

**COVER PAGE FOR THE CONSOLIDATED ANNUAL REPORT  
UNDER THE CARL D. PERKINS CAREER AND  
TECHNICAL EDUCATION ACT OF 2006 (PERKINS IV)**

**1. RECIPIENT ORGANIZATION**

Organization:   
 Address 1:   
 Address 2:   
 City:   
 State:   
 Zip Code:

**2. PERIOD COVERED BY THIS REPORT (mm/dd/yyyy) :**

From:   
 To:

**3. PRAWARD NUMBERS:**

Basic Grant to States:   
 Tech-Prep Education:

**4. Title II Consolidation (Check one):**

- The State has not consolidated any of its Title II grant with its Title I grant during the program year covered by this report.  
 The State has consolidated all, or a portion, of its Title II grant with its Title I grant during the program year covered by this report.

**5. State Career and Technical Education (CTE) Director Information :**

Name:   
 Title:   
 Agency:   
 Telephone:   
 E-Mail:

**6. REMARKS :** (Attach any explanation deemed necessary or information required by Federal sponsoring agency in compliance with governing legislation)

**7. CERTIFICATION:**

I certify to the best of my knowledge and belief that this report, consisting of narrative performance information, financial status reports (FSRs)\*, and performance data, is accurate and complete. I understand that the U.S. Department of Education will use only the performance data that it receives by the December 31 submission deadline each year to determine whether my State has met at least 90 percent of its agreed upon State adjusted performance levels for each of the core indicators of performance under Section 113 of Title I of the Act or whether the State must submit a program improvement plan as required in Section 123(a)(1) of Perkins IV. I further understand that the use of the Personal Identification Number (PIN) supplied to me by the Department to certify and submit the CAR is the same as certifying and signing the document with a hand-written signature.

(Please go to the CAR web site to certify by PIN electronically after uploading the report.)

State CTE Director Signature or PIN

Date

*\* Note: The FSRs contained in this report must be separately certified and signed by the State official authorized by State law to perform these functions on behalf of the State. This official may use a separate PIN supplied to the State by the Department to certify and submit the FSRs.*

**8. Lead Individuals Completing This Report:**

Section of the report	Check if the same as state CTE Director	Provide the following information for any section where the lead individual is different than the State CTE director listed above.	
Narrative Performance Information	<input checked="" type="checkbox"/>	Name	JoAnn Simser
		Title	System Director - State Director for CTE
		Agency	Minnesota State Colleges and Universities
Financial Status Reports	<input type="checkbox"/>	Name	Lou Urban
		Title	Business Manager, Finance
		Agency	Minnesota State Colleges and Universities
Performance Report	<input checked="" type="checkbox"/>	Name	JoAnn Simser
		Title	System Director - State Director for CTE
		Agency	Minnesota State Colleges and Universities

**9. Lead individual who may be contacted to answer questions about this report:**

- Check this box if the lead contact for this report is the same as the State CTE director listed above.

Name:   
 Title:   
 Agency:   
 Telephone:   
 E-Mail:

**INTERIM FINANCIAL STATUS REPORT (FSR) FORM**

I: State Name:	Minnesota
II: Federal Funding Period:	7/01/09-9/30/11
III: Reporting Period:	07/01/08-9/30/10
IV: Accounting Basis:	Cash
V: Grant Award Numbers: State Basic Grant (Title I):	V048A090023
Tech Prep Grant (Title II):	V243A090023
VI: Title I Grant Award Amount:	
VII: Title II Grant Award Amount:	
VIII: Title II Funds Consolidated with Title I Funds:	Yes
IX: Total Title I Funds (Title I Award + Title II Consolidated Funds):	
X: Total Title II Funds Remaining (Title II - Title II Consolidated Funds):	
* XI: Amended Interim FSR: <input type="checkbox"/>	Date of Filing Amended FSR:

\* Note: Block XI is optional. It needs to be completed only if the state is amending/revising its financial status report after a final submission.

	1	2	3	4	5	6	7	8	9	10	11
	Net Outlays Previously Reported	Total Outlays this Report Period	Program Income Credit	Net outlays this report period (Columns 2 - 3)	Net outlays To Date (Columns 1 + 4)	Non-Federal share of outlays	Total Federal share of outlays (Columns 5 - 6)	Federal share of unliquidated obligations	Federal share of outlays and unliquidated obligations (Columns 7 + 8)	Federal Funds Authorized	Balance of Unobligated Federal funds (Columns 10 - 9)
<b>A</b>	<b>* TOTAL TITLE I FUNDS *</b>										
<b>B</b>	<b>LOCAL USE OF FUNDS</b>										
<b>C</b>	<b>RESERVE</b>										
<b>D</b>		\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
<b>E</b>		\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
<b>F</b>		\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
<b>G</b>	<b>FORMULA DISTRIBUTION</b>										
<b>H</b>		\$0.00	\$6,415,923.08	\$0.00	\$6,415,923.08	\$6,415,923.08	\$0.00	\$6,415,923.08	\$0.00	\$6,415,923.08	\$6,937,654.18
<b>I</b>		\$0.00	\$9,074,069.85	\$0.00	\$9,074,069.85	\$9,074,069.85	\$0.00	\$9,074,069.85	\$0.00	\$9,074,069.85	\$9,580,570.07
<b>J</b>		\$0.00	\$15,489,992.93	\$0.00	\$15,489,992.93	\$15,489,992.93	\$0.00	\$15,489,992.93	\$0.00	\$15,489,992.93	\$16,518,224.25
<b>K</b>		\$0.00	\$15,489,992.93	\$0.00	\$15,489,992.93	\$15,489,992.93	\$0.00	\$15,489,992.93	\$0.00	\$15,489,992.93	\$16,518,224.25
<b>L</b>	<b>STATE LEADERSHIP</b>										
<b>M</b>		\$0.00	\$41,880.06	\$0.00	\$41,880.06	\$41,880.06	\$0.00	\$41,880.06	\$18,119.94	\$60,000.00	\$60,000.00
<b>N</b>		\$0.00	\$60,000.00	\$0.00	\$60,000.00	\$60,000.00	\$0.00	\$60,000.00	\$0.00	\$60,000.00	\$60,000.00
<b>O</b>		\$0.00	\$610,018.28	\$0.00	\$610,018.28	\$610,018.28	\$0.00	\$610,018.28	\$335,814.41	\$945,832.69	\$1,823,320.50
<b>P</b>		\$0.00	\$711,898.34	\$0.00	\$711,898.34	\$711,898.34	\$0.00	\$711,898.34	\$353,934.35	\$1,065,832.69	\$1,943,320.50
<b>Q</b>	<b>STATE ADMINISTRATION</b>										
<b>R</b>		0.00	1,217,926.74	0.00	\$1,217,926.74	\$1,217,926.74	608,926.74	\$609,000.00	271,811.72	\$880,811.72	971,660.25
<b>S</b>		\$0.00	\$17,419,818.01	\$0.00	\$17,419,818.01	\$17,419,818.01	\$608,926.74	\$16,810,891.27	\$625,746.07	\$17,436,637.34	\$19,433,205.00
<b>T</b>	<b>* TOTAL TITLE II FUNDS *</b>										
<b>U</b>		\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
<b>V</b>		\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
<b>W</b>		\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00

<b>Additional Information:</b>

XII: Certification: I certify to the best of my knowledge and belief that this financial status report is accurate and complete.

Signature of Authorized Individual: \_\_\_\_\_

Title/Agency: \_\_\_\_\_

**FINAL FINANCIAL STATUS REPORT (FSR) FORM**

I: State Name:	Minnesota
II: Federal Funding Period:	7/01/08-9/30/10
III: Reporting Period:	07/01/08-9/30/10
IV: Accounting Basis:	Cash
V: Grant Award Numbers: State Basic Grant (Title I):	V048A080023
Tech Prep Grant (Title II):	V243A80023
VI: Title I Grant Award Amount:	
VII: Title II Grant Award Amount:	
VIII: Title II Funds Consolidated with Title I Funds:	Yes
IX: Total Title I Funds (Title I Award + Title II Consolidated Funds):	
X: Total Title II Funds Remaining (Title II - Title II Consolidated Funds):	
* XI: Amended Interim FSR:	<input type="checkbox"/> Date of Filing Amended FSR:

\* Note: Block XI is optional. It needs to be completed only if the state is amending/revising its financial status report after a final submission.

