is evident that local consortia allocate resources to support student participation in CTSOs. The Minnesota legislature appropriates \$725,000 annually to support CTSOs and these grants are managed by the state CTE staff at MDE.

#### **SUPPORT FOR PUBLIC CHARTER SCHOOLS OPERATING CTE PROGRAMS:**

Charter schools with approved CTE programs and appropriately licensed CTE teachers are invited to participate in local consortia. As such, many workshops and site visits involved teachers and administrators from charter schools in Minnesota (for the purposes of secondary program approval, curriculum integration, frameworks, and standards), and charter school staff often participated in state and regional professional development opportunities that involved State CTE staff.

#### **SUPPORT FOR CAREER AND TECHNICAL EDUCATION PROGRAMS THAT OFFER EXPERIENCE IN, AND UNDERSTANDING OF, ALL ASPECTS OF AN INDUSTRY:**

To supplement course content, schools and colleges in Minnesota offer a robust menu of options that allow students to gain knowledge of and experience in all aspects of an industry. CTE students across Minnesota have access to and participate in internships, field experiences, work-based learning programs, face-to-face and e-mentoring programs, school-based enterprise, and job shadowing in order to gain experience in and understanding of all aspects of an industry.

#### **SUPPORT TO IMPROVE OR DEVELOP NEW CTE COURSES AND INITIATIVES, INCLUDING CAREER CLUSTERS, CAREER ACADEMIES, AND DISTANCE EDUCATION, THAT PREPARES INDIVIDUALS FOR HIGH-SKILL, HIGH-WAGE, AND HIGH-DEMAND OCCUPATIONS:**

By FY12, to comply with Minnesota's State Plan, consortia were to develop at least seven Programs of Study (POS). Upon review of local consortium applications and the annual program reports which describe, in detail, how at least seven programs of study were implemented at the local level, positive aspects surfaced:

- Consortia are often developing Programs of Study in alignment with local or regional workforce demand and regional resources, and are reviewing signature programs to align with OVAE's Rigorous Programs of Study framework.
- The consortium partners can share best practices, professional development, and in some cases they can share labs and equipment, and resources to help defray costs of individual schools establishing their Programs of Study.
- The MN State Plan asks consortia to shift the focus of POS development from quantity to quality. As such, secondary teachers and postsecondary faculty are motivated to improve their individual programs within the defined program of study.
- The POS development process asks consortia to operationalize programs of study with a thoughtful review of CTE programs/courses, current articulation agreements developed under tech prep, concurrent enrollment, and other postsecondary enrollment options available in CTE areas.
- While it is not a state expectation that each consortium offers both the secondary and postsecondary elements within a defined Program of Study, it is a state requirement that each consortium address, through its local plan, how it would provide a continuum of services for all learners (often called brokering of services). Brokering of services provide collaboration with other consortia, as needed, to assist learners in locating Programs of Study that meet their career interests and aspirations and to assist learners in locating and identifying the appropriate preparatory courses or learning activities not available locally.

## **PROVIDING CTE PROGRAMS FOR ADULTS AND SCHOOL DROPOUTS TO COMPLETE SECONDARY EDUCATION, IN COORDINATION, TO THE EXTENT PRACTICABLE, WITH ACTIVITIES UNDER THE ADULT EDUCATION AND FAMILY LITERACY ACT:**

CTE programs across the state have been involved in a variety of efforts with adult basic education and the Minnesota FastTRAC program - all of which target adult learners' educational needs in preparation for the workforce. Local recipients used Perkins funds in support of supplemental software, tutors, support service personnel, and summer math or reading courses for students needing extra support to be academically prepared. The past two years of the Annual Performance Reports submitted in October, 2011 and October 2102 by local consortia of colleges and school districts that are recipients of MN Perkins funds, the following colleges reported ABE/FastTRAC activities connected to Perkins efforts. They utilized the Perkins funds in a variety of ways, such as providing career advising and support services for students, curriculum revisions, professional development for ABE and college faculty, meetings with business and industry representatives, and development of career pathways.

