

1. Recipient Organization

Organization Name: Minnesota State Colleges and Universities

City: St. Paul

Address 1: Wells Fargo Place

Address 2: 30 7th Street East, Suite 350

State: MN

ZipCode: 55101-7804

2. Period covered by this report:

Start Date: 7/1/2012

End Date: 6/30/2013

3. PR/Award Numbers:

Title I Basic Grant to States: V048A120023 - 12A

4. Remarks**STATE ADMINISTRATION**

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

ORGANIZATION AND DELIVERY OF CAREER & TECHNICAL EDUCATION

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

Minnesota's Career and Technical Education State Plan aligns required and permissible Perkins activities with statewide strategic goals for CTE and provides direction for use of funds in secondary, postsecondary, and adult education programs. As such, each consortium in Minnesota is asked to plan and report on required and permissible Perkins activities in alignment with five strategic goal areas: designing and implementing programs of study (POS); improving services to special populations; effectively utilizing employer, community and education partnerships; leveraging inter-consortia

relationships that enable student transitions; and sustaining the consortium structure. These five Minnesota CTE goals were cross-walked with required and permissible Perkins activities and are available on the Minnesota CTE website www.cte.mnscu.edu. While secondary to postsecondary transitions are given a strong emphasis in Minnesota's plan, other learner segments, particularly those who have entered postsecondary education through avenues other than recent high school experience, are expected to be given equal prominence and importance under this new consortium structure.

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

5. Lead individuals completing this report:

Individual responsible for the narrative performance information	Joann Simser
Individual responsible for the financial status reports	Nicole Blanchard
Individual responsible for the performance data	Joann Simser
Lead individual who may be contacted to answer questions	Joann Simser

Reporting Information

1. Your state is required to submit Race/Ethnicity data using the Race/Ethnicity Standards for: 1997
2. Required Performance Data:

The following core indicators of performance must be reported in your CAR report:

1P1,2P1,3P1,4P1,5P1,5P2,2S1,4S1,6S1,6S2,3S1,5S1,1S1,1S2

3a. Required Use of Funds

1R. During the reporting year, how did your state assess the career and technical education programs funded under Perkins IV?

Conducting an assessment of the career and technical education programs funded under Perkins IV:

During FY13, State CTE staff conducted six site visits to local consortia to monitor for compliance with Perkins IV requirements and provide technical assistance that supports program improvement. Over the course of the past four years, site visits were conducted at each of the state's 26 consortia. Criteria used to conduct the local monitoring visits can be found at http://www.cte.mnscu.edu/directories/documents/MinnesotaMonitoring_Criteria2011.pdf.

Minnesota expended leadership dollars to provide services throughout the state to benefit CTE programs and students, including special populations. A number of important activities occurred during FY13 that contributed to the assessment of funded programs:

-Continued to upgrade the MDE data system during FY13 to enable collection and use of longitudinal data. Worked with the data division to be included in the implementation of the State Longitudinal Data System (SLDS).

-Acted upon legislative permission to develop a system to share data across MDE and MnSCU systems. By using the Minnesota Office of Higher Education (MOHE) as an intermediary, both systems can now share student-level data in a way that adheres to state data privacy laws (Minn. Statute § 13.32, subd.11). This ability to share data will greatly assist us in monitoring and planning improvement efforts related to the placement and retention of students core indicator [Sec. 134 (b)(3B) and 135(c)(9 & 19)]. MDE modified its data collection system to include CIP data for a more accurate match with postsecondary. OVAE did not approve the use of the Minnesota Office of Higher Education (MOHE) data usage only for 5S1 (Placement) until FY12. This year will be the second year we report state performance using the MOHE data only.

-Provided the critical link to the research and statistical information unit in the Minnesota Department of Employment and Economic Development (DEED), allowing agencies to share data electronically and use those data in specific projects within MnSCU and DEED. All Perkins recipients are using labor market information (LMI) to ensure the need for selected programs of study (POS) in their consortia.

-Worked with Advisory Committees, industry, DEED and the Internet System for Education and Employment Knowledge (ISEEK) to identify high-skill, high-wage, and high-demand occupations in regions of the state or the state as a whole. [Sec. 134 (b)(5 & 8 C)]

"Continued work to reinvigorate the Youth Apprenticeship offerings at various school districts. Approved a second consortium with technical assistance provided. It is the hope that with the adoption/adaptation of the Wisconsin model of Youth Apprenticeship, and the increase in industry support, we can increase our enrollment in these programs.

-Conducted an ongoing environmental scan, MN FutureWork, to assist educators, students, jobseekers and businesses with relevant information on current and future trends. The environmental scanning program includes information on occupations by cluster. Regularly examined topics include, but are not

limited to, technology changes, current and future job growth along with requisite skills and training, wages and benefits, demographic and workforce and workplace trends. The results of the environmental scan are published online at ISEEK.org and shared with Perkins consortium contacts and a broader audience and published electronically (in a searchable format) on a website known as Latest Trends – MN FutureWork on ISEEK.org

2R. During the reporting year, how did your state develop, approve, or expand the use of technology in career and technical education?

Developing, improving, or expanding the use of technology in career & technical education: State leadership funds were used to enhance the use of technology in CTE in a variety of ways:

-Many local recipients offered online CTE courses for secondary and postsecondary students [Sec. 135 (c)(19)] e.g. Online College in the Schools with teachers assigned to give assistance in computer labs at local high schools. More information is available at:
<https://distanceminnesota.org/app/custom/ochs/index>

-Secondary programs requesting to upgrade technology and/or equipment to industry standards or by recommendation of the advisory committees were reviewed and approved for purchases.

-Continued collaboration with ABE, Workforce Centers, DEED, ISEEK, and other state agencies to better integrate existing web tools. Current web tools now reach learners at the secondary and postsecondary levels in CTE and adult basic education programs with career planning and development, developmental skill attainment and assembling portfolios of their own work within a program.

-Staff served on the Minnesota Department of Commerce interagency committee work group and the Jump\$tart Minnesota Coalition Boards for financial literacy

GPS-LifePlan career planning tool implemented a new secondary portal that was piloted with a local school district in FY12.

-MN Learning Commons, provided resources for students to enroll in online classes and opportunities for faculty and teachers to share online teaching modules.

State CTE staff continued to expand ways to use technology to communicate and collaborate with consortia. During the fall of FY13, a total of nine webinars were conducted for secondary, postsecondary Perkins Consortium Leaders, fiscal agents, and leaders new to Perkins. These webinars provided Perkins 101, fiscal, accountability, Rigorous Programs of Study and Technical Skill Assessment training opportunities to consortium leaders across the state. Materials from the webinars are available on the CTE website for just in time access and orientation for new consortium leaders. In addition, a variety of technological communication tools (i.e., WebEx, Google docs, conference calls, ITV, etc.) are used to foster communication and collaboration with fund recipients and statewide work groups of consortium leaders and CTE staff.

3R. During the reporting year, what professional development programs did your state offer, including providing comprehensive professional development (including initial teacher preparation) for career and technical education teachers, faculty, administrators, and career guidance and academic counselors at the secondary and postsecondary levels? On what topics?

Sustained, Intensive and High Quality professional development for CTE teachers, faculty, administrators, and career and academic counselors at the secondary and postsecondary levels

Comprehensive professional development was addressed by using state leadership dollars for the following webinars and workshops for Consortium Leaders/Contacts, Perkins Fiscal Agents and Secondary/Postsecondary Administrators, Teachers and Faculty:

Perkins Accountability and Fiscal Management, 7 Webinars for Secondary and Postsecondary Administrators and Perkins Leaders/Contacts, all webinars are made available on CTE websites for future reference.

Perkins 101 for New Consortium Coordinators and Contacts Webinar

Perkins Accountability I – Joint Secondary and Postsecondary Webinar

Perkins Accountability II - Postsecondary & Secondary Webinars

Requirements and Uses of Funds - Joint Secondary and Postsecondary Webinar

Treatment of Money Detail – Postsecondary & Secondary Webinars

Minnesota Fall 2013 Career Technical Education Perkins Consortium Contacts/Coordinators Meeting, November 13, 2013

This meeting is held annually, in part, to provide professional development resources and tools for Consortium Coordinators as well as to share consortium strategies and promising practices and to proactively plan for the future of CTE in MN. <http://www.cte.mnscu.edu/>

Introduction to Rigorous Programs of Study (RPOS), 2 regional face-to-face workshops with 26 Perkins local Consortium leaders and contacts to overview and plan implementation of the ten components of RPOS. Each Consortium is required to select one Programs of Study to develop as a RPOS by June 30, 2014.

First Steps for Building Your Rigorous Programs of Study

These 2 webinars provided a step-by-step model for building a Rigorous Program of Study for local Perkins Consortia. Two Perkins Consortia presented their successful models for developing RPOS.

Introduction to Technical Skill Assessment Implementation

These two 2 face-to-face workshops for secondary and postsecondary CTE teacher/faculty and Perkins Consortium Leaders and Contacts are held annually in August to begin implementing TSA's in the selected pathways each year.