	1	2	3	4	5	6	7	8	9	10	11
	Net Outlays Previously Reported	Total Outlays this Report Period	Program Income Credit	Net outlays this report period (Columns 2 - 3)	Net outlays To Date (Columns 1 + 4)	Non-Federal share of outlays	Total Federal share of outlays (Columns 5 - 6)	Federal share of unliquidated obligations	Federal share of outlays and unliquidated obligations (Columns 7 + 8)	Federal Funds Authorized	Balance of Unobligated Federal funds (Columns 10 - 9)
<b>A</b>	<b>* TOTAL TITLE I FUNDS *</b>										
<b>B</b>	Local Uses of Funds										
<b>C</b>	RESERVE										
<b>D</b>	Secondary Eligible Recipients	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
<b>E</b>	Postsecondary Eligible Recipients	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
<b>F</b>	<b>Total (Row D + E)</b>	<b>\$0.00</b>	<b>\$0.00</b>	<b>\$0.00</b>	<b>\$0.00</b>	<b>\$0.00</b>	<b>\$0.00</b>	<b>\$0.00</b>	<b>\$0.00</b>	<b>\$0.00</b>	<b>\$0.00</b>
<b>G</b>	FORMULA DISTRIBUTION										
<b>H</b>	Funds for Secondary Recipients	\$4,899,263.88	\$2,068,936.30	\$0.00	\$2,068,936.30	\$6,968,200.18	\$0.00	\$6,968,200.18	\$0.00	\$6,968,200.18	\$6,968,200.18
<b>I</b>	Funds for Postsecondary Recipients	\$8,876,930.76	\$745,821.86	\$0.00	\$745,821.86	\$9,622,752.62	\$0.00	\$9,622,752.62	\$0.00	\$9,622,752.62	\$9,622,752.62
<b>J</b>	<b>Total (Row H + I)</b>	<b>\$13,776,194.64</b>	<b>\$2,814,758.16</b>	<b>\$0.00</b>	<b>\$2,814,758.16</b>	<b>\$16,590,952.80</b>	<b>\$0.00</b>	<b>\$16,590,952.80</b>	<b>\$0.00</b>	<b>\$16,590,952.80</b>	<b>\$16,590,952.80</b>
<b>K</b>	<b>TOTAL LOCAL USES OF FUNDS (Row F + J)</b>	<b>\$13,776,194.64</b>	<b>\$2,814,758.16</b>	<b>\$0.00</b>	<b>\$2,814,758.16</b>	<b>\$16,590,952.80</b>	<b>\$0.00</b>	<b>\$16,590,952.80</b>	<b>\$0.00</b>	<b>\$16,590,952.80</b>	<b>\$16,590,952.80</b>
<b>L</b>	STATE LEADERSHIP										
<b>M</b>	Nontraditional Training and Employment	\$20,225.00	\$39,775.00	\$0.00	\$39,775.00	\$60,000.00	\$0.00	\$60,000.00	\$0.00	\$60,000.00	\$60,000.00
<b>N</b>	State Institutions	\$50,000.00	\$10,000.00	\$0.00	\$10,000.00	\$60,000.00	\$0.00	\$60,000.00	\$0.00	\$60,000.00	\$60,000.00
<b>O</b>	Other Leadership Activities	\$787,069.69	\$1,044,807.11	\$0.00	\$1,044,807.11	\$1,831,876.80	\$0.00	\$1,831,876.80	\$0.00	\$1,831,876.80	\$1,831,876.80
<b>P</b>	<b>TOTAL STATE LEADERSHIP (Row M + N + O)</b>	<b>\$857,294.69</b>	<b>\$1,094,582.11</b>	<b>\$0.00</b>	<b>\$1,094,582.11</b>	<b>\$1,951,876.80</b>	<b>\$0.00</b>	<b>\$1,951,876.80</b>	<b>\$0.00</b>	<b>\$1,951,876.80</b>	<b>\$1,951,876.80</b>
<b>Q</b>	STATE ADMINISTRATION										
<b>R</b>	TOTAL STATE ADMINISTRATION	1,300,360.30	651,516.50	0.00	\$651,516.50	\$1,951,876.80	975,938.40	\$975,938.40	0.00	\$975,938.40	975,938.40
<b>S</b>	<b>TOTAL TITLE I FUNDS (Row K + P + R)</b>	<b>\$15,933,849.63</b>	<b>\$4,560,856.77</b>	<b>\$0.00</b>	<b>\$4,560,856.77</b>	<b>\$20,494,706.40</b>	<b>\$975,938.40</b>	<b>\$19,518,768.00</b>	<b>\$0.00</b>	<b>\$19,518,768.00</b>	<b>\$19,518,768.00</b>
<b>T</b>	<b>* TOTAL TITLE II FUNDS *</b>										
<b>U</b>	Funds for State Administration	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
<b>V</b>	Funds for Local Consortia	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
<b>W</b>	<b>TOTAL TITLE II FUNDS (Row U + V)</b>	<b>\$0.00</b>	<b>\$0.00</b>	<b>\$0.00</b>	<b>\$0.00</b>	<b>\$0.00</b>	<b>\$0.00</b>	<b>\$0.00</b>	<b>\$0.00</b>	<b>\$0.00</b>	<b>\$0.00</b>

<b>Additional Information:</b>

XII: Certification: I certify to the best of my knowledge and belief that this financial status report is accurate and complete.

Signature of Authorized Individual: \_\_\_\_\_

Title/Agency: \_\_\_\_\_

## Student Enrollment Forms Enrollment of CTE Participants

STATE: Minnesota

PROGRAM YEAR: 2009-2010

Amended Performance Data

Date of Filing Amended Data: \_\_\_\_\_

		A	B	C	D	E
Line	Population	Number of Secondary Students	Number of Postsecondary Students	Number of Adult Students	Number of Secondary Tech Prep Students	Number of Postsecondary Tech Prep Students
<b>1</b>	<b>GRAND TOTAL</b>	<b>108705</b>	<b>58620</b>	<b>0</b>	<b>0</b>	<b>0</b>
<b>2</b>	<b>GENDER</b>					
<b>3</b>	Male	60154	28223	N/P	PNO	PNO
<b>4</b>	Female	48551	30397	N/P	PNO	PNO
<b>5</b>	<b>RACE/ETHNICITY* (1977 Standards)</b>					
<b>6</b>	American Indian or Alaskan Native	2131	1074	PNO	PNO	PNO
<b>7</b>	Asian or Pacific Islander	7109	2967	PNO	PNO	PNO
<b>8</b>	Black (not Hispanic)	9464	5833	PNO	PNO	PNO
<b>9</b>	Hispanic	5120	2415	PNO	PNO	PNO
<b>10</b>	White	84881	44994	PNO	PNO	PNO
<b>11</b>	Unknown	0	1337	PNO	PNO	PNO
<b>12</b>	<b>RACE/ETHNICITY* (1997 Revised Standards)</b>					
<b>13</b>	American Indian or Alaska Native	N/P	N/P	N/P	N/P	N/P
<b>14</b>	Asian	N/P	N/P	N/P	N/P	N/P
<b>15</b>	Black or African American	N/P	N/P	N/P	N/P	N/P
<b>16</b>	Hispanic/Latino	N/P	N/P	N/P	N/P	N/P
<b>17</b>	Native Hawaiian or Other Pacific Islander	N/P	N/P	N/P	N/P	N/P
<b>18</b>	White	N/P	N/P	N/P	N/P	N/P
<b>19</b>	Two or More Races	N/P	N/P	N/P	N/P	N/P
<b>20</b>	Unknown (Postsecondary Only)		N/P	N/P		N/P
<b>21</b>	<b>SPECIAL POPULATION AND OTHER STUDENT CATEGORIES</b>					
<b>22</b>	Individuals With Disabilities (ADA)		1867	PNO		PNO
<b>23</b>	Disability Status (ESEA/IDEA) (Secondary Only)	20311			PNO	
<b>24</b>	Economically Disadvantaged	45065	18198	PNO	PNO	PNO
<b>25</b>	Single Parents	534	1415	PNO	PNO	PNO
<b>26</b>	Displaced Homemakers	26	569	PNO	PNO	PNO
<b>27</b>	Limited English Proficient	8591	1837	PNO	PNO	PNO
<b>28</b>	Migrant Status	480			PNO	
<b>29</b>	Nontraditional Enrollees	39800	7183	PNO	PNO	PNO

\*See "Definition of Terms" for guidance with reporting the Race and Ethnicity Categories.

**Additional Information:**

**Student Enrollment Forms  
Enrollment of CTE Concentrators**

STATE: Minnesota

PROGRAM YEAR: 2009-2010

Amended Performance Data

Date of Filing Amended Data: \_\_\_\_\_

Line	Population	A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P	Q	
		Agri. Food & Nat. Resources	Architecture & Const.	Arts, A/V Tech. & Comm.	Bus., Mgt. & Admin.	Education & Training	Finance	Gov't & Pub. Admin.	Health Science	Hospitality & Tourism	Human Services	Info. Tech.	Law, Pub. Safety & Security	Manufac.	Mkt. Sales & Serv.	Sci., Tech, Engin. & Math.	Transp., Distrib. & Logistics	Total	
1	<b>SECONDARY</b>																		
2	Female	3268	1096	2540	8843	1	1151	0	1740	442	11457	205	124	449	2158	0	457	33931	
3	Male	6777	8628	3950	12135	0	1599	0	982	485	9221	1643	343	4871	3115	0	5312	59061	
4	<b>Total</b>	<b>10045</b>	<b>9724</b>	<b>6490</b>	<b>20978</b>	<b>1</b>	<b>2750</b>	<b>0</b>	<b>2722</b>	<b>927</b>	<b>20678</b>	<b>1848</b>	<b>467</b>	<b>5320</b>	<b>5273</b>	<b>0</b>	<b>5769</b>	<b>92992</b>	
5	<b>POSTSECONDARY</b>																		
6	Female	179	47	500	2013	189	40	202	6449	184	406	198	568	142	742	76	48	11983	
7	Male	478	1690	392	1048	50	51	28	1041	190	59	928	1523	1182	814	732	1214	11420	
8	<b>Total</b>	<b>657</b>	<b>1737</b>	<b>892</b>	<b>3061</b>	<b>239</b>	<b>91</b>	<b>230</b>	<b>7490</b>	<b>374</b>	<b>465</b>	<b>1126</b>	<b>2091</b>	<b>1324</b>	<b>1556</b>	<b>808</b>	<b>1262</b>	<b>23403</b>	
9	<b>ADULT</b>																		
10	Female	N/P	N/P	N/P	N/P	N/P	N/P	N/P	N/P	N/P	N/P	N/P	N/P	N/P	N/P	N/P	N/P	N/P	0
11	Male	N/P	N/P	N/P	N/P	N/P	N/P	N/P	N/P	N/P	N/P	N/P	N/P	N/P	N/P	N/P	N/P	N/P	0
12	<b>Total</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	
13	<b>GRAND TOTAL (Lines 4+8+12)</b>	<b>10702</b>	<b>11461</b>	<b>7382</b>	<b>24039</b>	<b>240</b>	<b>2841</b>	<b>230</b>	<b>10212</b>	<b>1301</b>	<b>21143</b>	<b>2974</b>	<b>2558</b>	<b>6644</b>	<b>6829</b>	<b>808</b>	<b>7031</b>	<b>116395</b>	

Additional Information:



**Student Accountability Forms for the Section 113 Core Indicators of Performance (Title I)  
SECONDARY LEVEL  
1S1: ATTAINMENT OF ACADEMIC SKILLS - READING/LANGUAGE ARTS**

STATE: Minnesota

PROGRAM YEAR: 2009-2010

Amended Performance Data

Date of Filing Amended Data: \_\_\_\_\_

	A	B	C	D	E	F	
Line	Population	Number of Students in the Numerator	Number of Students in the Denominator	State Adjusted Level of Performance	Actual Level of Performance	Adjusted vs. Actual Level of Performance	Met 90% of Adjusted Level of Performance (Y,N)
1	<b>GRAND TOTAL</b>	0	0	67.00%	0.00%	D	N
2	<b>GENDER</b>						
3	Male				0.00%		
4	Female				0.00%		
5	<b>RACE/ETHNICITY* (1977 Standards)</b>						
6	American Indian or Alaskan Native				0.00%		
7	Asian or Pacific Islander				0.00%		
8	Black (not Hispanic)				0.00%		
9	Hispanic				0.00%		
10	White				0.00%		
11	Unknown				0.00%		
12	<b>RACE/ETHNICITY* (1997 Revised Standards)</b>						
13	American Indian or Alaska Native				0.00%		
14	Asian				0.00%		
15	Black or African American				0.00%		
16	Hispanic/Latino				0.00%		
17	Native Hawaii or Other Pacific Islander				0.00%		
18	White				0.00%		
19	Two or More Races				0.00%		
20	<b>SPECIAL POPULATIONS AND OTHER STUDENT CATEGORIES</b>						
21	Individuals With Disabilities (ADA)				0.00%		
22	Disability Status (ESEA/IDEA)				0.00%		
23	Economically Disadvantaged				0.00%		
24	Single Parents				0.00%		
25	Displaced Homemakers				0.00%		
26	Limited English Proficient				0.00%		
27	Migrant Status				0.00%		
28	Nontraditional Enrollees				0.00%		
29	Tech Prep				0.00%		

\*See "Definition of Terms" for guidance with reporting the Race and Ethnicity Categories.