- Rochester-ZED (ABE-Healthcare)
- Minneapolis (Manufacturing, Dental, Business, Culinary)
- Dakota County (ABE/ESL/Healthcare)
- South Central (ABE/Healthcare & Welding)
- Pine-to-Prairie (ABE/ESL/Nursing and ABE/Plants systems/farm business management)
- Runestone (ABE/Manufacturing)
- Great River (ABE/CNC)
- Hennepin West (ABE/Nursing Asst. and ABE/Welding)
- Pine Technical (ABE/Manufacturing and Welding and ABE/Allied Health)
- Central Lakes (ABE/Welding and Green Technology)
- MN West (ABE/Construction and Plumbing)
- Saint Paul (Health Informatics)
- Southeast Minnesota (Integrated Welding)
- Mid-Minnesota (ABE/Healthcare emphasis in phlebotomy)

## **DEVELOPING VALID AND RELIABLE ASSESSMENTS OF TECHNICAL SKILLS:**

In the next section of this report, a detailed description of activities related to the identification and administration of technical skill assessments within programs of study will be discussed.

## **DEVELOPING AND ENHANCING DATA SYSTEMS TO COLLECT AND ANALYZE DATA ON ACADEMIC AND EMPLOYMENT OUTCOMES:**

This report already discussed a number of data system-related activities that occurred in prior years. MDE data systems continue to move from a state developed system to EDEN. During this final transition year, data have been collected and analyzed using both systems in preparation for the full roll-over to EDEN in FY12. MnSCU made a number of changes to the data reporting and analysis system used state-wide. The changes revolved mainly around creating or modifying reports available to local institutions and consortia to enhance their use of data for decision-making and joint planning.

One significant change in the data system work during FY10 was already described: MDE and MnSCU CTE leaders secured legislative permission to develop a system to share data across MDE and MnSCU systems. By using the Minnesota Office of Higher Education (MOHE) as an intermediary, both systems can now share student-level data in a way that adheres to state data privacy laws (Minn. Stat.13.32, subd.11). This ability to share data will greatly assist us with tracking the placement and retention of students [Sec. 134 (b)(3B) and 135(c)(9 & 19)]. During FY11 the data was collected and submitted to MOHE for analysis regarding transition of secondary students into postsecondary programs (5S1). Secondary did not send out postcards to students who were not matched to the MOHE database as we historically have received less than .5%

response rate and the costs outweigh the results. OVAE has given secondary programs the permission to use MOHE data only beginning in FY12 (which will be reflected in the EDEN data provided).

**IMPROVING THE RECRUITMENT AND RETENTION OF CTE TEACHERS, FACULTY, ADMINISTRATORS, AND CAREER GUIDANCE AND ACADEMIC COUNSELORS:**

Using state leadership funds, Minnesota provided funds to the University of Minnesota for professionals to evaluate teacher applicant education and work credentials to develop individualized programs leading to teacher licensure and provided funding to Southwest Minnesota State University and the University of Minnesota for a series of CTE Professional Teacher Development courses. State CTE staff worked with Southwest Minnesota State University and the University of Minnesota to provide technical assistance to local consortia to identify areas of concern regarding recruitment and retention of CTE teachers and will continue aligning resources in ways to help them address those concerns in FY13 and beyond.

**SUPPORT FOR OCCUPATIONAL AND EMPLOYMENT INFORMATION RESOURCES:**

During FY12, Minnesota coordinated with the Department of Employment and Economic Development to provide labor market information to Consortia. The MnSCU program approval and review staff and DEED staff developed a spreadsheet tool to analyze occupational supply and demand by region and statewide:

<http://www.academicaffairs.mnscu.edu/academicprograms/instructions/progdevel-needsassessment.pdf>

Regional labor market analysts from DEED presented information on labor market needs and trends at state and consortium professional development conferences and events. Additional information about activities related to this goal area can be found above (i.e., iSEEK, MCIS, MN FutureWork, etc.)