Technical Skill Assessment Identification and Implementation

Trainings and working meetings were held for school and college CTE instructors, consortium leaders and administrators, in collaboration with industry partners, to review the core competencies for specific career pathways and identify potential technical skill assessments appropriate for that pathway. More information about MN Perkins TSA initiatives is found on page 14 of this document.

Nontraditional Student Success

Four face-to-face Micromessaging workshops were offered to teachers, faculty and student services personnel for Perkins Consortia that were not meeting their targets for nontraditional participation and completion indicators 6S1, 6S2, 5P1 or 5P2. MN Perkins also collaborated with the National Alliance for Partnerships in Equity Education Foundation to develop online modules for CTE teachers and faculty to address institutional and classroom issues and strategies for improving participation and completion for nontraditional students. More information about this training is provided on page 6 of this report.

CTE Works! A Minnesota Summit on Excellence in Career Technical Education: This annual statewide conference was held at the Crowne Plaza Minneapolis West in Plymouth, MN on November 14, 2013 and was attended by 337 CTE stakeholders including secondary teachers, postsecondary faculty members, counselors, college diversity directors, advisors, administrators, state agency representatives, business & industry leaders, Minnesota Governor's Workforce Development Council, as well as philanthropic and community-based organization representatives. Keynote speakers, Robin A. Utz, Branch Chief for College and Career Transitions, US Department of Education, Office of Vocational and Adult Education (OVAE) and Dr. Ronald Ferguson, Director of the Achievement Gap Initiative at Harvard University and faculty at the Harvard Graduate School of Education spoke, respectively, on the topics of Rigorous Programs of Study and Closing the Achievement and Skills Gaps in Minnesota.

CTE Faculty Credentialing: Southwest Minnesota State University continued to offer three courses in course construction, teaching/instructional methods and student outcomes assessment/evaluation at both the undergraduate and graduate levels to meet the Teaching and Learning Competency requirements of the College Faculty Credentialing Policy 3.32. There is an agreement between the MnSCU System Office and Southwest Minnesota State University to provide a tuition match for the delivery of the courses to any community and technical college faculty. One additional required course for postsecondary CTE faculty, The Philosophy of Community and Technical College Education, is a non-credit course that is delivered online to 300+ new two-year college faculty members system-wide. The University of Minnesota and the Minnesota Department of Education (MDE) sponsor a Teacher Education Series (TES) of courses which consists of five two-credit courses available at the undergraduate or graduate level. The TES courses are unique and specific to the pedagogy of career and technical education, and include the topics of course development, instructional methods, and learner assessment as well as the philosophy and practice of career and technical education.

Summary: State CTE staff presented at 4 national conferences about Minnesota efforts to implement programs of study, technical skill assessment, and instructionally-focused professional development and provided over 100 webinars and workshops across the state on current topics important to Perkins and trained over 7,000 teachers, faculty, counselors, business and industry partners, and administrators.

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 (or liberal arts and science) and CTE content. A number of statewide activities occurred focused on the integration of academics with CTE:

- Offered workshops for CTE instructors related to the implementation of the Minnesota Academic Standards consistent with the Elementary and Secondary Education Act (ESEA).

-Disseminated promising practices that integrate applied academics and technical education at statewide or regional meetings. Initiated work with MDE educator licensing division that supported teaching academics within CTE courses.

-At the secondary level, the Minnesota Legislature passed legislation which supports CTE to meet science electives other than biology, and students can gain a half credit in Economics through either business or agriculture at this time (MN Statutes 120B.024). Agriculture education teachers who hold an appropriate licensure are not required to pass the licensure exams for science content which are required for other CTE teachers in Minnesota Rule 3050.1150.

-Collaborative efforts among secondary schools and postsecondary colleges throughout Minnesota have developed courses and programs that assist students who need additional learning opportunities in essential academic areas. These opportunities include integration of the mathematics and reading skills in CTE courses, after school programs (Discovery Academy, Project Discovery, Bridges Academy, Jump Start, etc.), and recognizing postsecondary developmental math integrated in a CTE program as an ESEA-recognized math intervention for students not achieving a proficient score on the math portion of the state assessments.

-Provided support for three consortia to employ professional qualified math coaches to train CTE teachers in the techniques of integrating math into their respective CTE courses and to work with students for additional instruction.

Required Use of Funds. Many local consortia regularly fund and administer the Accuplacer assessment to Minnesota high school students in order to advise students on what course-taking decisions would better prepare them for postsecondary success and to target math interventions at specific math concepts where students are struggling in secondary courses.

FastTRAC is a program that works to incorporate collaborative service delivery to improve education and employment outcomes of adult Minnesotans, particularly adults who lack the basic and foundational skills to enter and complete postsecondary education. FastTRAC is now fully integrated into a number of CTE programs across the state in order for students to acquire necessary occupational skill training along with basic skills. [http: www.mnfasttrac.org](http://www.mnfasttrac.org)

5R. During the reporting year, how did your state provide preparation for non-traditional fields in current and emerging professions, and other activities that expose students, including special populations, to high skill, high wage occupations?

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 FY13, a number of initiatives contributed to the preparation of Minnesota students for nontraditional (NT) fields. Activities focused on technical assistance and workshops to various internal and external partners regarding the recruitment and retention of NT and special population students, particularly those who are underrepresented in Minnesota's career and technical education programs. 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 FY13:

-To better align postsecondary support services and career guidance with those provided at the secondary level, the MnSCU state CTE staff worked with Minnesota Department of Education CTE staff and the professional development staff of National Alliance for Partnerships in Equity (NAPE) to develop a series of webinars, which focused on various topics that impact students in nontraditional CTE programs. For FY13, these webinars focused on STEM, males in nursing, and parent and employer engagement. <http://www.cte.mnscu.edu/professionaldevelopment/index.html>

-Perkins funded programs across the state were the vehicle through which a number of support services, co-curricular activities and student leadership are administered. The Minnesota Career and Technical Student Organizations (MFSO) were provided concurrent and joint professional development for improving their support to the participation and retention in nontraditional CTE programs. MnSCU provided an external consultant to conduct training with the CTSO executive directors on supporting nontraditional CTE students through CTSO participation as well as three webinars to CTSO advisors on supporting student members in nontraditional CTE programs. The MFSO received funds to:

--Provide broad data on the populations of targeted underserved areas, namely underrepresented students including those in nontraditional CTE programs. MnSCU provided data on CTE programs currently offered at those colleges with underrepresentation or low CTE enrollment in targeted geographical areas

--Create a plan of action to facilitate improved partnerships (Phase II, 2013-14)

--Conduct impact study of CTSOs on student success and transition into postsecondary (Proposed Phase III, 2014-15).

-CTE Nontraditional Student Success Online Module. This training was developed under a 2011-12 leadership grant in collaboration with NAPE. The beta version of the training was tested in September-December 2013 and will be hosted through an agreement with the Ohio State University. The Nontraditional Student Success Module is designed to be taken asynchronously and completed in 1-2 hours. Module content addresses institutional and classroom issues and strategies for improving participation and completion for nontraditional students. Units in this training include information and activities that lead understanding of creating access to programs of study that are nontraditional by gender, overcoming barriers for the nontraditional student, using data to guide program improvements in the area of recruitment, retention and success of nontraditional students and connecting with local, regional and state-wide initiatives that support nontraditional learners. The training will be released to all CTE educators in MN in January, 2014 and will be released for national audiences in Summer 2015.

-Through technical assistance, State CTE staff worked with teachers and faculty, counselors, and administration to ensure that all special education students were included and participated in CTE courses and programs, as appropriate. In addition, ongoing technical assistance and professional development encouraged secondary teachers to work with individualized education plan (IEP) committees to encourage and support CTE participation for students with special needs. The IEP and new Minnesota legislation around career planning also talks about using community partners. Minnesota will continue collaborating and aligning programs and coursework with community partners to better serve students with special needs.

-MnSCU invited pilot consortia to explore the effectiveness of online training for recruitment and retention of females in STEM, provided by the Institute of Women in Trades, Technology and Science, (www.iwitts.org). Leaders from four consortia participated in the 10-week online training session between Fall 2012 and Spring 2013. These same consortium leaders also participated in a follow up meeting with state staff to gather feedback for proceeding forward with potential future training by IWITTS and what additional professional development is needed to supplement the training received. One example of improved student outcomes as a result of the training is the increase of information technology students at one school district from zero female participants to seven girls in the program.

-iSEEK Solutions 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. Interactive, graphic depictions of each of the 79 Minnesota career pathways help students and parents to know which careers are available to them within each discipline and at each education or training level: <http://www.iseek.org/careers/pathways.html>.

-The MN Programs of Study website quickly directs students and parents to the Programs of Study offered in their school or related to their career interests. The Programs of Study are designed to prepare students for high-demand, high-skilled occupations in their region. : <http://www.mnprogramsofstudy.org/mnpos/index.html>

-The Career Planning section of the Toolkit for Teachers and Career Advisers on the MN Programs of Study website helps consortium faculty, staff, parents and mentors guide students as they explore postsecondary and career options and define high-demand, nontraditional and other career options: <http://www.mnprogramsofstudy.org/mnpos/toolkit/advisers/career-planning.html>. The NAPE webinar series developed for counselors and practitioners was posted on this toolkit as a resource for counselors and advisers. http://www.iseek.org/info/outreach_webinar.html

-Adults wanting to enter a career pathway can find training and career information for high-demand, high-skill, and high-wage occupations on the MN Career Pathways website: <http://www.mncareerpathways.org/pathways/>.