**Additional Information:**

Secondary data submission through EDEN.

**Student Accountability Forms for the Section 113 Core Indicators of Performance (Title I)  
SECONDARY LEVEL  
1S2: ATTAINMENT OF ACADEMIC SKILLS - MATHEMATICS**

STATE: Minnesota

PROGRAM YEAR: 2009-2010

Amended Performance Data

Date of Filing Amended Data: \_\_\_\_\_

	A	B	C	D	E	F	
Line	Population	Number of Students in the Numerator	Number of Students in the Denominator	State Adjusted Level of Performance	Actual Level of Performance	Adjusted vs. Actual Level of Performance	Met 90% of Adjusted Level of Performance (Y,N)
1	<b>GRAND TOTAL</b>	0	0	44.00%	0.00%	<b>D</b>	<b>N</b>
2	<b>GENDER</b>						
3	Male				0.00%		
4	Female				0.00%		
5	<b>RACE/ETHNICITY* (1977 Standards)</b>						
6	American Indian or Alaskan Native				0.00%		
7	Asian or Pacific Islander				0.00%		
8	Black (not Hispanic)				0.00%		
9	Hispanic				0.00%		
10	White				0.00%		
11	Unknown				0.00%		
12	<b>RACE/ETHNICITY* (1997 Revised Standards)</b>						
13	American Indian or Alaska Native				0.00%		
14	Asian				0.00%		
15	Black or African American				0.00%		
16	Hispanic/Latino				0.00%		
17	Native Hawaii or Other Pacific Islander				0.00%		
18	White				0.00%		
19	Two or More Races				0.00%		
20	<b>SPECIAL POPULATIONS AND OTHER STUDENT CATEGORIES</b>						
21	Individuals With Disabilities (ADA)				0.00%		
22	Disability Status (ESEA/IDEA)				0.00%		
23	Economically Disadvantaged				0.00%		
24	Single Parents				0.00%		
25	Displaced Homemakers				0.00%		
26	Limited English Proficient				0.00%		
27	Migrant Status				0.00%		
28	Nontraditional Enrollees				0.00%		
29	Tech Prep				0.00%		

\*See "Definition of Terms" for guidance with reporting the Race and Ethnicity Categories.

**Additional Information:**

Secondary data submission through EDEN.

**Student Accountability Forms for the Section 113 Core Indicators of Performance (Title I)  
SECONDARY LEVEL  
2S1: TECHNICAL SKILL ATTAINMENT**

STATE: Minnesota

PROGRAM YEAR: 2009-2010

Amended Performance Data

Date of Filing Amended Data: \_\_\_\_\_

	A	B	C	D	E	F	
Line	Population	Number of Students in the Numerator	Number of Students in the Denominator	State Adjusted Level of Performance	Actual Level of Performance	Adjusted vs. Actual Level of Performance	Met 90% of Adjusted Level of Performance (Y,N)
1	<b>GRAND TOTAL</b>	0	0	88.33%	0.00%	D	N
2	<b>GENDER</b>						
3	Male				0.00%		
4	Female				0.00%		
5	<b>RACE/ETHNICITY* (1977 Standards)</b>						
6	American Indian or Alaskan Native				0.00%		
7	Asian or Pacific Islander				0.00%		
8	Black (not Hispanic)				0.00%		
9	Hispanic				0.00%		
10	White				0.00%		
11	Unknown				0.00%		
12	<b>RACE/ETHNICITY* (1997 Revised Standards)</b>						
13	American Indian or Alaska Native				0.00%		
14	Asian				0.00%		
15	Black or African American				0.00%		
16	Hispanic/Latino				0.00%		
17	Native Hawaii or Other Pacific Islander				0.00%		
18	White				0.00%		
19	Two or More Races				0.00%		
20	<b>SPECIAL POPULATIONS AND OTHER STUDENT CATEGORIES</b>						
21	Individuals With Disabilities (ADA)				0.00%		
22	Disability Status (ESEA/IDEA)				0.00%		
23	Economically Disadvantaged				0.00%		
24	Single Parents				0.00%		
25	Displaced Homemakers				0.00%		
26	Limited English Proficient				0.00%		
27	Migrant Status				0.00%		
28	Nontraditional Enrollees				0.00%		
29	Tech Prep				0.00%		

\*See "Definition of Terms" for guidance with reporting the Race and Ethnicity Categories.

**Additional Information:**

Secondary data submission through EDEN.

**Student Accountability Forms for the Section 113 Core Indicators of Performance (Title I)  
SECONDARY LEVEL  
3S1: SCHOOL COMPLETION**

STATE: Minnesota

PROGRAM YEAR: 2009-2010

Amended Performance Data

Date of Filing Amended Data: \_\_\_\_\_

	A	B	C	D	E	F	
Line	Population	Number of Students in the Numerator	Number of Students in the Denominator	State Adjusted Level of Performance	Actual Level of Performance	Adjusted vs. Actual Level of Performance	Met 90% of Adjusted Level of Performance (Y,N)
1	<b>GRAND TOTAL</b>	0	0	73.33%	0.00%	D	N
2	<b>GENDER</b>						
3	Male				0.00%		
4	Female				0.00%		
5	<b>RACE/ETHNICITY* (1977 Standards)</b>						
6	American Indian or Alaskan Native				0.00%		
7	Asian or Pacific Islander				0.00%		
8	Black (not Hispanic)				0.00%		
9	Hispanic				0.00%		
10	White				0.00%		
11	Unknown				0.00%		
12	<b>RACE/ETHNICITY* (1997 Revised Standards)</b>						
13	American Indian or Alaska Native				0.00%		
14	Asian				0.00%		
15	Black or African American				0.00%		
16	Hispanic/Latino				0.00%		
17	Native Hawaii or Other Pacific Islander				0.00%		
18	White				0.00%		
19	Two or More Races				0.00%		
20	<b>SPECIAL POPULATIONS AND OTHER STUDENT CATEGORIES</b>						
21	Individuals With Disabilities (ADA)				0.00%		
22	Disability Status (ESEA/IDEA)				0.00%		
23	Economically Disadvantaged				0.00%		
24	Single Parents				0.00%		
25	Displaced Homemakers				0.00%		
26	Limited English Proficient				0.00%		
27	Migrant Status				0.00%		
28	Nontraditional Enrollees				0.00%		
29	Tech Prep				0.00%		
30	<b>DISAGGREGATE INDICATORS</b>						
31	General Education Development (GED)				0.00%		
32	Diploma				0.00%		
33	Certificate				0.00%		

\*See "Definition of Terms" for guidance with reporting the Race and Ethnicity Categories.

**Additional Information:**

Secondary data submission through EDEN.

**Student Accountability Forms for the Section 113 Core Indicators of Performance (Title I)  
SECONDARY LEVEL  
4S1: STUDENT GRADUATION RATES**

STATE: Minnesota

PROGRAM YEAR: 2009-2010

Amended Performance Data

Date of Filing Amended Data: \_\_\_\_\_

		A	B	C	D	E	F
Line	Population	Number of Students in the Numerator	Number of Students in the Denominator	State Adjusted Level of Performance	Actual Level of Performance	Adjusted vs. Actual Level of Performance	Met 90% of Adjusted Level of Performance (Y,N)
1	<b>GRAND TOTAL</b>	0	0	82.00%	0.00%	D	N
2	<b>GENDER</b>						
3	Male				0.00%		
4	Female				0.00%		
5	<b>RACE/ETHNICITY* (1977 Standards)</b>						
6	American Indian or Alaskan Native				0.00%		
7	Asian or Pacific Islander				0.00%		
8	Black (not Hispanic)				0.00%		
9	Hispanic				0.00%		
10	White				0.00%		
11	Unknown				0.00%		
12	<b>RACE/ETHNICITY* (1997 Revised Standards)</b>						
13	American Indian or Alaska Native				0.00%		
14	Asian				0.00%		
15	Black or African American				0.00%		
16	Hispanic/Latino				0.00%		
17	Native Hawaii or Other Pacific Islander				0.00%		
18	White				0.00%		
19	Two or More Races				0.00%		
20	<b>SPECIAL POPULATIONS AND OTHER STUDENT CATEGORIES</b>						
21	Individuals With Disabilities (ADA)				0.00%		
22	Disability Status (ESEA/IDEA)				0.00%		
23	Economically Disadvantaged				0.00%		
24	Single Parents				0.00%		
25	Displaced Homemakers				0.00%		
26	Limited English Proficient				0.00%		
27	Migrant Status				0.00%		
28	Nontraditional Enrollees				0.00%		
29	Tech Prep				0.00%		

\*See "Definition of Terms" for guidance with reporting the Race and Ethnicity Categories.

**Additional Information:**

Secondary data submission through EDEN.

**Student Accountability Forms for the Section 113 Core Indicators of Performance (Title I)  
SECONDARY LEVEL  
5S1: PLACEMENT**

STATE: Minnesota

PROGRAM YEAR: 2009-2010

Amended Performance Data

Date of Filing Amended Data: \_\_\_\_\_

Line	Population	A Number of Students in the Numerator	B Number of Students in the Denominator	C State Adjusted Level of Performance	D Actual Level of Performance	E Adjusted vs. Actual Level of Performance	F Met 90% of Adjusted Level of Performance (Y,N)
1	<b>GRAND TOTAL</b>	<b>9338</b>	<b>19142</b>	<b>88.33%</b>	<b>48.78%</b>	<b>D</b>	<b>N</b>
2	<b>GENDER</b>						
3	Male	5275	10809		48.80%		
4	Female	4063	8333		48.76%		
5	<b>RACE/ETHNICITY* (1977 Standards)</b>						
6	American Indian or Alaskan Native	94	1080		8.70%		
7	Asian or Pacific Islander	180	273		65.93%		
8	Black (not Hispanic)	404	643		62.83%		
9	Hispanic	206	939		21.94%		
10	White	8454	16207		52.16%		
11	Unknown	N/P	N/P		XXX%		
12	<b>RACE/ETHNICITY* (1997 Revised Standards)</b>						
13	American Indian or Alaska Native				0.00%		
14	Asian				0.00%		
15	Black or African American				0.00%		
16	Hispanic/Latino				0.00%		
17	Native Hawaii or Other Pacific Islander				0.00%		
18	White				0.00%		
19	Two or More Races				0.00%		
20	<b>SPECIAL POPULATIONS AND OTHER STUDENT CATEGORIES</b>						
21	Individuals With Disabilities (ADA)				0.00%		
22	Disability Status (ESEA/IDEA)	N/P	N/P		XXX%		
23	Economically Disadvantaged	N/P	N/P		XXX%		
24	Single Parents	N/P	N/P		XXX%		
25	Displaced Homemakers	N/P	N/P		XXX%		
26	Limited English Proficient	N/P	N/P		XXX%		
27	Migrant Status	N/P	N/P		XXX%		
28	Nontraditional Enrollees	N/P	N/P		XXX%		
29	Tech Prep	N/P	N/P		XXX%		
30	<b>DISAGGREGATE INDICATORS</b>						
31	Advanced Training & Postsecondary Education	9338	18999		49.15%		
32	Employment	N/P	N/P		XXX%		
33	Military	N/P	N/P		XXX%		

\*See "Definition of Terms" for guidance with reporting the Race and Ethnicity Categories.