---

**PROGRESS IN DEVELOPING AND IMPLEMENTING TECHNICAL SKILL ASSESSMENTS**

---

Like most other states, Minnesota faces several challenges when developing a statewide strategy for measuring technical skill attainment separately from conventional student success measures (GPAs, course completion, retention, graduation, etc.). Specifically, the development of technical assessments in all CTE fields at the state level goes well beyond available resources. However, the statewide strategy on technical skill attainment that Minnesota has taken ensures that a portfolio of valid and reliable assessment instruments will be available at the career pathway level for each Program of Study.

During FY12, the state continued a process for engaging teachers and faculty to review the core competencies for a number of specific pathways and identified potential technical skill assessments appropriate for that pathway. Business and industry leaders then reviewed the core competencies and third party assessments. Those third party assessments that aligned with the core competencies validated by both teachers and faculty and business and industry leaders then are listed on the Minnesota state-approved list of assessments that districts/colleges can use to meet the technical skill attainment core indicators. The following chart identifies the years that each of the 79 pathways will participate in this process. Once the state-approved assessments have been determined through this process, programs at the secondary and postsecondary level within a pathway are expected to begin assessing students using one of the state-approved technical skill assessments.

Year	Pathways Determining State-Approved Technical Skill Assessments		secondary students reported in TSA measure	postsecondary students reported in TSA measure
2010	Accounting Law Enforcement Systems Network Systems	Plant Systems Therapeutic Services (Health)	1,460	4,159
2011	Animal Systems Diagnostic Services (Health) Early Childhood Development & Services Teaching/Training (Birth – Gr 3) Engineering & Technology Facility & Mobile Equipment Maintenance	Marketing Management Merchandising Professional Sales Visual Arts Printing Technology Foundation Knowledge & Skills	2,635	4,673
2012	Administrative Support Construction Emergency & Fire Management Services National Security Environmental Services Systems Natural Resources Systems	Health Informatics Personal Care Services Production Manufacturing Production Process Development Restaurants & Food/ Beverage Services Teaching/ Training (K-12) Web & Digital Communications	N/A	N/A
2013	Agribusiness Systems Audio/Video Technology and Film Performing Arts Journalism & Broadcasting Banking Services Business Finance Securities & Investment Insurance Biotechnology Research & Development Health Support Services Consumer Services Correction Services Security & Protective Services Design/ Pre-construction	General Management Human Resources Management Operations Management Business Information Management Information Support & Services Maintenance, Installation, and Repair Power, Structural, & Technical Systems Public Management & Administrative Planning Revenue & Taxation Quality Assurance Health Safety & Environmental Assurance Transportation Operations Sales & Services	N/A	N/A
2014	Education Administration Administrative Support Professional Support Services Family & Consumer Services Counseling & Mental Health Services Food Products & Processing Systems Foreign Service Governance Regulation Legal Services Recreation, Amusement & Attractions	Logistics Planning & Management Services Transportation Systems, Infrastructure Warehousing & Distribution Center Operations Health Safety & Environmental Management Maintenance/Operations Marketing Communications Marketing Research Programming & Software Development Telecommunications Lodging, Travel, & Tourism	N/A	N/A

During FY12, the consortia schools and programs administered and reported their results after considerable planning and discussion that occurred during FY11 regarding ways in which TSA scores will be reported for accountability purposes and how to effectively implement the assessments within the different programs at the many institutions involved (to learn more about the process and state position, and the future schedule of TSA development, see the MN position statement on TSAs at:

[http://www.cte.mnscu.edu/programs/documents/MnSCU-MDE\\_FINAL\\_Position\\_on\\_TSAI.pdf](http://www.cte.mnscu.edu/programs/documents/MnSCU-MDE_FINAL_Position_on_TSAI.pdf)).