-Targeted to Perkins consortium leaders, the 2013 Fall state leadership meeting offered a series of sessions on improving nontraditional performance through shared practices and national resources, including the National CTE Equity Council (ACTE, Administration Division), to increase community outreach through parent engagement. <http://www.cte.mnscu.edu/index.html>

-A state wide Career and College Readiness Collaborative was created, including special populations personnel, to recognize, enhance and develop strategies for all areas of career development. Six subcommittees, Technology, Parent Engagement, Business Partnership, Career Development, Professional Development and Best Practices, were created to identify and implement goals and objectives that would increase a variety of areas within the career development arena. <http://mn.gov/deed/programs-services/mn-career-college-collaborative/index.jsp>

6R. During the reporting year, how did your state support partnerships among local educational 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.

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 and at least one eligible postsecondary institution. Minnesota's 26 Perkins consortia each prepare a joint local plan that governs the use of Minnesota Perkins funds (secondary basic and postsecondary basic) within the consortium's member institutions. The consortium plans outline all required and permissible Perkins activities in alignment with the five strategic goal areas for CTE in Minnesota: designing programs of study; improving services to special populations; effectively utilizing employer, community and education partnerships; leveraging inter-consortium relationships that enable student transitions; and sustaining the consortium structure. All partners are responsible to ensure opportunities for students to continue in their chosen programs of study at the postsecondary level, either within the consortium and/or by collaborating with institutions in the state that do offer programs not available locally.

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

- Expanded statewide online resources and tools for the Minnesota FastTRAC and CTE adult programs of study. Resources were developed collaboratively with representatives from a number of education and workforce agencies and nonprofit or community-based organizations. ABE students were given the Accuplacer as a placement tool with follow-up counseling and targeted instruction. Accuplacer testing was used for Special Education students as a tool to help alleviate test anxiety and provide baseline scores for additional necessary coursework.

- Identified appropriate assessment instruments for work readiness and foundation knowledge and skills for use by employer partners, workforce centers, and other ABE stakeholders to facilitate successful placement and training of adults.

- Conducted training and technical assistance to consortium leaders on using the new web guidance tool (www.mnprogramsofstudy.org) to report Programs of Study from each consortium. Provided training to consortium leaders and CTE teachers and faculty on using www.mnprogramsofstudy.org for academic and career exploration.

- Provided online and face-to-face support for administrators, Consortium Leaders, CTE teachers and faculty, and state staff entering Programs of Study.
- Participated on committees of the Minnesota P-20 Council to define college and career readiness.
- 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) and affiliate division partners in Perkins efforts across the state.
- Conducted Workforce Assessment, a MnSCU initiative that addresses the state's growing skills gap. The Workforce Assessment conducted with the MN Chamber of Commerce engaged employers in developing projections for how many workers and professionals, with what kinds of skills, will be needed in regional and state areas, for what kinds of jobs.
<http://www.mnscu.edu/business/workforceassessment/>
- Created Employers Speak a website of quotes from employers backed with a database searchable by industry sector and type of skills needed by MN employers <http://www.iseek.org/careers/workforce>
- Participated on the Governor's Workforce Development Council and its committees to promote career and technical education as a component of the state's workforce development system www.gwdc.org
- Leveraged Equipment: In May 2013, the Minnesota Legislature appropriated money for the leveraged equipment program beginning in FY15 to help colleges and universities build long term partnerships with communities and employers in high need sectors. Dollars were not available for this type of support for FY13 as the FY12 legislation expired and allocations were spent.
- College and Career Ready Policy Institute (CCRPI) - Minnesota is partnering with Achieve, Education Counsel, Data Quality Campaign, Jobs for the Future, and the National Governor's Association Center for Best Practices. Leadership from both the MnSCU and MDE were active participants on one of the five working subcommittees:
 - Governor's Education Council;
 - Anchor Assessments and Accountability;
 - Minnesota Early Indicator and Response System (MEIRS);
 - Dual Credit; and
 - Data Elements and Decision Making
- Promote Project Lead the Way (PLTW):
 - Provide statewide leadership for implementing PLTW activities in local school districts, including the middle school gateway program, which has resulted in an increase in participation;

--Develop professional development opportunities for PLTW in Minnesota through a collaborative that is made up of the University of Minnesota, MnSCU and MDE;

--Minnesota State University, Mankato and St. Cloud State University serve as the university affiliates for PLTW through a collaborative approach.

--Train new PLTW teachers every summer through a partnership with the University of Minnesota and several MnSCU institutions. The number of districts participating is increasing.

-Support the Curriculum for Agricultural Science Education (CASE) in FY13.

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 more secondary and postsecondary programs share teachers, equipment and space for courses.

-Local participation in STEM initiatives, the technical skill assessment project and common professional development has created a collegial atmosphere where there is one focus – success of the student.

-Several consortia report merging and combining secondary and postsecondary advisory committees at the career field, program or pathway level. Others report renewed efforts to collaborate on events with common goals and outcomes (i.e., career days, career-focused education programs offered during the summer, etc.).

7R. Serving individuals in state institutions

Part I: State Correctional Institutions

Amount of Perkins funds used for CTE programs in state correctional institutions:	50000
Number of students participating in Perkins CTE programs in state correctional institutions:	113

Describe the CTE services and activities carried out in state correctional institutions.

In FY2013 both grants for services to individuals that are incarcerated and/or with disabilities were awarded to serve current offenders and ex-offenders both youth and adults:

Goodwill-EasterSeals: STEP AHEAD ex-offender job readiness workbook and career website project. A total of 113 pre- and post- release offenders were served with an additional 30 Goodwill staff metro-wide trained to use these resources.

MN Department of Corrections: Recipients from the MN Department of Corrections (MDOC) were awarded funds for youth services. The intent for MDOC is to reduce recidivism among youth offenders and to provide CTE opportunities, career coaching and mentoring to the youth offenders who will be returning to their communities. A career navigator was employed to provide job readiness, career exploration and college placement to juvenile offenders. Each youth has a career navigator/coach to help maximize their work place skills and to increase job satisfaction, performance, and retention. The

career coach will also help mentees with an application to higher educational opportunities and assist them with soft skills needed to better prepare students for a career.

Although no offenders have been served in 2012-13 fiscal year, the career navigator/coach was completing formal DOC training and working in partnerships to develop college fairs, job skills training and career exploration classes with post-secondary organizations (i.e. counselor professional networks and two-year colleges). The goal is to serve a minimum of 20 offender residents in 2013-14.

The \$56,662 awarded included \$50,000 from the award received in 2012-2013 and \$6,662 carried forward from the award received in 2011-2012.

Part II: State Institutions Serving Individuals with Disabilities

Amount of Perkins funds used for CTE programs in state institutions serving individuals with disabilities: -9

Number of students participating of Perkins CTE programs in institutions serving individuals with disabilities: -9

Describe the CTE services and activities carried out in institutions serving individuals with disabilities.

See the information provided under 7R. part I

8R. During the reporting year, how did your state provide support for programs for special populations that lead to high skill, high wage and high demand occupations?

In an effort to enhance the existing career development projects within the consortiums, initiatives were created to assist in this venture.

-A series of webinars were created and implemented that provided updated strategies on how to develop a more comprehensive career development system built around nontraditional careers.

-A statewide Career and College Readiness Collaborative was created, which included special populations personnel, in the recognizing, enhancing and developing strategies/approaches around all areas of career development. Six subcommittees, Technology, Parent Engagement, Business Partnership, Career Development, Professional Development and Best Practices, were created to identify and implement goals and objectives that would increase a variety of areas within the career development arena.

-iSEEK Solutions 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. Interactive, graphic depictions of each of the 79 Minnesota career pathways help students and parents to know which careers are available to them within each discipline and at each education or training level: <http://www.iseek.org/careers/pathways.html>.

-The MN Programs of Study website quickly directs students and parents to the Programs of Study offered in their school or related to their career interests: <http://www.mnprogramsofstudy.org/mnpos/index.html>. The Programs of Study are designed to prepare students for high-demand, high-skilled occupations in their region.

-The Career Planning section of the Toolkit for Teachers and Career Advisers on the MN Programs of Study website helps consortium faculty, staff, parents and mentors guide students as they explore

postsecondary and career options and define high-demand, nontraditional and other career options: <http://www.mnprogramsofstudy.org/mnpos/toolkit/advisers/career-planning.html>. The NAPE webinar series developed for counselors and practitioners was posted on this toolkit as a resource for counselors and advisers. http://www.iseek.org/info/outreach_webinar.html

-Adults wanting to enter a career pathway can find training and career information for high-demand, high-skill, and high-wage occupations on the MN Career Pathways website: <http://www.mncareerpathways.org/pathways/>.