**Additional Information:**

This is our first year, with permission from the state legislature, to use a third party to do a data match for postsecondary placement data. The data was limited to students who enrolled in Minnesota postsecondary institutions. We have many limitations to the data collection and were unable to collect information from the Department of Economic Development for employment data. We are unable to secure the necessary permission and funding to utilize the National clearinghouse for students who enroll in postsecondary schools outside of Minnesota. This first year of using the MOHE system did not provide the necessary information to fill in the numerators for gender. The numerators for gender were estimated using the gender breakdown for students in the denominator.

**Student Accountability Forms for the Section 113 Core Indicators of Performance (Title I)  
SECONDARY LEVEL  
6S1: NONTRADITIONAL PARTICIPATION**

STATE: Minnesota

PROGRAM YEAR: 2009-2010

Amended Performance Data

Date of Filing Amended Data: \_\_\_\_\_

	A	B	C	D	E	F	
Line	Population	Number of Students in the Numerator	Number of Students in the Denominator	State Adjusted Level of Performance	Actual Level of Performance	Adjusted vs. Actual Level of Performance	Met 90% of Adjusted Level of Performance (Y,N)
1	<b>GRAND TOTAL</b>	0	0	39.00%	0.00%	<b>D</b>	<b>N</b>
2	<b>GENDER</b>						
3	Male				0.00%		
4	Female				0.00%		
5	<b>RACE/ETHNICITY* (1977 Standards)</b>						
6	American Indian or Alaskan Native				0.00%		
7	Asian or Pacific Islander				0.00%		
8	Black (not Hispanic)				0.00%		
9	Hispanic				0.00%		
10	White				0.00%		
11	Unknown				0.00%		
12	<b>RACE/ETHNICITY* (1997 Revised Standards)</b>						
13	American Indian or Alaska Native				0.00%		
14	Asian				0.00%		
15	Black or African American				0.00%		
16	Hispanic/Latino				0.00%		
17	Native Hawaii or Other Pacific Islander				0.00%		
18	White				0.00%		
19	Two or More Races				0.00%		
20	<b>SPECIAL POPULATIONS AND OTHER STUDENT CATEGORIES</b>						
21	Individuals With Disabilities (ADA)				0.00%		
22	Disability Status (ESEA/IDEA)				0.00%		
23	Economically Disadvantaged				0.00%		
24	Single Parents				0.00%		
25	Displaced Homemakers				0.00%		
26	Limited English Proficient				0.00%		
27	Migrant Status				0.00%		
28	Tech Prep				0.00%		

\*See "Definition of Terms" for guidance with reporting the Race and Ethnicity Categories.

**Additional Information:**

Secondary data submission through EDEN.

**Student Accountability Forms for the Section 113 Core Indicators of Performance (Title I)  
SECONDARY LEVEL  
6S2: NONTRADITIONAL COMPLETION**

STATE: Minnesota

PROGRAM YEAR: 2009-2010

Amended Performance Data

Date of Filing Amended Data: \_\_\_\_\_

Line	Population	A Number of Students in the Numerator	B Number of Students in the Denominator	C State Adjusted Level of Performance	D Actual Level of Performance	E Adjusted vs. Actual Level of Performance	F Met 90% of Adjusted Level of Performance (Y,N)
1	<b>GRAND TOTAL</b>	0	0	36.00%	0.00%	<b>D</b>	<b>N</b>
2	<b>GENDER</b>						
3	Male				0.00%		
4	Female				0.00%		
5	<b>RACE/ETHNICITY* (1977 Standards)</b>						
6	American Indian or Alaskan Native				0.00%		
7	Asian or Pacific Islander				0.00%		
8	Black (not Hispanic)				0.00%		
9	Hispanic				0.00%		
10	White				0.00%		
11	Unknown				0.00%		
12	<b>RACE/ETHNICITY* (1997 Revised Standards)</b>						
13	American Indian or Alaska Native				0.00%		
14	Asian				0.00%		
15	Black or African American				0.00%		
16	Hispanic/Latino				0.00%		
17	Native Hawaii or Other Pacific Islander				0.00%		
18	White				0.00%		
19	Two or More Races				0.00%		
20	<b>SPECIAL POPULATIONS AND OTHER STUDENT CATEGORIES</b>						
21	Individuals With Disabilities (ADA)				0.00%		
22	Disability Status (ESEA/IDEA)				0.00%		
23	Economically Disadvantaged				0.00%		
24	Single Parents				0.00%		
25	Displaced Homemakers				0.00%		
26	Limited English Proficient				0.00%		
27	Migrant Status				0.00%		
28	Tech Prep				0.00%		

\*See "Definition of Terms" for guidance with reporting the Race and Ethnicity Categories.

**Additional Information:**

Secondary data submission through EDEN.

**Student Accountability Forms for the Section 113 Core Indicators of Performance (Title I)  
POSTSECONDARY LEVEL  
1P1: TECHNICAL SKILL ATTAINMENT**

STATE: Minnesota

PROGRAM YEAR: 2009-2010

Amended Performance Data

Date of Filing Amended Data: \_\_\_\_\_

Line	Population	A Number of Students in the Numerator	B Number of Students in the Denominator	C State Adjusted Level of Performance	D Actual Level of Performance	E Adjusted vs. Actual Level of Performance	F Met 90% of Adjusted Level of Performance (Y,N)
1	<b>GRAND TOTAL</b>	3622	4175	68.89%	86.75%	E	Y
2	<b>GENDER</b>						
3	Male	740	826		89.59%		
4	Female	2882	3349		86.06%		
5	<b>RACE/ETHNICITY* (1977 Standards)</b>						
6	American Indian or Alaskan Native	N/P	N/P		XXX%		
7	Asian or Pacific Islander	N/P	N/P		XXX%		
8	Black (not Hispanic)	N/P	N/P		XXX%		
9	Hispanic	N/P	N/P		XXX%		
10	White	N/P	N/P		XXX%		
11	Unknown	N/P	N/P		XXX%		
12	<b>RACE/ETHNICITY* (1997 Revised Standards)</b>						
13	American Indian or Alaska Native				0.00%		
14	Asian				0.00%		
15	Black or African American				0.00%		
16	Hispanic/Latino				0.00%		
17	Native Hawaii or Other Pacific Islander				0.00%		
18	White				0.00%		
19	Two or More Races				0.00%		
20	Unknown				0.00%		
21	<b>SPECIAL POPULATIONS AND OTHER STUDENT CATEGORIES</b>						
22	Individuals With Disabilities (ADA)	N/P	N/P		XXX%		
23	Economically Disadvantaged	N/P	N/P		XXX%		
24	Single Parents	N/P	N/P		XXX%		
25	Displaced Homemakers	N/P	N/P		XXX%		
26	Limited English Proficient	N/P	N/P		XXX%		
27	Nontraditional Enrollees	N/P	N/P		XXX%		
28	Tech Prep	PNO	PNO		XXX%		

\*See "Definition of Terms" for guidance with reporting the Race and Ethnicity Categories.

**Additional Information:**

As indicated in the Minnesota State Plan, Minnesota is using licensure pass rates as a proxy measure for technical skill attainment as we work on developing a more inclusive and robust measure. The most recent licensure data available in the Minnesota State Colleges and Universities system wide accountability dashboard (<http://www.mnscu.edu/board/accountability/index.html>) is for 2008 and is available for nursing, law enforcement and radiography. This 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 area at system colleges in FY2008.

**Student Accountability Forms for the Section 113 Core Indicators of Performance (Title I)  
POSTSECONDARY LEVEL  
2P1: CREDENTIAL, CERTIFICATE, OR DEGREE**

STATE: Minnesota

PROGRAM YEAR: 2009-2010

Amended Performance Data

Date of Filing Amended Data: \_\_\_\_\_

	A	B	C	D	E	F	
Line	Population	Number of Students in the Numerator	Number of Students in the Denominator	State Adjusted Level of Performance	Actual Level of Performance	Adjusted vs. Actual Level of Performance	Met 90% of Adjusted Level of Performance (Y,N)
1	<b>GRAND TOTAL</b>	<b>11091</b>	<b>23403</b>	<b>48.00%</b>	<b>47.39%</b>	<b>D</b>	<b>Y</b>
2	<b>GENDER</b>						
3	Male	5168	11420		45.25%		
4	Female	5923	11983		49.43%		
5	<b>RACE/ETHNICITY* (1977 Standards)</b>						
6	American Indian or Alaskan Native	128	336		38.10%		
7	Asian or Pacific Islander	386	970		39.79%		
8	Black (not Hispanic)	589	1821		32.34%		
9	Hispanic	307	817		37.58%		
10	White	9537	19173		49.74%		
11	Unknown	144	286		50.35%		
12	<b>RACE/ETHNICITY* (1997 Revised Standards)</b>						
13	American Indian or Alaska Native				0.00%		
14	Asian				0.00%		
15	Black or African American				0.00%		
16	Hispanic/Latino				0.00%		
17	Native Hawaii or Other Pacific Islander				0.00%		
18	White				0.00%		
19	Two or More Races				0.00%		
20	Unknown				0.00%		
21	<b>SPECIAL POPULATIONS AND OTHER STUDENT CATEGORIES</b>						
22	Individuals With Disabilities (ADA)	334	829		40.29%		
23	Economically Disadvantaged	3878	9001		43.08%		
24	Single Parents	288	699		41.20%		
25	Displaced Homemakers	136	303		44.88%		
26	Limited English Proficient	203	715		28.39%		
27	Nontraditional Enrollees	1410	3646		38.67%		
28	Tech Prep	PNO	PNO		XXX%		
29	<b>DISAGGREGATE INDICATORS</b>						
30	Credential	PNO			0.00%		
31	Certificate	7045			0.00%		
32	Degree	4046			0.00%		

\*See "Definition of Terms" for guidance with reporting the Race and Ethnicity Categories.