State CTE staff conducted many local site visits for meetings and discussions with consortium leaders to talk through implementation challenges and provide technical assistance. Finally, state CTE staff developed a website for the TSA project for career pathway teams to access resources, communicate and share project deliverables and works-in-progress. [www.cte.mnscu.edu/programs/mntsa.html](http://www.cte.mnscu.edu/programs/mntsa.html)

---

## ACCOUNTABILITY

---

This section summarizes accountability data submitted in support of the consolidated annual report and provides definitions, performance on core indicators, and implementation of state and local improvement plans.

<b>Definitions:</b>	
Secondary Participant	A secondary student who is enrolled a minimum of 100 hours in more career field.
Secondary Concentrator	A secondary student who has shown proficiency in a minimum of 240 hours in one career field.
Postsecondary Participant	A two-year college student in the Minnesota State Colleges and Universities System who belongs to a particular fiscal year cohort, and is enrolled in a CTE program, and declared as their degree intent (major) a CTE award OR A two-year college student in the Minnesota State Colleges and Universities System who belongs to a particular fiscal year cohort, and enrolls in a career and technical education course.
Postsecondary Concentrator	A two-year college student in the Minnesota State Colleges and Universities System who belongs in a particular fiscal year cohort, and is enrolled in a long-term CTE programs, and declared as their degree intent (major) a CTE award OR A two-year college student in the Minnesota State Colleges and Universities who belongs in a particular fiscal year cohort, and is enrolled in a short-term CTE program, and declared as their degree intent (major) a CTE award, and completed and received the award in which they declared their intent

Measurement note for 6S1 and 6S2: Secondary modified data system nontraditional designation at the course level rather than at the program level for 6S1 (NT Participation) and 6S2 (NT Completion). We feel that this change will provide reliable student count(s) and valid reporting. For FY12 we will continue to use the new definitions.

Data Submission note for 5S1: When MN attempted to submit via EDEN, the system would not accept the PLACED or NONPLACED indicators for our student system. In March 2011, we received approval for the use of the current system (using a data match with the Minnesota Office of Higher Education) for FY12 and FY13. Minnesota is in the process of working with the SLDS system to incorporate our data for the future but we don't expect it to be fully implemented until 2014. The issue with the EDEN validation is that we are not allowed to use the three placement values: PLACED, NOT PLACED AND MISSING because of constraints on data used in the data match. We are working with EDEN Partner Support Center to relax this validation rule for 2011-12 reporting.

Measurement Notes for 1P1: As indicated in the Minnesota state plan, Minnesota now uses licensure pass rates **and** other state-approved assessments to measure technical skill attainment (1P1). As we follow our implementation plan to develop a more robust measure, we will include additional assessment results as they are available. The most recent licensure data available in the Minnesota State Colleges and Universities accountability dashboard (<http://www.mnscu.edu/board/accountability/index.html>) is for 2011 and is available for nursing, law enforcement and radiography. These data are not disaggregated by gender, but estimates by gender for the CAR have been made based on the percentage of male/female students receiving degrees in those areas at system colleges in FY2012. NOCTI data for testing completed during FY12 within the career pathways being assessed per the state's implementation plan were also included. These data are at a student-level and were able to be linked to actual gender for the CAR report.

---

## IMPLEMENTATION OF STATE IMPROVEMENT PLANS

---

Section 123 (a)(1) of Perkins IV requires development and implementation of a program improvement plan for each state that fails to meet at least 90 percent of an agreed upon state adjusted level of performance for any of the core indicators of performance. Based on performance on secondary core indicators, Minnesota submitted a state improvement plan based on FY10 performance for 1S2 (math) and 5S1 (placement).

## SECONDARY

Based on FY12 performance, Minnesota is including improvement plans for 2S1 (technical skill attainment), 6S1 (nontrad participation) and 6S2 (nontrad completion) in this report.