OCTAE Request: Please provide additional information (i.e. Question 8 R) describing how the special populations as defined in Perkins were served during the program year. Your discussion/description may include, but is not limited to:

- How disaggregated data was used to identify any disparities or gaps in performance between special populations and the performance of all students served and what steps were taken to address any disparities or gaps

Minnesota provides training to local consortia on the collection and analysis of disaggregated data to identify any disparities in performance of special populations through a series of Accountability webinars recorded on <http://www.cte.mnscu.edu/professionaldevelopment/index.html>. Scroll down the page to Perkins Accountability webinars. Consortia are then expected to address disparities in their local improvement plans and in their Perkins Local Applications Goal 3: Providing support to special populations http://www.cte.mnscu.edu/consortium_resources/applications2.html We provide guidance to Local Consortia in “Your Guide to Improvement Planning” http://www.cte.mnscu.edu/consortium_resources/applications2.html

- Program assessments of the needs of special populations

Local consortia are expected to assess the needs of special populations as part of the local application, reporting and approval processes. State CTE staff review and approve the applications and develop technical assistance and professional development to address common needs across the state.

- Professional development activities, technical assistance or training to provide education professionals with the knowledge, skills and occupational information needed to assist special student populations

The Nov. 2012 CTE Works Conference included a strand of breakout sessions on College and Career Readiness and a keynote presentation by Scott Solberg on Individualized Learning Plans.

Professional development events and webinars are available on <http://www.cte.mnscu.edu/professionaldevelopment/index.html>

Minnesota created legislation this past year that ALL students including those recognized within the special population category must develop a plan annually that outlines many key areas where career development is an element. The resources listed in this report enhances the consortiums with tools that assist teachers and faculty with aiding students in this process. Without these resources students, especially those considered as special population, would not be able to make informative decisions as they conduct their career exploration and/or what experiential learning would enhance this

exploration. Each of these resources are also utilized not only by other state agencies such as DEED/Vocational Rehabilitation Services but other community partners through the work of the Career and College Collaborative which provide direct services to students. Vocational Rehabilitation who has a VR Counselor assigned to each high school has been conducting regional workshops around career development and non-tradition issues.

From 5R 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 FY13, a number of initiatives contributed to the preparation of Minnesota students for nontraditional (NT) fields. Activities focused on technical assistance and workshops to various internal and external partners regarding the recruitment and retention of NT and special population students, particularly those who are underrepresented in Minnesota's career and technical education programs. 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 FY13:

-To better align postsecondary support services and career guidance with those provided at the secondary level, the MnSCU state CTE staff worked with Minnesota Department of Education CTE staff and the professional development staff of National Alliance for Partnerships in Equity (NAPE) to develop a series of webinars, which focused on various topics that impact students in nontraditional CTE programs. For FY13, these webinars focused on STEM, males in nursing, and parent and employer engagement. <http://www.cte.mnscu.edu/professionaldevelopment/index.html>

-Perkins funded programs across the state were the vehicle through which a number of support services, co-curricular activities and student leadership are administered. The Minnesota Career and Technical Student Organizations (MFSO) were provided concurrent and joint professional development for improving their support to the participation and retention in nontraditional CTE programs. MnSCU provided an external consultant to conduct training with the CTSO executive directors on supporting nontraditional CTE students through CTSO participation as well as three webinars to CTSO advisors on supporting student members in nontraditional CTE programs.

-CTE Nontraditional Student Success Online Module. This training was developed under a 2011-12 leadership grant in collaboration with NAPE. The beta version of the training was tested in September-December 2013 and will be hosted through an agreement with the Ohio State University. The Nontraditional Student Success Module is designed to be taken asynchronously and completed in 1-2 hours. Module content addresses institutional and classroom issues and strategies for improving participation and completion for nontraditional students. Units in this training include information and activities that lead understanding of creating access to programs of study that are nontraditional by gender, overcoming barriers for the nontraditional student, using data to guide program improvements in the area of recruitment, retention and success of nontraditional students and connecting with local, regional and state-wide initiatives that support nontraditional learners. The training will be released to all CTE educators in MN in January, 2014 and will be released for national audiences in Summer 2015.

-Through technical assistance, State CTE staff worked with teachers and faculty, counselors, and administration to ensure that all special education students were included and participated in CTE courses and programs, as appropriate. In addition, ongoing technical assistance and professional development encouraged secondary teachers to work with individualized education plan (IEP) committees to encourage and support CTE participation for students with special needs. The IEP and new Minnesota legislation around career planning also talks about using community partners. Minnesota will continue collaborating and aligning programs and coursework with community partners to better serve students with special needs.

-MnSCU invited pilot consortia to explore the effectiveness of online training for recruitment and retention of females in STEM, provided by the Institute of Women in Trades, Technology and Science, (www.iwitts.org). Leaders from four consortia participated in the 10-week online training session between Fall 2012 and Spring 2013. These same consortium leaders also participated in a follow up meeting with state staff to gather feedback for proceeding forward with potential future training by IWITTS and what additional professional development is needed to supplement the training received. One example of improved student outcomes as a result of the training is the increase of information technology students at one school district from zero female participants to seven girls in the program.

-The Career Planning section of the Toolkit for Teachers and Career Advisers on the MN Programs of Study website helps consortium faculty, staff, parents and mentors guide students as they explore postsecondary and career options and define high-demand, nontraditional and other career options: <http://www.mnprogramsofstudy.org/mnpos/toolkit/advisers/career-planning.html>. The NAPE webinar series developed for counselors and practitioners was posted on this toolkit as a resource for counselors and advisers. http://www.iseek.org/info/outreach_webinar.html

-Targeted to Perkins consortium leaders, the 2013 Fall state leadership meeting offered a series of sessions on improving nontraditional performance through shared practices and national resources, including the National CTE Equity Council (ACTE, Administration Division), to increase community outreach through parent engagement. <http://www.cte.mnscu.edu/index.html>

-A state wide Career and College Readiness Collaborative was created, including special populations personnel, to recognize, enhance and develop strategies for all areas of career development. Six subcommittees, Technology, Parent Engagement, Business Partnership, Career Development, Professional Development and Best Practices, were created to identify and implement goals and objectives that would increase a variety of areas within the career development arena. <http://mn.gov/deed/programs-services/mn-career-college-collaborative/index.jsp>

- How special populations were provided with programs designed to enable them to meet or exceed State adjusted levels of performance, and prepare them for further learning and for high skill, high wage, or high demand occupations

Minnesota is attempting to reach special population students using multiple settings as one can see from the above information. All the resources developed enhance each of these settings in the delivery of appropriate and accurate information that is provided to not only the students but parents.

All the resources listed in the initial CAR report were only useful if a process was available in the delivery to all students including special populations. Some of the different methods of delivery included CEO in the classroom (where special population students were provided firsthand knowledge about these careers).

Many of the Minnesota Perkins provided Career Fairs at different times of the year. Students of special population were provided the opportunity to attend these as well and follow up services with them were conducted throughout the rest of the year. Resources such as the ""Parent Guide"" allowed parents and students to recognize a method that they can utilize which will assist with leading them into high skill, high wage and high demand jobs. The Parent Guide had been translated into Spanish, Somali and Hmong to increase access to information in native languages so that parents can better understand resources and opportunities that are available.

From 5R 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:

-iSEEK Solutions 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. Interactive, graphic depictions of each of the 79 Minnesota career pathways help students and parents to know which careers are available to them within each discipline and at each education or training level: <http://www.iseek.org/careers/pathways.html>.

-The MN Programs of Study website quickly directs students and parents to the Programs of Study offered in their school or related to their career interests. The Programs of Study are designed to prepare students for high-demand, high-skilled occupations in their region. : <http://www.mnprogramsofstudy.org/mnpos/index.html>

-Adults wanting to enter a career pathway can find training and career information for high-demand, high-skill, and high-wage occupations on the MN Career Pathways website: <http://www.mncareerpathways.org/pathways/>.

From 7R Students with disabilities: Goodwill-EasterSeals: STEP AHEAD ex-offender job readiness workbook and career website project. A total of 113 pre- and post- release offenders were served with an additional 30 Goodwill staff metro-wide trained to use these resources.

Ex-offenders: MN Department of Corrections: Recipients from the MN Department of Corrections (MDOC) were awarded funds for youth services. The intent for MDOC is to reduce recidivism among youth offenders and to provide CTE opportunities, career coaching and mentoring to the youth offenders who will be returning to their communities. A career navigator was employed to provide job readiness, career exploration and college placement to juvenile offenders. Each youth has a career navigator/coach to help maximize their work place skills and to increase job satisfaction, performance, and retention. The career coach will also help mentees with an application to higher educational opportunities and assist them with soft skills needed to better prepare students for a career. Although no offenders have been served in 2012-13 fiscal year, the career navigator/coach was completing formal DOC training and working in partnerships to develop college fairs, job skills training and career exploration classes with post-secondary organizations (i.e. counselor professional networks and two-year colleges). The goal is to serve a minimum of 20 offender residents in 2013-14.

9R. During the reporting year, how did your state offer technical assistance for eligible recipients?