Additional Information:

**Student Accountability Forms for the Section 113 Core Indicators of Performance (Title I)  
POSTSECONDARY LEVEL  
3P1: STUDENT RETENTION OR TRANSFER**

STATE: Minnesota

PROGRAM YEAR: 2009-2010

Amended Performance Data

Date of Filing Amended Data: \_\_\_\_\_

Line	Population	A Number of Students in the Numerator	B Number of Students in the Denominator	C State Adjusted Level of Performance	D Actual Level of Performance	E Adjusted vs. Actual Level of Performance	F Met 90% of Adjusted Level of Performance (Y,N)
1	<b>GRAND TOTAL</b>	<b>6806</b>	<b>23403</b>	<b>28.00%</b>	<b>29.08%</b>	<b>E</b>	<b>Y</b>
2	<b>GENDER</b>						
3	Male	3131	11420		27.42%		
4	Female	3675	11983		30.67%		
5	<b>RACE/ETHNICITY* (1977 Standards)</b>						
6	American Indian or Alaskan Native	101	336		30.06%		
7	Asian or Pacific Islander	378	970		38.97%		
8	Black (not Hispanic)	802	1821		44.04%		
9	Hispanic	290	817		35.50%		
10	White	5159	19173		26.91%		
11	Unknown	76	286		26.57%		
12	<b>RACE/ETHNICITY* (1997 Revised Standards)</b>						
13	American Indian or Alaska Native				0.00%		
14	Asian				0.00%		
15	Black or African American				0.00%		
16	Hispanic/Latino				0.00%		
17	Native Hawaii or Other Pacific Islander				0.00%		
18	White				0.00%		
19	Two or More Races				0.00%		
20	Unknown				0.00%		
21	<b>SPECIAL POPULATIONS AND OTHER STUDENT CATEGORIES</b>						
22	Individuals With Disabilities (ADA)	283	829		34.14%		
23	Economically Disadvantaged	3030	9001		33.66%		
24	Single Parents	249	699		35.62%		
25	Displaced Homemakers	129	303		42.57%		
26	Limited English Proficient	370	715		51.75%		
27	Nontraditional Enrollees	1230	3646		33.74%		
28	Tech Prep	PNO	PNO		XXX%		

\*See "Definition of Terms" for guidance with reporting the Race and Ethnicity Categories.

<b>Additional Information:</b>

**Student Accountability Forms for the Section 113 Core Indicators of Performance (Title I)  
POSTSECONDARY LEVEL  
4P1: STUDENT PLACEMENT**

STATE: Minnesota

PROGRAM YEAR: 2009-2010

Amended Performance Data

Date of Filing Amended Data: \_\_\_\_\_

Line	Population	A Number of Students in the Numerator	B Number of Students in the Denominator	C State Adjusted Level of Performance	D Actual Level of Performance	E Adjusted vs. Actual Level of Performance	F Met 90% of Adjusted Level of Performance (Y,N)
1	<b>GRAND TOTAL</b>	<b>9549</b>	<b>11200</b>	<b>78.00%</b>	<b>85.26%</b>	<b>E</b>	<b>Y</b>
2	<b>GENDER</b>						
3	Male	4418	5174		85.39%		
4	Female	5131	6026		85.15%		
5	<b>RACE/ETHNICITY* (1977 Standards)</b>						
6	American Indian or Alaskan Native	87	129		67.44%		
7	Asian or Pacific Islander	289	355		81.41%		
8	Black (not Hispanic)	453	580		78.10%		
9	Hispanic	254	307		82.74%		
10	White	8234	9506		86.62%		
11	Unknown	232	323		71.83%		
12	<b>RACE/ETHNICITY* (1997 Revised Standards)</b>						
13	American Indian or Alaska Native				0.00%		
14	Asian				0.00%		
15	Black or African American				0.00%		
16	Hispanic/Latino				0.00%		
17	Native Hawaii or Other Pacific Islander				0.00%		
18	White				0.00%		
19	Two or More Races				0.00%		
20	Unknown				0.00%		
21	<b>SPECIAL POPULATIONS AND OTHER STUDENT CATEGORIES</b>						
22	Individuals With Disabilities (ADA)	261	330		79.09%		
23	Economically Disadvantaged	3078	3630		84.79%		
24	Single Parents	236	280		84.29%		
25	Displaced Homemakers	59	71		83.10%		
26	Limited English Proficient	97	132		73.48%		
27	Nontraditional Enrollees	1223	1508		81.10%		
28	Tech Prep	PNO	PNO		XXX%		
29	<b>DISAGGREGATE INDICATORS</b>						
30	Apprenticeship	N/P			0.00%		
31	Employment	N/P			0.00%		
32	Military	N/P			0.00%		

\*See "Definition of Terms" for guidance with reporting the Race and Ethnicity Categories.

**Additional Information:**

**Student Accountability Forms for the Section 113 Core Indicators of Performance (Title I)  
POSTSECONDARY LEVEL  
5P1: NONTRADITIONAL PARTICIPATION**

STATE: Minnesota

PROGRAM YEAR: 2009-2010

Amended Performance Data

Date of Filing Amended Data: \_\_\_\_\_

Line	Population	A Number of Students in the Numerator	B Number of Students in the Denominator	C State Adjusted Level of Performance	D Actual Level of Performance	E Adjusted vs. Actual Level of Performance	F Met 90% of Adjusted Level of Performance (Y,N)
1	<b>GRAND TOTAL</b>	<b>7183</b>	<b>31883</b>	<b>17.20%</b>	<b>22.53%</b>	<b>E</b>	<b>Y</b>
2	<b>GENDER</b>						
3	Male	4174	15313		27.26%		
4	Female	3009	16570		18.16%		
5	<b>RACE/ETHNICITY* (1977 Standards)</b>						
6	American Indian or Alaskan Native	148	583		25.39%		
7	Asian or Pacific Islander	423	1516		27.90%		
8	Black (not Hispanic)	1255	3693		33.98%		
9	Hispanic	312	1317		23.69%		
10	White	4969	24365		20.39%		
11	Unknown	76	409		18.58%		
12	<b>RACE/ETHNICITY* (1997 Revised Standards)</b>						
13	American Indian or Alaska Native				0.00%		
14	Asian				0.00%		
15	Black or African American				0.00%		
16	Hispanic/Latino				0.00%		
17	Native Hawaii or Other Pacific Islander				0.00%		
18	White				0.00%		
19	Two or More Races				0.00%		
20	Unknown				0.00%		
21	<b>SPECIAL POPULATIONS AND OTHER STUDENT CATEGORIES</b>						
22	Individuals With Disabilities (ADA)	252	1136		22.18%		
23	Economically Disadvantaged	2809	12141		23.14%		
24	Single Parents	224	1053		21.27%		
25	Displaced Homemakers	93	408		22.79%		
26	Limited English Proficient	382	1164		32.82%		
27	Tech Prep	PNO	PNO		XXX%		

\*See "Definition of Terms" for guidance with reporting the Race and Ethnicity Categories.

**Additional Information:**

**Student Accountability Forms for the Section 113 Core Indicators of Performance (Title I)  
POSTSECONDARY LEVEL  
5P2: NONTRADITIONAL COMPLETION**

STATE: Minnesota

PROGRAM YEAR: 2009-2010

Amended Performance Data

Date of Filing Amended Data: \_\_\_\_\_

Line	Population	A Number of Students in the Numerator	B Number of Students in the Denominator	C State Adjusted Level of Performance	D Actual Level of Performance	E Adjusted vs. Actual Level of Performance	F Met 90% of Adjusted Level of Performance (Y,N)
1	<b>GRAND TOTAL</b>	1411	10126	12.00%	13.93%	E	Y
2	<b>GENDER</b>						
3	Male	882	4706		18.74%		
4	Female	529	5420		9.76%		
5	<b>RACE/ETHNICITY* (1977 Standards)</b>						
6	American Indian or Alaskan Native	16	118		13.56%		
7	Asian or Pacific Islander	68	356		19.10%		
8	Black (not Hispanic)	142	547		25.96%		
9	Hispanic	59	280		21.07%		
10	White	1108	8695		12.74%		
11	Unknown	18	130		13.85%		
12	<b>RACE/ETHNICITY* (1997 Revised Standards)</b>						
13	American Indian or Alaska Native				0.00%		
14	Asian				0.00%		
15	Black or African American				0.00%		
16	Hispanic/Latino				0.00%		
17	Native Hawaii or Other Pacific Islander				0.00%		
18	White				0.00%		
19	Two or More Races				0.00%		
20	Unknown				0.00%		
21	<b>SPECIAL POPULATIONS AND OTHER STUDENT CATEGORIES</b>						
22	Individuals With Disabilities (ADA)	36	296		12.16%		
23	Economically Disadvantaged	477	3545		13.46%		
24	Single Parents	31	272		11.40%		
25	Displaced Homemakers	22	129		17.05%		
26	Limited English Proficient	40	191		20.94%		
27	Tech Prep	PNO	PNO		XXX%		

\*See "Definition of Terms" for guidance with reporting the Race and Ethnicity Categories.

**Additional Information:**

**Student Accountability Forms for the Section 113 Core Indicators of Performance (Title I)  
ADULT LEVEL  
1A1: TECHNICAL SKILL ATTAINMENT**

STATE: Minnesota

PROGRAM YEAR: 2009-2010

Amended Performance Data

Date of Filing Amended Data: \_\_\_\_\_

	A	B	C	D	E	F	
Line	Population	Number of Students in the Numerator	Number of Students in the Denominator	State Adjusted Level of Performance	Actual Level of Performance	Adjusted vs. Actual Level of Performance	Met 90% of Adjusted Level of Performance (Y,N)
1	<b>GRAND TOTAL</b>	0	0	#N/A	0.00%	#N/A	#N/A
2	<b>GENDER</b>						
3	Male	N/P	N/P		XXX%		
4	Female	N/P	N/P		XXX%		
5	<b>RACE/ETHNICITY* (1977 Standards)</b>						
6	American Indian or Alaskan Native	N/P	N/P		XXX%		
7	Asian or Pacific Islander	N/P	N/P		XXX%		
8	Black (not Hispanic)	N/P	N/P		XXX%		
9	Hispanic	N/P	N/P		XXX%		
10	White	N/P	N/P		XXX%		
11	Unknown	N/P	N/P		XXX%		
12	<b>RACE/ETHNICITY* (1997 Revised Standards)</b>						
13	American Indian or Alaska Native				0.00%		
14	Asian				0.00%		
15	Black or African American				0.00%		
16	Hispanic/Latino				0.00%		
17	Native Hawaii or Other Pacific Islander				0.00%		
18	White				0.00%		
19	Two or More Races				0.00%		
20	Unknown				0.00%		
21	<b>SPECIAL POPULATIONS AND OTHER STUDENT CATEGORIES</b>						
22	Individuals With Disabilities (ADA)	N/P	N/P		XXX%		
23	Economically Disadvantaged	N/P	N/P		XXX%		
24	Single Parents	N/P	N/P		XXX%		
25	Displaced Homemakers	N/P	N/P		XXX%		
26	Limited English Proficient	N/P	N/P		XXX%		
27	Nontraditional Enrollees	N/P	N/P		XXX%		
28	Tech Prep	N/P	N/P		XXX%		

\*See "Definition of Terms" for guidance with reporting the Race and Ethnicity Categories.