2010-11 Performance on Secondary Indicators					
	Negotiated Target 2011-12	Actual 2011-12	Special Populations (Actual)		Measurement Approach
1S1 – Reading & Language Arts	71%	78.24%	Indiv w/disabilities	36.93%	State Academic Assessment System
			Econ Disadvantaged	65.81%	
			Disp Homemakers	N/A	
			Limited Eng Prof	41.35%	
			Nontrad enrollees	80.33%	
1S2 – Math	40%	56.49%	Indiv w/disabilities	19.11%	State Academic Assessment System
			Econ Disadvantaged	40.72%	
			Disp Homemakers	N/A	
			Limited Eng Prof	25.80%	
			Nontrad enrollees	58.76%	
2S1 – Technical Skill Attainment	50%	41.82%*	Indiv w/disabilities	28.21%	3rd party skill assessments
			Econ Disadvantaged	38.81%	
			Disp Homemakers	N/A	
			Limited Eng Prof	35.48%	
			Nontrad enrollees	45.76%	
3S1 – Secondary School Completion	98%	98.29%	Indiv w/disabilities	97.22%	Local Administrative Records and State Administrative Records
			Econ Disadvantaged	96.44%	
			Disp Homemakers	N/A	
			Limited Eng Prof	95.64%	
			Nontrad enrollees	98.77%	
4S1 - Graduation	96%	98.27%	Indiv w/disabilities	96.44%	Local Administrative Records and State Administrative Records
			Econ Disadvantaged	96.26%	
			Disp Homemakers	N/A	
			Limited Eng Prof	97.17%	
			Nontrad enrollees	98.71%	
5S1 – Placement	50%	46.38%	Indiv w/disabilities	N/A	Postsecondary Enrollment data match with MOHE
			Econ Disadvantaged	N/A	
			Disp Homemakers	N/A	
			Limited Eng Prof	N/A	
			Nontrad enrollees	N/A	
6S1 – Nontraditional Participation	49.5%	26.72%*	Indiv w/disabilities	20.32%	Local Administrative Records and State Administrative Records
			Econ Disadvantaged	27.52%	
			Disp Homemakers	N/A	
			Limited Eng Prof	29.08%	
			Nontrad enrollees	26.72%	
6S2 – Nontraditional Completion	33.5%	11.18%*	Indiv w/disabilities	7.25%	Local Administrative Records and State Administrative Records
			Econ Disadvantaged	13.44%	
			Disp Homemakers	N/A	
			Limited Eng Prof	13.81%	
			Nontrad enrollees	11.18%	

\* Improvement plan required

### 2S1 (technical skill attainment)

As an expectation under Perkins IV, Minnesota undertook a significant project to identify technical skill assessments for each state-approved program of study since no similar assessments had been identified in the past. The state process directed that teams of teachers and faculty would identify core technical skills to be incorporated into each program of study, business and industry partners would validate those core skills as essential in their work, and teacher/faculty teams would select an array of assessments that measured those core skills. Each local consortium with a state-approved program of study for which assessments had been identified would choose an assessment to be used at the secondary level and an assessment to be used at the postsecondary level for the purpose of meeting accountability targets.

FY12 is the second year that results of such assessments have been reported to the state and only in a limited number of programs of study. The state will closely monitor results on technical skill assessments as the process continues to expand into further programs of study, and will ascertain the impact on special population groups as well as the state as a whole.

Responsible individual: Daniel Smith will delegate to staff as appropriate.

### **5S1 (placement)**

We are working through a process to work through the SLDS data sharing system but the Minnesota system will not be ready for our use until 2013 or 2014 data. Until the Minnesota system is ready for our participation, we will continue to use the Minnesota Office of Higher Education data (MOHE) and will be able to match students who enroll in Minnesota postsecondary institutions only.

Responsible individual: Daniel Smith will delegate to staff as appropriate.