During FY13, the state leadership team continued a process of transforming the state technical assistance efforts into a more structured technical assistance program. The resulting redesign describes available technical assistance, outlines how technical assistance is initiated and under what conditions, and will provides a repository of evidence-based resources to assist local recipients with implementation.

Examples of the systematic technical assistance offered to eligible recipients (professional development, NT, using data for program improvement, etc.) have been highlighted in the report. The following activities further illustrate the variety of ways Minnesota delivers Perkins-related technical assistance:

- State CTE staff provides technical assistance to CTE teachers and faculty, administrators, and other appropriate personnel through individual, small group, regional and statewide delivery strategies (face-to-face, phone and web) for the purpose of informing, updating, and addressing CTE issues. In addition, Perkins consortium fiscal coordinators are trained and supported through regular contact with State CTE fiscal staff and data/accountability coordinators at each consortium work regularly with State CTE data specialists on data reporting and quality issues.

- An online MN Guide to Improvement Planning provides guidance on the use of data for accountability or reporting and for improvement purposes, models, processes, strategies and a template for improvement planning. <http://www.cte.mnscu.edu/directories/pdf/ImprovementPlanGuide.pdf>

- Webinars were provided for nontraditional enrollment, participation, and completion.

- Webinars were presented for the secondary program approval process and for the secondary Carl D Perkins data requirements.

- Webinars and consortium presentations have been provided to the secondary data entry and district student accountability personnel on the importance of valid and reliable data submitted in a timely manner.

- The state implemented Right Now software to automate and route frequently asked questions pertaining to Perkins planning and implementation, especially:

- Created an online help desk or knowledgebase for consortium leaders, CTE teachers and faculty and the general public to locate information easily. The online help desk is customer driven and helps users locate information easily. <http://cte.custhelp.com/>

- Created an online help desk or knowledgebase for consortium leaders, CTE teachers and faculty, advisors and counselors, students and parents and the general public on locating information about Minnesota Programs of Study. <http://mnprogramsofstudy.custhelp.com/> .

3b. Permissive Use of Funds

1P. During the reporting year, did your state use Perkins funds to improve career guidance and academic counseling programs?

YES

Improving career guidance and academic counseling programs:

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

State CTE staff participated in the support of MnSCU Board of Trustees Policy 3.38 and Procedures 3.38.1 regarding career information which required each college to provide career information to those students who need it. CTE staff continued to create a career exploration and information web site directed to students www.learningthatworks.org to promote CTE.

Local funding recipients used awarded funds to update career counseling resources at schools in the consortium by using and investing 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 web-based tools to enhance career exploration and information.

2P. During the reporting year, did your state use Perkins funds to establish agreements, including articulation agreements, between secondary school and postsecondary career and technical education programs to provide postsecondary education and training opportunities for students?

YES

Establishment of agreements, including articulation agreements, between secondary and postsecondary CTE programs:

During FY13, institutions within the 26 Minnesota Perkins consortia have revised and updated their articulation agreements developed in the past under Tech Prep to ensure alignment with new understandings of career and college readiness. Consortia continue to explore innovative secondary to postsecondary transition opportunities with plans to add articulation agreements in order to provide expanded opportunities for CTE students within Programs of Study. As more schools and colleges develop and implement programs of study, most are identifying opportunities for articulation agreements and working toward the creation of new agreements. Articulation agreements are being developed with colleges outside the consortium configuration so that students' programs/courses are accepted in colleges across the state.

Postsecondary enrollment options (PSEO - where high school students can take college course work while in high school) that earns both high school and college credit simultaneously exist in MN along with concurrent enrollment/credit for prior learning options like articulation, international

baccalaureate, industry certification or advanced placement. State CTE staff has helped local consortium member institutions overcome barriers in integrating these options into CTE programs (e.g., the pilot and adoption of the advanced placement accounting curriculum and student assessment in secondary CTE classes across the state). State staff provided regional in-service to college and university transfer specialists on articulated high school to college credit and concurrent enrollment opportunities for CTE college credits. Activities related to academic advising and helping students overcome barriers to enrollment and completion were already highlighted in this report. The 2013 Minnesota legislature passed a bill that students in 10th grade would be able to access PSEO options in CTE courses in the future if they met the eligibility requirements.

3P. During the reporting year, did your state use Perkins funds to support initiatives to facilitate the transition of sub baccalaureate career and technical education students into baccalaureate programs?

YES

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

4P. During the reporting year, did your state use Perkins funds to support career and technical student organizations?

YES

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 50 events for Career and Technical Student Organizations that involved over 12,000 students. The MnSCU Board of Trustees held a recognition event for national winners of student organization skill competitions. Given that level of student participation in CTSO events, it is evident that local consortia allocate resources to support student participation in CTSOs. The Minnesota legislature appropriates \$725,000 annually to support CTSOs and these grants are managed by the state CTE staff at MDE.

5P. During the reporting year, did your state use Perkins funds to support public charter schools operating career and technical education programs?

YES

Support for public charter schools operating CTE programs:

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

6P. During the reporting year, did your state use Perkins funds to support career and technical education programs that offer experience in, and understanding of, all aspects of an industry for which students are preparing to enter?

YES

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.

7P. During the reporting year, did your state use Perkins funds to support family and consumer sciences programs?

NO

8P. During the reporting year, did your state use Perkins funds to support partnerships between education and business, or business intermediaries, including cooperative education and adjunct faculty arrangements at the secondary and postsecondary levels?

YES

Support partnerships between education and business, or business intermediaries, including cooperative education and adjunct faculty arrangements at the secondary and postsecondary levels:

MDE and MnSCU CTE staff serve on the Governor's Workforce Development Council and committees, state, regional and national professional associations and boards. Each college and district CTE program is required by law and MnSCU policy to have a Program Advisory Committee that includes business-industry representation. The Program Advisory Committee Handbook promotes secondary postsecondary representation, programs of study, effective practices and new technologies for

communication with advisory committee members
http://www.cte.mnscu.edu/consortium_resources/index.html.

9P. During the reporting year, did your state use Perkins funds to support the improvement or development of new career and technical education courses and initiatives, including career clusters, career academies, and distance education?

YES

Support to improve or develop new CTE courses and initiatives, including career clusters, career academies, and distance education, that prepares individuals for high-skill, high-wage, and high-Demand occupations:

By FY13, to comply with Minnesota's State Plan, each consortium was to develop at least seven Programs of Study. Upon review of local consortium applications and the annual program reports which describe, in detail, how at least seven programs of study were implemented at the local level, positive aspects surfaced:

Consortia are often developing programs of study in alignment with local or regional workforce demand and regional resources, and are reviewing signature programs to align with OVAE's Rigorous Programs of Study (RPOS) framework. Planning is underway for RPOS work to continue in FY14.

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 through the continuous program improvement model.

The POS development process asks consortia to operationalize programs of study with a thoughtful review of CTE programs/courses, current articulation agreements developed under tech prep, concurrent enrollment, and other postsecondary enrollment options available in CTE areas.

While it is not a state expectation that each consortium offers both the secondary and postsecondary elements within a defined program of study, it is a state requirement that each consortium address, through its local plan, how it would provide a continuum of services for all learners (often called brokering of services). Brokering of services provide collaboration with other consortia, as needed, to assist learners in locating programs of study that meet their career interests and aspirations and to assist learners in locating and identifying the appropriate preparatory courses or learning activities not available locally.

10P. During the reporting year, did your state use Perkins funds to award incentive grants to eligible recipients for exemplary performance or for use for innovative initiatives under Sec. 135(c)(19) of Perkins IV?

YES

Award Incentive Grants to Eligible Recipients for use for innovative initiatives under Sec. 135 (c)(19):

Minnesota awarded state leadership funds to local consortia for uses of innovative initiatives through a Request for Proposal process approved by secondary and postsecondary state CTE staff for two parent outreach projects and two Student Learning Community Partnership projects to support programs of study:

-Parent Outreach: St. Cloud Technical and Community College in partnership with the St. Cloud Public Schools and the Student Success Task Force increased community involvement and their education regarding STEM careers to increase pipeline of high school students to in college STEM programs. St. Cloud Technical and Community College supported St. Cloud Public Schools to provide a bank of resources regarding STEM, non-traditional careers and career exploration in selected languages to reach targeted students and provided interpreters at family nights throughout the year.

-Parent Outreach: In an effort to expand on the Minnesota Department of Education's support of parent outreach for students in nontraditional careers, the St. Paul Consortium comprised of Saint Paul College and the Saint Paul Public Schools will: 1) identify and implement strategies for parents and community leaders to support students in pursuit of nontraditional careers through discussions with parent advisory groups, and 2) devise and implement an action plan to inform and create year round face to face parent engagement in education and information concerning nontraditional careers with ways to support students once enrolled in these programs.