**Additional Information:**

**Student Accountability Forms for the Section 113 Core Indicators of Performance (Title I)  
ADULT LEVEL  
2A1: CREDENTIAL, CERTIFICATE, OR DEGREE**

STATE: Minnesota

PROGRAM YEAR: 2009-2010

Amended Performance Data

Date of Filing Amended Data: \_\_\_\_\_

	A	B	C	D	E	F	
Line	Population	Number of Students in the Numerator	Number of Students in the Denominator	State Adjusted Level of Performance	Actual Level of Performance	Adjusted vs. Actual Level of Performance	Met 90% of Adjusted Level of Performance (Y,N)
1	<b>GRAND TOTAL</b>	0	0	#N/A	0.00%	#N/A	#N/A
2	<b>GENDER</b>						
3	Male	N/P	N/P		XXX%		
4	Female	N/P	N/P		XXX%		
5	<b>RACE/ETHNICITY* (1977 Standards)</b>						
6	American Indian or Alaskan Native	N/P	N/P		XXX%		
7	Asian or Pacific Islander	N/P	N/P		XXX%		
8	Black (not Hispanic)	N/P	N/P		XXX%		
9	Hispanic	N/P	N/P		XXX%		
10	White	N/P	N/P		XXX%		
11	Unknown	N/P	N/P		XXX%		
12	<b>RACE/ETHNICITY* (1997 Revised Standards)</b>						
13	American Indian or Alaska Native				0.00%		
14	Asian				0.00%		
15	Black or African American				0.00%		
16	Hispanic/Latino				0.00%		
17	Native Hawaii or Other Pacific Islander				0.00%		
18	White				0.00%		
19	Two or More Races				0.00%		
20	Unknown				0.00%		
21	<b>SPECIAL POPULATIONS AND OTHER STUDENT CATEGORIES</b>						
22	Individuals With Disabilities (ADA)	N/P	N/P		XXX%		
23	Economically Disadvantaged	N/P	N/P		XXX%		
24	Single Parents	N/P	N/P		XXX%		
25	Displaced Homemakers	N/P	N/P		XXX%		
26	Limited English Proficient	N/P	N/P		XXX%		
27	Nontraditional Enrollees	N/P	N/P		XXX%		
28	Tech Prep	N/P	N/P		XXX%		
29	<b>DISAGGREGATE INDICATORS</b>						
30	Credential	N/P			0.00%		
31	Certificate	N/P			0.00%		
32	Degree	N/P			0.00%		

\*See "Definition of Terms" for guidance with reporting the Race and Ethnicity Categories.

Additional Information:

**Student Accountability Forms for the Section 113 Core Indicators of Performance (Title I)  
ADULT LEVEL  
3A1: STUDENT RETENTION OR TRANSFER**

STATE: Minnesota

PROGRAM YEAR: 2009-2010

Amended Performance Data

Date of Filing Amended Data: \_\_\_\_\_

	A	B	C	D	E	F	
Line	Population	Number of Students in the Numerator	Number of Students in the Denominator	State Adjusted Level of Performance	Actual Level of Performance	Adjusted vs. Actual Level of Performance	Met 90% of Adjusted Level of Performance (Y,N)
1	<b>GRAND TOTAL</b>	<b>0</b>	<b>0</b>	<b>#N/A</b>	<b>0.00%</b>	<b>#N/A</b>	<b>#N/A</b>
2	<b>GENDER</b>						
3	Male	N/P	N/P		XXX%		
4	Female	N/P	N/P		XXX%		
5	<b>RACE/ETHNICITY* (1977 Standards)</b>						
6	American Indian or Alaskan Native	N/P	N/P		XXX%		
7	Asian or Pacific Islander	N/P	N/P		XXX%		
8	Black (not Hispanic)	N/P	N/P		XXX%		
9	Hispanic	N/P	N/P		XXX%		
10	White	N/P	N/P		XXX%		
11	Unknown	N/P	N/P		XXX%		
12	<b>RACE/ETHNICITY* (1997 Revised Standards)</b>						
13	American Indian or Alaska Native				0.00%		
14	Asian				0.00%		
15	Black or African American				0.00%		
16	Hispanic/Latino				0.00%		
17	Native Hawaii or Other Pacific Islander				0.00%		
18	White				0.00%		
19	Two or More Races				0.00%		
20	Unknown				0.00%		
21	<b>SPECIAL POPULATIONS AND OTHER STUDENT CATEGORIES</b>						
22	Individuals With Disabilities (ADA)	N/P	N/P		XXX%		
23	Economically Disadvantaged	N/P	N/P		XXX%		
24	Single Parents	N/P	N/P		XXX%		
25	Displaced Homemakers	N/P	N/P		XXX%		
26	Limited English Proficient	N/P	N/P		XXX%		
27	Nontraditional Enrollees	N/P	N/P		XXX%		
28	Tech Prep	PNO	PNO		XXX%		

\*See "Definition of Terms" for guidance with reporting the Race and Ethnicity Categories.

**Additional Information:**

**Student Accountability Forms for the Section 113 Core Indicators of Performance (Title I)  
ADULT LEVEL  
4A1: STUDENT PLACEMENT**

STATE: Minnesota

PROGRAM YEAR: 2009-2010

Amended Performance Data

Date of Filing Amended Data: \_\_\_\_\_

	A	B	C	D	E	F	
Line	Population	Number of Students in the Numerator	Number of Students in the Denominator	State Adjusted Level of Performance	Actual Level of Performance	Adjusted vs. Actual Level of Performance	Met 90% of Adjusted Level of Performance (Y,N)
1	<b>GRAND TOTAL</b>	0	0	#N/A	0.00%	#N/A	#N/A
2	<b>GENDER</b>						
3	Male	N/P	N/P		XXX%		
4	Female	N/P	N/P		XXX%		
5	<b>RACE/ETHNICITY* (1977 Standards)</b>						
6	American Indian or Alaskan Native	N/P	N/P		XXX%		
7	Asian or Pacific Islander	N/P	N/P		XXX%		
8	Black (not Hispanic)	N/P	N/P		XXX%		
9	Hispanic	N/P	N/P		XXX%		
10	White	N/P	N/P		XXX%		
11	Unknown	N/P	N/P		XXX%		
12	<b>RACE/ETHNICITY* (1997 Revised Standards)</b>						
13	American Indian or Alaska Native				0.00%		
14	Asian				0.00%		
15	Black or African American				0.00%		
16	Hispanic/Latino				0.00%		
17	Native Hawaii or Other Pacific Islander				0.00%		
18	White				0.00%		
19	Two or More Races				0.00%		
20	Unknown				0.00%		
21	<b>SPECIAL POPULATIONS AND OTHER STUDENT CATEGORIES</b>						
22	Individuals With Disabilities (ADA)	N/P	N/P		XXX%		
23	Economically Disadvantaged	N/P	N/P		XXX%		
24	Single Parents	N/P	N/P		XXX%		
25	Displaced Homemakers	N/P	N/P		XXX%		
26	Limited English Proficient	N/P	N/P		XXX%		
27	Nontraditional Enrollees	N/P	N/P		XXX%		
28	Tech Prep	PNO	PNO		XXX%		
29	<b>DISAGGREGATE INDICATORS</b>						
30	Apprenticeship	N/P			0.00%		
31	Employment	N/P			0.00%		
32	Military	N/P			0.00%		

\*See "Definition of Terms" for guidance with reporting the Race and Ethnicity Categories.

**Additional Information:**

**Student Accountability Forms for the Section 113 Core Indicators of Performance (Title I)  
ADULT LEVEL  
5A1: NONTRADITIONAL PARTICIPATION**

STATE: Minnesota

PROGRAM YEAR: 2009-2010

Amended Performance Data

Date of Filing Amended Data: \_\_\_\_\_

Line	Population	A Number of Students in the Numerator	B Number of Students in the Denominator	C State Adjusted Level of Performance	D Actual Level of Performance	E Adjusted vs. Actual Level of Performance	F Met 90% of Adjusted Level of Performance (Y,N)
1	<b>GRAND TOTAL</b>	0	0	#N/A	0.00%	#N/A	#N/A
2	<b>GENDER</b>						
3	Male	N/P	N/P		XXX%		
4	Female	N/P	N/P		XXX%		
5	<b>RACE/ETHNICITY* (1977 Standards)</b>						
6	American Indian or Alaskan Native	N/P	N/P		XXX%		
7	Asian or Pacific Islander	N/P	N/P		XXX%		
8	Black (not Hispanic)	N/P	N/P		XXX%		
9	Hispanic	N/P	N/P		XXX%		
10	White	N/P	N/P		XXX%		
11	Unknown	N/P	N/P		XXX%		
12	<b>RACE/ETHNICITY* (1997 Revised Standards)</b>						
13	American Indian or Alaska Native				0.00%		
14	Asian				0.00%		
15	Black or African American				0.00%		
16	Hispanic/Latino				0.00%		
17	Native Hawaii or Other Pacific Islander				0.00%		
18	White				0.00%		
19	Two or More Races				0.00%		
20	Unknown				0.00%		
21	<b>SPECIAL POPULATIONS AND OTHER STUDENT CATEGORIES</b>						
22	Individuals With Disabilities (ADA)	N/P	N/P		XXX%		
23	Economically Disadvantaged	N/P	N/P		XXX%		
24	Single Parents	N/P	N/P		XXX%		
25	Displaced Homemakers	N/P	N/P		XXX%		
26	Limited English Proficient	N/P	N/P		XXX%		
27	Tech Prep	PNO	PNO		XXX%		

\*See "Definition of Terms" for guidance with reporting the Race and Ethnicity Categories.

**Additional Information:**

**Student Accountability Forms for the Section 113 Core Indicators of Performance (Title I)  
ADULT LEVEL  
5A2: NONTRADITIONAL COMPLETION**

STATE: Minnesota

PROGRAM YEAR: 2009-2010

Amended Performance Data

Date of Filing Amended Data: \_\_\_\_\_

Line	Population	A Number of Students in the Numerator	B Number of Students in the Denominator	C State Adjusted Level of Performance	D Actual Level of Performance	E Adjusted vs. Actual Level of Performance	F Met 90% of Adjusted Level of Performance (Y,N)
1	<b>GRAND TOTAL</b>	0	0	#N/A	0.00%	#N/A	#N/A
2	<b>GENDER</b>						
3	Male	N/P	N/P		XXX%		
4	Female	N/P	N/P		XXX%		
5	<b>RACE/ETHNICITY* (1977 Standards)</b>						
6	American Indian or Alaskan Native	N/P	N/P		XXX%		
7	Asian or Pacific Islander	N/P	N/P		XXX%		
8	Black (not Hispanic)	N/P	N/P		XXX%		
9	Hispanic	N/P	N/P		XXX%		
10	White	N/P	N/P		XXX%		
11	Unknown	N/P	N/P		XXX%		
12	<b>RACE/ETHNICITY* (1997 Revised Standards)</b>						
13	American Indian or Alaska Native				0.00%		
14	Asian				0.00%		
15	Black or African American				0.00%		
16	Hispanic/Latino				0.00%		
17	Native Hawaii or Other Pacific Islander				0.00%		
18	White				0.00%		
19	Two or More Races				0.00%		
20	Unknown				0.00%		
21	<b>SPECIAL POPULATIONS AND OTHER STUDENT CATEGORIES</b>						
22	Individuals With Disabilities (ADA)	N/P	N/P		XXX%		
23	Economically Disadvantaged	N/P	N/P		XXX%		
24	Single Parents	N/P	N/P		XXX%		
25	Displaced Homemakers	N/P	N/P		XXX%		
26	Limited English Proficient	N/P	N/P		XXX%		
27	Tech Prep	PNO	PNO		XXX%		

\*See "Definition of Terms" for guidance with reporting the Race and Ethnicity Categories.