### **6S1 (nontrad participation)**

The Minnesota Department of Education, without changing the formula for calculating 6S1, revised its crosswalk table for non-traditional participation to examine participation at the course, rather than program, level. In doing so, nontraditional participation numbers took a decided downturn since some courses had been included in the calculation in the past (as courses within nontraditional programs) were clearly not nontraditional from a more discrete examination. The Department will monitor 6S1 results on the basis of this new crosswalk table and will enter into renegotiations with both OVAE and local recipients in light of this change. Until Minnesota is able to renegotiate performance on this indicator in light of these changes, the state will continue to use the new course collection format to establish more accurate baseline data.

Responsible individual: Daniel Smith will delegate to staff as appropriate.

### **6S2 (nontrad completion)**

Please refer to improvement plan identified above for 6S1.

## **POSTSECONDARY**

Minnesota is not required to submit any improvement plans for the following postsecondary indicators: 1P1, 2P1, 3P1, 4P1, 5P2. We acknowledge that MN did not meet the target for 2P1, 4P1, 5P2 in FY12 though performance did exceed 90% of the target. We predicted challenge in meeting those targets last year on these indicators because system-wide data showed that the current economic and employment climate seem to contribute to performance on these indicators. The MnSCU Strategic Framework, being advanced by the Chancellor, places an emphasis on completion and as such, all programs at all colleges are engaged in efforts to examine data to better understand factors where college leaders may develop plans that impact outcomes that improve system-wide performance. The state leadership team will begin a sustained process of carefully examining performance by disaggregate group in order to target technical assistance and resources for local recipients. Based on FY12 performance, Minnesota is including an improvement plan for 5P1 (nontrad participation) in this report.

### **5P1 (nontrad participation)**

During FY12, Minnesota developed a set of coordinated activities to improve performance on 5P1 and will roll out those activities over the next two years. The activities include:

- Ongoing technical assistance provided to consortia and individual schools and colleges to improve their ability to effectively examine disaggregated data through close examination of factors affecting differences in performance. The CTE state leadership is formalizing a new technical assistance process and is developing a collection of evidence-based practices related to all core indicators that will be used to support efforts of local recipients.
- A number of equity-related NT STEM programs were administered in Minnesota. The MN Stem Equity Pipeline Project and the MN New Look Project have provided concurrent and joint professional development and training services for improving nontraditional participation and completion:
  - Joint training on improvement process, evaluating program outcomes, self-assessment;
  - Sharing resources and distribution of issue briefs and a quarterly newsletter;
  - Mentoring component added for support to other consortia challenged in the NT core indicators.
- Develop and implement more targeted professional development for consortia to identify root causes and barriers related to nontrad participation and to identify evidence-based strategies that can be implemented to address the issues.

A full summary of the disaggregate data follows on the next page.

2010-11 Performance on Postsecondary Indicators					
	Negotiated Target 2011-12	Actual 2011-12	Special Populations (Actual)		Measurement Approach
1P1 – Technical Skill Attainment	70%	84.8%	Indiv w/disabilities	N/A	State student records and third-party skill assessments
			Econ Disadvantaged	N/A	
			Disp Homemakers	N/A	
			Limited Eng Prof	N/A	
			Nontrad enrollees	N/A	
2P1 – Credential, certificate, degree	50.5%	45.99%	Indiv w/disabilities	38.15%	State Student Records
			Econ Disadvantaged	42.06%	
			Disp Homemakers	41.98%	
			Limited Eng Prof	36.45%	
			Nontrad enrollees	43.27%	
3P1 – Retention and transfer	29.5%	31.75%	Indiv w/disabilities	35.46%	State Student Records
			Econ Disadvantaged	34.92%	
			Disp Homemakers	33.59%	
			Limited Eng Prof	41.38%	
			Nontrad enrollees	36.37%	
4P1 - Placement	85%	82.48%	Indiv w/disabilities	82.79%	Employment and Wage Record and State Developed Surveys
			Econ Disadvantaged	80.79%	
			Disp Homemakers	77.31%	
			Limited Eng Prof	75.54%	
			Nontrad enrollees	82.52%	
5P1 – Nontraditional Participation	23%	19.03%*	Indiv w/disabilities	18.41%	State Student Records
			Econ Disadvantaged	19.57%	
			Disp Homemakers	20.15%	
			Limited Eng Prof	26.05%	
			Nontrad enrollees	N/A	
5P2 – Nontraditional Completion	14.5%	14.23%	Indiv w/disabilities	13.51%	State Student Records
			Econ Disadvantaged	14.06%	
			Disp Homemakers	13.30%	
			Limited Eng Prof	22.28%	
			Nontrad enrollees	N/A	