--Student Learning Community: Saint Paul College (SPC) and Washington Technical Magnet High School (WTMHS), implemented a collaborative, sustainable Nursing Assistant Learning Community Partnership (NALCP) program, delivered on-site at WTMHS, included both secondary and postsecondary learners focused on healthcare career exploration, with a specific focus on nursing. The collaboration between WTMHS and SPC will provided articulated learning that developed student interest and led to advanced courses in the nursing career field and pathways to higher education. Students at WTMHS completed coursework that prepared them to successfully complete an 80-hour, five credit nursing assistant program and eligibility to test for the state nursing assistant registry.

-Student Learning Community: Saint Paul College (SPC) and Saint Paul Public schools (SPPS) implemented a collaborative, sustainable Culinary Arts Learning Community Partnership (CALCP) program. The learning community will continue to provide support for this cohort through Saint Paul College enrollment, retention and completion. The Culinary Arts Learning Community Partnership (CALCP) will engaged students at both the secondary and post-secondary level through the 'Culinary Club' (CC), structured to deliver a rewarding student learning community experience. To ensure successful transition from high school to college, emphasis will be placed upon postsecondary mentoring, utilizing face to face and on-line community building via an e-mentor format. The CC was supported by:

--affiliation with a recognized student organization such as Skills USA at both the high school and college level

--an exclusive Facebook group

--monthly meetings offering fun and engaging opportunities for learning interactions.

11P. During the reporting year, did your state use Perkins funds to provide activities to support entrepreneurship education and training?

YES

Support entrepreneurship education and training:

MDE CTE staff serves on the Board of Best Prep a Minnesota statewide nonprofit organization with a mission to best prepare students with business, career and financial literacy skills through hands-on experiences that inspire success in work and life. The organization provides speakers from business and industry on entrepreneurship and other topics and supports for classroom teachers.

Minnesota continues to address entrepreneurship skills and knowledge, core competencies and technical skill assessment in appropriate career pathways through it Technical Skill Assessment project. In FY2013 this was particularly addressed in General Management, Human Resources Management and Operations Management pathways. <http://www.cte.mnscu.edu/programs/mntsa.html>

12P. During the reporting year, did your state use Perkins funds to provide career and technical education programs for adults and school dropouts to complete their secondary school education?

YES

Providing CTE programs for adults and school dropouts to complete secondary education, in coordination, to the extent practicable, with activities under the Adult Education and Family Literacy Act:

CTE programs across the state have been involved in a variety of efforts with adult basic education and the Minnesota FastTRAC program - all of which target adult learners' educational needs in preparation for the workforce. Local recipients used Perkins funds in support of supplemental software, tutors, support service personnel, and summer math or reading courses for students needing extra support to be academically prepared. The past three years of the Annual Performance Reports were submitted in

October, 2011-2013 by local consortium of colleges and school districts that are recipients of MN Perkins funds. Consortium utilized the Perkins funds in a variety of ways, such as providing career advising and support services for students, curriculum revisions, professional development for ABE and college faculty, meetings with business and industry representatives, and development of career pathways.

13P. During the reporting year, did your state use Perkins funds to provide assistance to individuals who have participated in Perkins assisted services and activities in continuing their education or training or finding appropriate jobs?

NO

14P. During the reporting year, did your state use Perkins funds to develop valid and reliable assessments of technical skills?

YES

Developing valid and reliable assessments of technical skills:

During FY13, the state continued a process for engaging teachers and faculty to review the core competencies and identified potential technical skill assessments appropriate for programs of study by career pathway. Business and industry leaders then reviewed the core competencies and third party assessments. Those third party assessments that aligned with the core competencies validated by both teachers and faculty and business and industry leaders then are listed on the Minnesota state-approved list of assessments that districts/colleges can use to meet the technical skill attainment core indicators. Once the state-approved assessments have been determined through this process, programs at the secondary and postsecondary level within a pathway are expected to begin assessing students using one of the state-approved technical skill assessments. Career pathways addressed in FY13 included Agribusiness Systems, Power, Structural & Technical Systems, Audio/Video Technology and Film, Performing Arts, Journalism & Broadcasting, Biotechnology Research and Development, Family & Community Services, Counseling & Mental Health Services, Correction Services, Security & Protective Services, Design/ Pre-construction, General Management, Human Resources Management, Operations Management, Business Information Management, Information Support & Services, and Manufacturing Maintenance, Installation, and Repair. <http://www.cte.mnscu.edu/programs/mntsa.html>

15P. During the reporting year, did your state use Perkins funds to develop or enhance data systems to collect and analyze data on secondary and postsecondary academic and employment outcomes?

YES

Developing and enhancing data systems to collect and analyze data on academic and employment outcomes:

This report already discussed a number of data system-related activities that occurred in prior years. MDE data systems continue to move from a state developed system to EDEN. MDE will provide for the full roll-over to EDEN in FY13. MnSCU made a number of changes to the data reporting and analysis system used state-wide. The changes revolved mainly around creating or modifying reports

available to local institutions and consortia to enhance their use of data for decision-making and joint planning.

One significant change in the data system work during FY10 was already described: MDE and MnSCU CTE leaders secured legislative permission to develop a system to share data across MDE and MnSCU systems. By using the Minnesota Office of Higher Education (MOHE) as an intermediary, both systems can now share student-level data in a way that adheres to state data privacy laws (Minn. Stat.13.32, subd.11). This ability to share data will greatly assist us with tracking the placement and retention of students [Sec. 134 (b)(3B) and 135(c)(9 & 19)]. During FY11-13 the data was collected and submitted to MOHE for analysis regarding transition of secondary students into postsecondary programs (5S1). OVAE has given secondary programs the permission to use MOHE data only beginning in FY12 and beyond (which will be reflected in the EDEN data provided).

Minnesota was one of five states selected for the Advancing CTE in State and Local Career Pathway Systems. As a result of the self-assessment, Minnesota is focused on three goals:

Strengthening cross-system partnerships to align program services and establish policy and legislation to support statewide systems alignment.

Redesigning communications strategies to engage employers in key state industries, building on state Itasca Study pilots underway and Rochester area initiatives to develop career pathways.

Building cross-system data and accountability systems to motivate accountability and program improvement, utilizing the framework from the Alliance for Quality in Career Pathways and information available from SLDS, WDQI and other initiatives in MN.

16P. During the reporting year, did your state use Perkins funds to improve the recruitment and retention of career and technical education teachers, faculty, administrators, or career guidance and academic counselors, and the transition to teaching from business and industry, including small business?

YES

Improving the recruitment and retention of CTE teachers, faculty, administrators, and career guidance and academic counselors:

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

17P. During the reporting year, did your state use Perkins funds to support occupational and employment information resources?

YES

Support for occupational and employment information resources:

During FY13, Minnesota coordinated with the Department of Employment and Economic Development to provide labor market information to Consortia. The MnSCU program approval and review staff and DEED staff developed a spreadsheet tool to analyze occupational supply and demand by region and statewide:

http://www.academicaffairs.mnscu.edu/academicprograms/workforce_planning/index.html

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

Technical Skill Assessments

Program Area	Level Offered	Cluster	Secondary Assessment Type	Post-secondary Assessment Type
Accounting	Secondary & Postsecondary	Finance	3rd Party Assessment	3rd Party Assessment
Law Enforcement Systems	Secondary & Postsecondary	Law, Public Safety & Security	3rd Party Assessment	3rd Party Assessment
Network Systems	Secondary & Postsecondary	Information Technology	3rd Party Assessment	3rd Party Assessment
Plant Systems	Secondary & Postsecondary	Agriculture, Food & Natural Resources	3rd Party Assessment	3rd Party Assessment
Therapeutic Services (Health)	Secondary & Postsecondary	Health Science	3rd Party Assessment	3rd Party Assessment
Animal Systems	Secondary & Postsecondary	Agriculture, Food & Natural Resources	3rd Party Assessment	3rd Party Assessment
Diagnostic Services (Health)	Secondary & Postsecondary	Health Science	3rd Party Assessment	3rd Party Assessment
Early Childhood Development & Services	Secondary & Postsecondary	Human Services	3rd Party Assessment	3rd Party Assessment
Teaching/Training (Birth – Gr 3)	Secondary & Postsecondary	Education & Training	3rd Party Assessment	3rd Party Assessment
Engineering & Technology	Secondary & Postsecondary	Science, Technology, Engineering & Math	3rd Party Assessment	3rd Party Assessment
Facility & Mobile Equipment Maintenance	Secondary & Postsecondary	Transportation, Distribution & Logistics	3rd Party Assessment	3rd Party Assessment
Marketing Management	Secondary & Postsecondary	Marketing Sales & Services	3rd Party Assessment	3rd Party Assessment
Merchandising	Secondary & Postsecondary	Marketing Sales & Services	3rd Party Assessment	3rd Party Assessment
Professional Sales	Secondary & Postsecondary	Marketing Sales & Services	3rd Party Assessment	3rd Party Assessment
Visual Arts	Secondary & Postsecondary	Arts, A/V Technology, & Communications	3rd Party Assessment	3rd Party Assessment
Printing Technology	Secondary & Postsecondary	Arts, A/V Technology, & Communications	3rd Party Assessment	3rd Party Assessment
Foundation Knowledge & Skills	Secondary & Postsecondary		3rd Party Assessment	3rd Party Assessment
Administrative Support	Secondary & Postsecondary	Business Management, & Administration	3rd Party Assessment	3rd Party Assessment
Emergency & Fire Management Services	Secondary & Postsecondary	Law, Public Safety & Security	3rd Party Assessment	3rd Party Assessment