Additional Information:

**CARL D. PERKINS ACT OF 2006 – CONSOLIDATED ANNUAL REPORT FOR  
STATE OF MINNESOTA – FISCAL YEAR 2010 (JULY 1, 2009 – JUNE 30, 2010)**

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**OVERVIEW**

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The Minnesota State Colleges & Universities (MnSCU) Office of the Chancellor 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 Office of the Chancellor 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. In addition, 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 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. Title II funds have been combined with Title I as allowed in the Act with 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 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 related to required use of funds, then discusses activities related to permissible use of funds, describes progress in the development of programs of study and technical skill assessment and concludes with a discussion of 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.

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

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

During FY10, Minnesota expended leadership dollars to provide services throughout the state to benefit CTE programs and students, including special populations. Minnesotas' programs are offered, developed and supported based on thorough program reviews that focus on high skill, high wage, and high-demand criteria. At the secondary level, CTE programs are reviewed and approved every five years based on a standardized program approval rubric. At the postsecondary level, programs are reviewed and approved based on labor market information and aligned with indicators of a high-quality program (as indicated in MnSCU Policy 3.36 and Procedure 3.36.1 found at [www.mnscu.edu/board/policy/336.html](http://www.mnscu.edu/board/policy/336.html)). To assess these approved programs and outcomes indicative of student success, Minnesota CTE staff relies on enrollment and student performance data provided to MDE and MnSCU via statewide data reporting systems. Secondary funding recipients are able to report through the EDEN data submission processes and MnSCU campuses use an automated reporting system that allows them access to up-to-date data to track progress and steer continuous improvement. State CTE staff regularly reviews data and uses it to provide technical assistance to local fund recipients.

In addition, State CTE staff conduct 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 guide the local visits can be found at [http://www.cte.mnscu.edu/directories/documents/FY11\\_Monitoring\\_Criteria.doc](http://www.cte.mnscu.edu/directories/documents/FY11_Monitoring_Criteria.doc).

A number of important activities occurred during FY10 that contributed to the assessment of funded programs:

- Worked with local school districts to identify additional data collection needs required for Perkins IV.
- Continued to upgrade the MDE data system for FY09-FY10 to enable collection and use of longitudinal data.
- 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)]
- Utilized the fulltime labor market analyst at MnSCU, who assists various Academic and Student Affairs divisions and units with advice and guidance on:
  - ⇒ Linking demand side information to existing postsecondary engagement, attainment and transitions data.
  - ⇒ Producing information, reports and documents on employment and wage activity for individual colleges and universities within the Minnesota State Colleges and Universities as they develop, maintain, and adjust academic programming on their local campuses.

- 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.
- 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.
- The Governor proclaimed the last week of February as Entrepreneurial Week and provided a celebration at the State Capitol. This was supported by an MDE program specialist.
- Worked with Advisory Committees, industry, and DEED 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)]
- MN FutureWork operates an environmental scanning program 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 scanning program 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:

- Provided assistance in group purchasing of equipment and technology services for districts, campuses, or consortia.
- Explored need, availability, and equipment requirements of career and technical education teachers and prospective teachers related to accessing career and technical teacher education courses online.
- Provided online CTE courses for secondary and postsecondary students where applicable [Sec. 135 (c)(19)].
- Secondary National Automotive Technicians Education Foundation (NATEF)/Auto Yes programs are operating with equipment purchased using federal funds.
- ProStart/Safe Serv are growing in Minnesota including students with Special Needs.
- Continued collaboration with ABE, Workforce Centers, DEED, iSEEK, and other state agencies to combine existing technology systems to create a web tool that will assist FastTRAC learners in Adult Basic Education (ABE)/postsecondary settings. FastTRAC is a program that works to improve collaborative service delivery for improving education and employment outcomes of adult Minnesotans, particularly adults who lack the basic and foundational skills to enter and complete post secondary education, including occupational skill training.

In addition, State CTE staff expanded the ways in which technology was used to communicate and collaborate with consortia. During fiscal and accountability trainings opportunities offered to consortium leaders across the state, secondary and postsecondary leaders were provided hands-on training in Perkins

fiscal and accountability systems so as to facilitate accurate and timely data reporting. In addition, a variety of technological communication tools (i.e., WebEx, Google docs, Ning, 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 (including hands-on training in computer labs regarding data collection and reporting procedures)
- Conducted training for district and consortium leaders regarding program improvement and approval process
- Updated the Program Advisory Handbook and provided training for all 26 Consortia (found at [http://www.cte.mnscu.edu/consortia\\_resources/documents/MN\\_handbook\\_%282010%29\\_%28lower\\_res%29.pdf](http://www.cte.mnscu.edu/consortia_resources/documents/MN_handbook_%282010%29_%28lower_res%29.pdf)) to incorporate changes in Perkins IV legislation and to reflect changes in practices due to advances in electronic communication available since the handbook was last published
- Training continues for all Perkins consortium/district directors regarding using data for decision-making

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

- Worked with Bemidji State University, Southwest Minnesota State University, and the University of Minnesota to increase the number of online and alternative delivery Teacher Education Courses
- Provided training of school and campus CTE instructors on using and integrating NOCTI and Skills USA assessments into CTE programs
- Provided funding to Bemidji State University, Winona State University, Southwest Minnesota State University and the University of Minnesota for CTE Professional Teacher Development courses
- Faculty facilitated and promoted 14 webinars focused on the innovative integration of technology into instruction.
- Provided funds to Bemidji State University and the University of Minnesota for professionals to evaluate teacher applicant education and work credentials to develop individualized programs leading to teacher licensure
- On contract, the Center for Teaching and Learning (CTL) at MnSCU provided several programs for two-year-college faculty that promote the ongoing improvement of curricula and teaching methods. One of the most broadly engaging is an annual series of 12-18 discipline or program workshops, each organized by teams of faculty from technical and community colleges (and state universities). Discipline workshop funding is granted only to teams whose agendas center on collaborative development, discussion, and review of curricula and pedagogy. More information and the calendar of current and archived workshops are found at [http://wwwctl.mnscu.edu/programs/discipline\\_work/](http://wwwctl.mnscu.edu/programs/discipline_work/). Four discipline workshops in career and technical education occurred in FY10 and typically involved presentations on new industry standards and technologies, and the integration of industry standards and technology into curricula.

- At the postsecondary level, each college is required to establish a policy that outlines procedures by which faculty development occurs. The college policy, developed collaboratively with faculty and administration, must include the processes by which faculty professional development plans are developed and used. Each faculty member prepares 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 has developed the 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 among the Office of the Chancellor, Bemidji State University 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.
- CTL served more than 1000 two-year college faculty during the Realizing Student Potential/iTeach Conference. Faculty members were involved in sessions that focused on best practices and attended discipline-specific meetings.
- Training workshops delivered on “all aspects of the industry,” included definitions, scope and application within secondary curriculum.
- Hosted the annual CTE Best Practices Conference for more than 250 CTE administrators, teachers and faculty.

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

- Local Perkins IV recipients across the state provided training to counselors and academic advisers on POS, technical skill assessments and ways to use web-based career guidance resources including Minnesota Career Information System, iSEEK, GPS Lifeplan, and other printed career guidance resources like MnCareers magazine. GPS Lifeplan is a holistic program designed to help students plan for their futures. The program focuses on five areas of development: Career, Education, Finance, Leadership and Personal. In each area, students are encouraged to assess their needs, set goals, and create plans to move them in the direction of achieving their goals. The GPS LifePlan provides a framework/structure to help student's approach goal setting and connects them to resources that can help them achieve those goals.
- Customized the American Career Parent Resource Guide for Minnesota; with the help of Career Communications Inc., produced easy-to-understand information for parents and their high school students 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 postsecondary academic advisors regarding unique advising needs of adults re-entering school during or after military service or have entered postsecondary education through avenues other than recent high school experience.

#### 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:

- Offered workshops related to the implementation of the Minnesota Graduation Standards for CTE instructors consistent with NCLB.
- Introduced promising initiatives 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-16 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, 2-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.
- Collaborative efforts among secondary schools and postsecondary campuses 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.), hiring additional staffing for remediation and tutoring, and in one consortium bringing back retired teachers to work with students for contextual learning to increase their skills.
- Many local consortia regularly fund and administer the Accuplacer to Minnesota high school students in order to advise students on what course-taking decisions would better prepare them for postsecondary success.

**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 FY10, 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 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 FY10:

- Ongoing technical assistance was provided to consortia and individual schools and institutions to improve their ability to effectively examine disaggregated data through close examination of factors affecting differences in performance. To facilitate postsecondary programs in aligning 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 assigned traditional/non-traditional codes to CIPs as well.
- Minnesota completed second year activities for a National Governor's Association grant to develop STEM programs with special attention to NT participation, persistence, and completion.
- 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.
- Using state leadership funds, Minnesota has identified and collaborated in the delivery of professional development around the MN Girls Collaborative Project and the Northstar STEM alliance. This collaboration has resulted in a merger to a single statewide network, called MN STEM Network. The network offers a series of sustained professional development activities for instructors, teachers and administrators focused on NT STEM efforts locally, including:
  - ⇒ STEM Day at the State Fair;
  - ⇒ Joint STEM networking events;
  - ⇒ Quarterly STEM forums;
  - ⇒ Joint presentation on STEM initiatives at statewide conference on serving underrepresented students.
- 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.
- Local college-level consortium leaders organized a statewide task force to develop and establish a model for the development of adult pathways to enable individuals to find multiple entry and 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.
- MnSCU's iSEEK (operated under a joint powers agreement involving four state agencies, two higher education systems and four affiliate members) developed a number of career planning resources targeting teens and their parents that discussed preparation for postsecondary education leading to careers in high demand, high skill, and high wage occupations in Minnesota. The publication called *Pathways to Success* is available in both downloadable print and streaming audio versions in three languages and can be found at [http://www.iseek.org/info/outreach\\_publications\\_pathways.html](http://www.iseek.org/info/outreach_publications_pathways.html)

**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, postsecondary basic and tech prep) 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 developed in FY2010. Resources were developed collaboratively with representatives from a number of education and workforce agencies and organizations. In addition, ABE students across the state are regularly given the Pre-Accuplacer as a placement tool with follow-up counseling.
- 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.
- State CTE staff worked in collaboration with Perkins leaders from two other states to align programs of study efforts with goals and outcomes for Shifting Gears [a Joyce Foundation initiative with five Midwest states (including Minnesota) that is focused on re-engineering adult education, workforce development and postsecondary education policies to support economic growth and expand job opportunities for low-skilled workers].
- P-16 College and Career Readiness: Leadership from both MnSCU and MDE were active participants on committees of the Minnesota P-16 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.