\* Improvement plan required

---

## IMPLEMENTATION OF LOCAL IMPROVEMENT PLANS

---

Section 123(b)(1) of Perkins IV requires each state to evaluate annually, using the negotiated levels of performance, the career and technical education activities of each eligible recipient receiving funds under the basic grant program. As such, MnSCU and MDE will monitor compliance with this requirement by collecting improvement reports or improvement plans. The improvement plan must be developed in consultation with the two state agencies and implemented during the first program year after the year the performance level was not met. The agencies will work with the local consortium to implement improvement activities and provide technical assistance. During FY12 districts were required to submit their reports and written improvement plans with their FY13 local application.

State CTE staff provided local secondary recipients with a template for reporting. State CTE staff review the plans and provide technical assistance to help recipients address challenges. Professional development activities were planned to build local capacity to conduct improvement planning as a consortium. While many schools and campuses have improvement planning processes in place the consortium structure requires them to engage in improvement planning across multiple schools/colleges for the improvement of Perkins outcomes. The local improvement plans submitted describe activities, timelines, budget, and necessary resources and must show promise in improving conditions that contribute to improved performance on the indicator where a consortium did not meet its negotiated level of performance. In response, MnSCU and MDE review the plans and provide targeted TA to all recipients who submit improvement plans.

Based on FY11 performance on core indicators, all secondary recipients were required to submit an improvement plan related to one or more of the core indicators. Upon review of the state-level data, concerns emerged about performance on 1S2, 6S1, and 6S2. Minnesota continues to provide professional development and technical assistance to all secondary districts regarding integration of mathematics and will initiate a number of new initiatives to support local recipients improve performance on nontraditional participation and completion.

<b>Number of Secondary Improvement Plans submitted by Indicator</b>					
	<i>2010-2011</i>	<i>2011-2012</i>		<i>2010-2011</i>	<i>2011-2012</i>
1S1	3 of 26 consortia	1 of 26	4S1	0 of 26 consortia	0 of 26
1S2	23 of 26 consortia	26 of 26	5S1	0 of 26 consortia	0 of 26
2S1	2 of 26 consortia	8 of 26	6S1	11 of 26 consortia	26 of 26
3S1	0 of 26 consortia	0 of 26	6S2	22 of 26 consortia	26 of 26

Based on FY11 performance on core indicators, 20 of 26 postsecondary recipients were required to submit an improvement plan based on performance on one or more core indicators with their FY12 plans. About one-quarter of the postsecondary recipients missed 2P1 (completion) down from one-third of the consortium the prior year. The MnSCU Strategic Framework, being advanced by the new Chancellor, places an emphasis on completion and as such, programs at all colleges are engaged in efforts to examine data to better understand factors where college leaders may develop plans that impact outcomes that improve system-wide performance. It is expected that resources will be dedicated system-wide that support professional development and improvement efforts focused on completion.

<b>Number of Postsecondary Improvement Plans submitted by Indicator</b>					
	<i>2010-2011</i>	<i>2011-2012</i>		<i>2010-2011</i>	<i>2011-2012</i>
1P1	2 of 26 consortia	1 of 26	4P1	3 of 26 consortia	0 of 26
2P1	8 of 26 consortia	7 of 26	5P1	3 of 26 consortia	20 of 26
3P1	2 of 26 consortia	0 of 26	5P2	6 of 26 consortia	11 of 26