Environmental Services Systems	Secondary & Postsecondary	Agriculture, Food & Natural Resources	3rd Party Assessment	3rd Party Assessment
Natural Resources Systems	Secondary & Postsecondary	Agriculture, Food & Natural Resources	3rd Party Assessment	3rd Party Assessment
Health Informatics	Secondary & Postsecondary	Health Science	3rd Party Assessment	3rd Party Assessment
Personal Care Services	Secondary & Postsecondary	Human Services	3rd Party Assessment	3rd Party Assessment
Production	Secondary & Postsecondary	Manufacturing	3rd Party Assessment	3rd Party Assessment
Manufacturing Production Process Development	Secondary & Postsecondary	Manufacturing	3rd Party Assessment	3rd Party Assessment
Restaurants & Food/Beverage Services	Secondary & Postsecondary	Hospitality & Tourism	3rd Party Assessment	3rd Party Assessment
Teaching/ Training (K-12)	Secondary & Postsecondary	Education & Training	3rd Party Assessment	3rd Party Assessment
Web & Digital Communications	Secondary & Postsecondary	Arts, A/V Technology, & Communications	3rd Party Assessment	3rd Party Assessment

Interim Report	Minnesota	5. Grant Award Number:										
2. Federal Funding Period:		State Basic Grant (Title I):	V048A120023									
Start Date:	7/1/2012	6. Grant Award Amount:										
End Date:	9/30/2013	State Basic Grant (Title I):	16684637									
3. Reporting Period:												
Start Date:	7/1/2012											
End Date:	9/30/2013	7. Amended Interim FSR:	FALSE									
Accounting Basis:	0	Date of Amended FSR:										
		1	2	3	4	5	6	7	8	9	10	11
Row		Net Outlays Previously Reported	Total Outlays This Report Period	Program Income Credits	New Outlays This Report Period (Column 2 - 3)	Net Outlays To Date (Column 1 + 4)	Non-Federal Share of Outlays	Total Federal Share of Outlays (Column 5 - 6)	Federal Share of Unliquidated Obligations	Federal Share of Outlays & Unliquidated Obligations (Column 7 + 8)	Federal Funds Authorized	Balance of Unobligated Federal Funds (Column 10 - 9)
A	*Total Title I Funds*											
B	Local Uses of Funds											
C	RESERVE											
D	Funds for Secondary Recipients	0	535718.2	0	535718.2	535718.2	0	535718.2	0	535718.2	595641.5	59923.34
E	Funds for Postsecondary Recipients	0	699221.4	0	699221.4	699221.4	0	699221.4	0	699221.4	822552.6	123331.2
F	Total (Row D + E)	0	1234940	0	1234940	1234940	0	1234940	0	1234940	1418194	183254.5

Final Report

1. State Name	<u>Minnesota</u>	5. Grant Award Number:										
2. Federal Funding Period:		State Basic Grant (Title I):	<u>V048A110023</u>									
Start Date:	<u>7/1/2011</u>	6. Grant Award Amount:										
End Date:	<u>9/30/2012</u>	State Basic Grant (Title I):	<u>\$16,945,621</u>									
3. Reporting Period:												
Start Date:	<u>7/1/2011</u>											
End Date:	<u>9/30/2013</u>	7. Amended Final FSR:	<u>FALSE</u>									
Accounting Basis:	<u>0</u>	Date of Ammended FSR:										
		<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>	<u>6</u>	<u>7</u>	<u>8</u>	<u>9</u>	<u>10</u>	<u>11</u>
Row		Net Outlays Previously Reported	Total Outlays This Report Period	Program Income Credits	New Outlays This Report Period (Column 2 - 3)	Net Outlays To Date (Column 1 + 4)	Non-Federal Share of Outlays	Total Federal Share of Outlays (Column 5 - 6)	Federal Share of Unliquidated Obligations	Federal Share of Outlays & Unliquidated Obligations (Column 7 + 8)	Federal Funds Authorized	Balance of Unobligated Federal Funds (Column 10 - 9)
A	*Total Title I Funds*											
B	Local Uses of Funds											
C	RESERVE											
D	Funds for Secondary Recipients	<u>409408.53</u>	<u>195550.1</u>	<u>0</u>	<u>195550.1</u>	<u>604958.7</u>	<u>0</u>	<u>604958.7</u>	<u>0</u>	<u>604958.7</u>	<u>604958.7</u>	<u>0</u>
E	Funds for Postsecondary Recipients	<u>729239.13</u>	<u>106180</u>	<u>0</u>	<u>106180</u>	<u>835419.1</u>	<u>0</u>	<u>835419.1</u>	<u>0</u>	<u>835419.1</u>	<u>835419.1</u>	<u>0</u>

CTE Participants

	<u>Number of Secondary Students</u>	<u>Number of Postsecondary Students</u>	<u>Number of Adult Students</u>
<u>GENDER</u>	-	-	-
<u>Male</u>	<u>51173</u>	<u>32018</u>	<u>-9</u>
<u>Female</u>	<u>40958</u>	<u>33468</u>	<u>-9</u>
<u>RACE/ETHNICITY *(1997 STANDARDS)</u>	-	-	-
<u>American Indian or Alaskan Native</u>	<u>1445</u>	<u>880</u>	<u>-9</u>
<u>Asian</u>	<u>6182</u>	<u>2980</u>	<u>-9</u>
<u>Black or African American</u>	<u>7738</u>	<u>7706</u>	<u>-9</u>
<u>Hispanic/Latino</u>	<u>5453</u>	<u>3210</u>	<u>-9</u>
<u>Native Hawaiian or Other Pacific Islander</u>	<u>44</u>	<u>80</u>	<u>-9</u>
<u>White</u>	<u>69806</u>	<u>46484</u>	<u>-9</u>
<u>Two or More Races</u>	<u>1463</u>	<u>2570</u>	<u>-9</u>
<u>Unknown</u>	<u>0</u>	<u>1576</u>	<u>-9</u>
<u>SPECIAL POPULATION AND OTHER STUDENT CATEGORIES</u>	-	-	-
<u>Individuals With Disabilities (ADA)</u>		<u>2346</u>	<u>-9</u>
<u>Disability Status (ESEA/IDEA)</u>	<u>14055</u>		
<u>Economically Disadvantaged</u>	<u>37093</u>	<u>29098</u>	<u>-9</u>
<u>Single Parents</u>	<u>404</u>	<u>7091</u>	<u>-9</u>
<u>Displaced Homemakers</u>	<u>4</u>	<u>9089</u>	<u>-9</u>
<u>Limited English Proficient</u>	<u>5600</u>	<u>3244</u>	<u>-9</u>
<u>Migrant Status</u>	<u>107</u>		
<u>Nontraditional Enrollees</u>	<u>31627</u>	<u>6442</u>	<u>-9</u>

CTE Concentrators

-	<u>SECONDARY</u>		<u>POSTSECONDARY</u>		<u>ADULT</u>	
	<u>Male</u>	<u>Female</u>	<u>Male</u>	<u>Female</u>	<u>Male</u>	<u>Female</u>
<u>Agriculture, Food & Natural Resources</u>	<u>4836</u>	<u>2594</u>	<u>641</u>	<u>283</u>	<u>-9</u>	<u>-9</u>
<u>Architecture & Construction</u>	<u>6316</u>	<u>944</u>	<u>1734</u>	<u>166</u>	<u>-9</u>	<u>-9</u>
<u>Arts, A/V Technology, & Communications</u>	<u>3625</u>	<u>2246</u>	<u>411</u>	<u>426</u>	<u>-9</u>	<u>-9</u>
<u>Business Management, & Administration</u>	<u>9085</u>	<u>6403</u>	<u>891</u>	<u>1267</u>	<u>-9</u>	<u>-9</u>
<u>Education & Training</u>	<u>0</u>	<u>0</u>	<u>82</u>	<u>286</u>	<u>-9</u>	<u>-9</u>
<u>Finance</u>	<u>924</u>	<u>599</u>	<u>292</u>	<u>496</u>	<u>-9</u>	<u>-9</u>
<u>Government & Public Administration</u>	<u>0</u>	<u>0</u>	<u>1</u>	<u>2</u>	<u>-9</u>	<u>-9</u>
<u>Health Science</u>	<u>614</u>	<u>1395</u>	<u>1270</u>	<u>6478</u>	<u>-9</u>	<u>-9</u>
<u>Hospitality & Tourism</u>	<u>357</u>	<u>353</u>	<u>186</u>	<u>184</u>	<u>-9</u>	<u>-9</u>
<u>Human Services</u>	<u>7220</u>	<u>8944</u>	<u>154</u>	<u>1142</u>	<u>-9</u>	<u>-9</u>
<u>Information Technology</u>	<u>1037</u>	<u>194</u>	<u>1203</u>	<u>244</u>	<u>-9</u>	<u>-9</u>
<u>Law, Public Safety & Security</u>	<u>346</u>	<u>187</u>	<u>1677</u>	<u>837</u>	<u>-9</u>	<u>-9</u>
<u>Manufacturing</u>	<u>4140</u>	<u>323</u>	<u>1286</u>	<u>106</u>	<u>-9</u>	<u>-9</u>
<u>Marketing Sales & Services</u>	<u>2330</u>	<u>1462</u>	<u>329</u>	<u>257</u>	<u>-9</u>	<u>-9</u>
<u>Science, Technology, Engineering & Math</u>	<u>0</u>	<u>0</u>	<u>540</u>	<u>65</u>	<u>-9</u>	<u>-9</u>
<u>Transportation, Distribution & Logistics</u>	<u>4458</u>	<u>371</u>	<u>1505</u>	<u>65</u>	<u>-9</u>	<u>-9</u>
<u>Secondary Definition for CTE Participants:</u>						
<u>A secondary student who has shown proficiency in a minimum of 240 hours in one career field.</u>						
<u>Postsecondary Definition for CTE Participants:</u>						