- In addition to developing the Advisory Committee Handbook and delivering related training to consortium leaders (already discussed above), State CTE staff encouraged consortia to move toward joint secondary/ postsecondary advisory committees.
- Through efforts of State CTE staff, the Governor proclaimed the last week of February as Entrepreneurial Week and hosted a celebration at the State Capitol.
- 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.
- College and Career Ready Policy Institute (CCRPI) - Minnesota is partnering with Achieve, EducationCounsel, 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 Project Lead the Way (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, the PLTW affiliate, MnSCU and MDE;
  - ⇒ Training for new PLTW teachers occurs every summer through a partnership with the University of Minnesota. These two-week sessions are ongoing and the number of districts participating is increasing.
- MN is now participating as a pilot state in the Curriculum for Agricultural Science Education (CASE) and taking a national leadership role.

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 Skills 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:**

Minnesota continues to allocate funds to state institutions serving youth. Minnesota Correctional Facility-Red Wing (MCF-RW) juvenile facility and PACER Center both operate on contract to provide CTE

instruction to individuals in state institutions and to explore a more coherent and integrated system for career and technical education and training.

At the MCF-RW juvenile facility, juvenile residents participate in the facility's cognitive/behavior restructuring and skill development treatment program. Skill development is facilitated by the use of the principles of restorative justice and therapeutic community. Risk/needs assessments are completed for each resident, and outcomes are used to develop the resident's individual treatment plan. MSF-RW developed a program of study for individuals interested in a career in machine maintenance upon transition from the facility during FY10. The project had three main outcomes:

- A vocational program and a soft skills curriculum to assist MCF-RW juvenile offenders in identifying and pursuing a career in machine maintenance.
- Processes that allow juvenile offenders to learn and develop additional skills for a successful career.
- Help in preparing students to make the transition from secondary education to postsecondary education.

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

A number of special population initiatives have already been highlighted in the report above. One additional program is operated by the PACER Center for students with disabilities. PACER Center provides the Teens Succeeding with Technology Program. This program utilizes innovative web-based technologies and resources to help high school students with disabilities make the transition successfully to postsecondary education and careers. Through online training and activities, such as e-mentoring and resource mapping, students explore postsecondary options with an emphasis on technical careers in STEM (science, technology, engineering, and math) fields. Hands-on training is provided for students to learn about assistive technology and other accommodations that can help them achieve greater academic and personal success. Throughout the program, students are given opportunities to build self-advocacy skills that can help them successfully pursue postsecondary education and careers. By the end of the school year, students create a personal transition plan which they formally present to their teachers, peers, and PACER staff. In addition, collaborative efforts among secondary schools and postsecondary campuses throughout Minnesota have developed programs that assist students who need additional support in accessing postsecondary education opportunity (i.e., Power of You, etc.).

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

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 TA:

- 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.

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

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### **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 development 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.

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 FY10, many local schools and institutions within the 26 Minnesota Perkins consortia have revised 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. 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.

A number of programs like postsecondary enrollment options (PSEO - where high school students can take a 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, tech prep certificates or advanced placement. State CTE staff has helped local consortium member institutions overcome barriers in integrating these options into CTE programs. (i.e., the pilot and adoption of the advanced placement accounting curriculum and student assessment in secondary CTE classes across the state). A number of additional activities related to academic advising and helping students overcome barriers to enrollment and completion were already highlighted in this report.

### **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 implemented to improve transfer of undergraduate credits (Policy 3.21 and Procedure 3.21.1). In addition, 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 1400 articulation agreements for program-to-program transfer according to state

guidelines. State CTE staff continue to support local consortia to expand or maintain of 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. Given that level of student participation in CTSO events, it is evident that local consortia allocate resources to support student participation in CTSOs.

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

Charter schools with approved CTE programs must be included 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:**

The focus of the FY09 local consortium plans was to get the programs of study framework developed at the local level. In FY10 they were to develop seven POS, if their program offerings allowed that number. It is the expectation that all consortia will complete POS where they have the courses to support them over the next two years. Upon review of local consortium applications and the annual program reports, which described in detail how at least one program of study was implemented at the local level, positive aspects surfaced:

- 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 consortium 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 will 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.

- Development of new programs: [Sec. 134 (b)(8 C. & 10), Sec. 134 (b)(3) (8A & B)] two technical colleges were awarded Perkins Program Development Grants, which are meant to stimulate the development of new occupational programs. The colleges developed four new programs in sustainable design, dietetic technology, wind turbine/renewable energy, and commercial vehicle operation. The selected proposals must align with criteria required under Perkins IV and must address one or more of the following:
  - ⇒ Programmatic career pathways
  - ⇒ Technical skill attainment assessment processes
  - ⇒ Preparation for non-traditional fields
  - ⇒ Support for programs for special populations
  - ⇒ Support for programs that link high schools to colleges
  - ⇒ Evidence of high-wage, high-skill or high-demand occupations

#### **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:**

This report has already highlighted a number of ways in which State CTE leadership has been involved in and supported ABE and Minnesota FastTRAC efforts, all of which target adult learners' educational needs in preparation for the workforce. In addition, local recipients used Perkins funds in support of supplemental software, tutors, support service personnel, and summer support courses for students needing extra support, including ABE students. Initial work was completed during FY10 that developed a number of programs of study with multiple entry and exit points for adult learners.

#### **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 FY10. 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 FY11. In addition, 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)]

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

Using state leadership funds, Minnesota provided funds to Bemidji State University and 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 Bemidji State University, Southwest Minnesota State University, Winona State University, and the University of Minnesota for a series of CTE Professional Teacher Development courses. In addition, State CTE staff worked with Bemidji State University, Southwest Minnesota State University, and the University of Minnesota to increase the number of on-line and alternative delivery Teacher Education Courses. Finally, State CTE staff provided 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 FY11.

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

During FY10, Minnesota expanded use of Strategic Advantage Software to respond to economic changes for program planning and development. With financial assistance from the Perkins grant, five colleges had contracts with Economic Modeling Specialists, Inc. (EMSI) to license web-based software called Strategic Advantage. The software assists personnel at the system level and the college level to analyze industry, occupation, and demographic trends in their area and to tailor program offerings to respond effectively to expected economic changes in a customized workforce area. Additional information about activities related to this goal area can be found above (i.e., iSEEK, MCIS, MN FutureWork, etc.)

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

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Like most other states, Minnesota faces several issues with regard to 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 is pursuing ensures that a portfolio of valid and reliable assessment instruments will be available at the pathway level for each program of study.

During calendar year 2010, Meeder and Associates was contracted to research/identify resources related to technical skill assessment (TSA), develop an appropriate identification and implementation process for TSA and conduct pilots in five career pathways regarding TSAs. The document/report that was developed can be found on the MnSCU website at

[www.cte.mnscu.edu/programs/Tech%20Skill%20Asses/CTE\\_Assessment\\_Background\\_Report%2C.pdf](http://www.cte.mnscu.edu/programs/Tech%20Skill%20Asses/CTE_Assessment_Background_Report%2C.pdf).

Minnesota State CTE staff embarked on a number of key initiatives to implement TSAs in Minnesota based on findings from the Meeder and Associates work. Generally, Minnesota's approach to TSA will be to have statewide work groups (including teachers, faculty, and business/industry representatives) review and recommend third-party assessments at the pathway level that align with CTE programs and curriculum in Minnesota, and with knowledge and skills as defined nationally and at the state level.

During FY10, work groups that included faculty, teachers, curriculum specialists, and business and industry representatives were formed in five content areas. The specific tasks the work groups undertook were:

- To conduct face-to-face and electronic communications in five content areas (Business Accounting, Health Therapeutics, Plant Sciences, Law Enforcement, and Information Technology). An assessment blueprint was developed for each pathway to identify the common core standards at the secondary and postsecondary levels to be covered by any assessment used in the pathway
- To document assessment processes and provide input to State Perkins team on interim assessment and reporting approaches for skill attainment
- To provide input to State Perkins team on long-term assessment and reporting structure for skill attainment
- To get industry input to the process and to validate and review the items that will be used within the assessments
- To recommend technical skill assessments within the career pathways to be placed on the state-approved list of assessments

During FY11, the pathways piloting TSAs will administer and report their results but considerable planning and discussion (to learn more about the process and state position, see the MN position statement on TSAs at [http://www.cte.mnscu.edu/programs/Tech%20Skill%20Asses/TSA Position 3-30-10.pdf](http://www.cte.mnscu.edu/programs/Tech%20Skill%20Asses/TSA%20Position%203-30-10.pdf)) occurred during FY10 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. In addition, State CTE staff made local site visits to host meetings and discussions with consortium leaders to talk through implementation challenges and provide technical assistance. During FY10, seven additional pathways were selected for FY11 implementation and grants were provided to local consortia to provide leadership to the process through RFPs. 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.

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### **IMPLEMENTATION OF STATE IMPROVEMENT PLANS**

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Based on performance on core indicators, Minnesota was not required to implement a state improvement plan for FY10. It should be mentioned though, that Minnesota is focused on developing and implementing processes at the state level that contribute to continuous improvement.

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### **IMPLEMENTATION OF LOCAL IMPROVEMENT PLANS**

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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. FY10 was the first year secondary recipients were required to submit improvement reports or plans; no postsecondary recipients were required to report during FY10.

State CTE staff provided local secondary recipients with a template for reporting. All secondary schools that were required to submit a plan have done so. State CTE staff are reviewing the plans and aligning resources and technical assistance to help schools address challenges. In addition, a number of professional development activities were planned to build local capacity to conduct improvement planning

as a consortium. Many schools and campuses have improvement planning processes in place but the Perkins consortium structure requires them to engage in improvement planning across multiple schools/colleges for the improvement of Perkins outcomes.

The local improvement plans submitted must address activities, timelines, budget, and necessary resources and be presented in such a way that, when combined, they 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 FY09 performance on core indicators, 24 of 26 consortia were required to submit an improvement plan related to core indicator 6S2 – Nontraditional completion, during FY10. In addition, just under one-quarter of the 26 consortia were required to submit an improvement plan related to 1S1 – Reading/Literacy Academic Achievement, or 1S2 – Math Academic Achievement. There are concerns that the timing of the math achievement test used as the measure for this indicator makes it unlikely that CTE contributes to or detracts from math achievement. Despite the questions raised about the test, consortia plan to pursue a number of strategies that show promise for supporting improved performance in math, with the intent of supporting CTE students in both academic and technical attainment. State CTE staff will use the information to provide additional technical assistance to consortia around these indicators.