<p><u>A two-year college student in the Minnesota State Colleges and Universities System who belongs in a particular fiscal year cohort, and is enrolled in a long-term CTE programs, and declared as their degree intent (major) a CTE award</u></p> <p><u>OR</u></p> <p><u>A two-year college student in the Minnesota State Colleges and Universities who belongs in a particular fiscal year cohort, and is enrolled in a short-term CTE program, and declared as their degree intent (major) a CTE award, and completed and received the award in which they declared their intent.</u></p>						
<p><u>Additional Information:</u></p>						

1S1

	<u>Number of Students in the Numerator:</u>	<u>Number of Students in the Denominator:</u>	<u>State Adjusted Level of Performance:</u>
Grand Total	<u>11387</u>	<u>14790</u>	<u>71.5</u>
GENDER			
Male	<u>6485</u>	<u>8430</u>	<u>71.5</u>
Female	<u>4902</u>	<u>6360</u>	<u>71.5</u>
RACE/ETHNICITY* (1997 Revised Standards)			
American Indian or Alaskan Native	<u>101</u>	<u>158</u>	<u>71.5</u>
Asian	<u>481</u>	<u>811</u>	<u>71.5</u>
Black or African American	<u>487</u>	<u>892</u>	<u>71.5</u>
Hispanic/Latino	<u>427</u>	<u>649</u>	<u>71.5</u>
Native Hawaiian or Other Pacific Islander	<u>2</u>	<u>4</u>	<u>71.5</u>
White	<u>9762</u>	<u>12106</u>	<u>71.5</u>
Two or More Races	<u>127</u>	<u>170</u>	<u>71.5</u>
SPECIAL POPULATION AND OTHER STUDENT CATEGORIES			
Individuals With Disabilities (ADA)	<u>-1</u>	<u>-1</u>	<u>71.5</u>
Disability Status (ESEA/IDEA)	<u>652</u>	<u>1816</u>	<u>71.5</u>
Economically Disadvantaged	<u>3471</u>	<u>5386</u>	<u>71.5</u>
Single Parents	<u>39</u>	<u>70</u>	<u>71.5</u>
Displaced Homemakers	<u>-1</u>	<u>-1</u>	<u>71.5</u>
Limited English Proficient	<u>281</u>	<u>730</u>	<u>71.5</u>
Migrant Status	<u>6</u>	<u>11</u>	<u>71.5</u>
Nontraditional Enrollees	<u>5404</u>	<u>6770</u>	<u>71.5</u>
Additional Information			

1S2

	<u>Number of Students in the Numerator:</u>	<u>Number of Students in the Denominator:</u>	<u>State Adjusted Level of Performance:</u>
Grand Total	<u>7833</u>	<u>14710</u>	<u>44</u>
GENDER			
Male	<u>4927</u>	<u>8395</u>	<u>44</u>
Female	<u>2906</u>	<u>6315</u>	<u>44</u>
RACE/ETHNICITY* (1997 Revised Standards)			
American Indian or Alaskan Native	<u>41</u>	<u>156</u>	<u>44</u>
Asian	<u>351</u>	<u>824</u>	<u>44</u>
Black or African American	<u>195</u>	<u>898</u>	<u>44</u>
Hispanic/Latino	<u>215</u>	<u>638</u>	<u>44</u>
Native Hawaiian or Other Pacific Islander	<u>1</u>	<u>4</u>	<u>44</u>
White	<u>6954</u>	<u>12025</u>	<u>44</u>
Two or More Races	<u>76</u>	<u>165</u>	<u>44</u>
SPECIAL POPULATION AND OTHER STUDENT CATEGORIES			
Individuals With Disabilities (ADA)	<u>-1</u>	<u>-1</u>	<u>44</u>
Disability Status (ESEA/IDEA)	<u>317</u>	<u>1679</u>	<u>44</u>
Economically Disadvantaged	<u>1965</u>	<u>5324</u>	<u>44</u>
Single Parents	<u>17</u>	<u>62</u>	<u>44</u>
Displaced Homemakers	<u>-1</u>	<u>-1</u>	<u>44</u>
Limited English Proficient	<u>155</u>	<u>731</u>	<u>44</u>
Migrant Status	<u>0</u>	<u>10</u>	<u>44</u>
Nontraditional Enrollees	<u>3742</u>	<u>6737</u>	<u>44</u>
Additional Information			

2S1

	<u>Number of Students in the Numerator:</u>	<u>Number of Students in the Denominator:</u>	<u>State Adjusted Level of Performance:</u>
Grand Total	<u>2078</u>	<u>3795</u>	<u>53</u>
GENDER			
Male	<u>1094</u>	<u>2176</u>	<u>53</u>
Female	<u>984</u>	<u>1619</u>	<u>53</u>
RACE/ETHNICITY* (1997 Revised Standards)			
American Indian or Alaskan Native	<u>21</u>	<u>42</u>	<u>53</u>
Asian	<u>87</u>	<u>205</u>	<u>53</u>
Black or African American	<u>132</u>	<u>287</u>	<u>53</u>
Hispanic/Latino	<u>104</u>	<u>187</u>	<u>53</u>
Native Hawaiian or Other Pacific Islander	<u>0</u>	<u>0</u>	<u>53</u>
White	<u>1708</u>	<u>3015</u>	<u>53</u>
Two or More Races	<u>26</u>	<u>59</u>	<u>53</u>
SPECIAL POPULATION AND OTHER STUDENT CATEGORIES			
Individuals With Disabilities (ADA)	<u>-1</u>	<u>-1</u>	<u>53</u>
Disability Status (ESEA/IDEA)	<u>221</u>	<u>600</u>	<u>53</u>
Economically Disadvantaged	<u>661</u>	<u>1384</u>	<u>53</u>
Single Parents	<u>6</u>	<u>12</u>	<u>53</u>
Displaced Homemakers	<u>-1</u>	<u>-1</u>	<u>53</u>
Limited English Proficient	<u>64</u>	<u>149</u>	<u>53</u>
Migrant Status	<u>-1</u>	<u>-1</u>	<u>53</u>
Nontraditional Enrollees	<u>872</u>	<u>1569</u>	<u>53</u>
Additional Information			

3S1

	<u>Number of Students in the Numerator:</u>	<u>Number of Students in the Denominator:</u>	<u>State Adjusted Level of Performance:</u>
Grand Total	<u>15524</u>	<u>15770</u>	<u>98.5</u>
GENDER			
Male	<u>8856</u>	<u>9016</u>	<u>98.5</u>
Female	<u>6668</u>	<u>6754</u>	<u>98.5</u>
RACE/ETHNICITY* (1997 Revised Standards)			
American Indian or Alaskan Native	<u>176</u>	<u>182</u>	<u>98.5</u>
Asian	<u>852</u>	<u>868</u>	<u>98.5</u>
Black or African American	<u>977</u>	<u>1017</u>	<u>98.5</u>
Hispanic/Latino	<u>682</u>	<u>708</u>	<u>98.5</u>
Native Hawaiian or Other Pacific Islander	<u>4</u>	<u>4</u>	<u>98.5</u>
White	<u>12661</u>	<u>12806</u>	<u>98.5</u>
Two or More Races	<u>172</u>	<u>185</u>	<u>98.5</u>
SPECIAL POPULATION AND OTHER STUDENT CATEGORIES			
Individuals With Disabilities (ADA)	<u>-1</u>	<u>-1</u>	<u>98.5</u>
Disability Status (ESEA/IDEA)	<u>2486</u>	<u>2555</u>	<u>98.5</u>
Economically Disadvantaged	<u>5793</u>	<u>5974</u>	<u>98.5</u>
Single Parents	<u>74</u>	<u>76</u>	<u>98.5</u>
Displaced Homemakers	<u>-1</u>	<u>-1</u>	<u>98.5</u>
Limited English Proficient	<u>767</u>	<u>796</u>	<u>98.5</u>
Migrant Status	<u>12</u>	<u>13</u>	<u>98.5</u>
Nontraditional Enrollees	<u>7032</u>	<u>7102</u>	<u>98.5</u>
DISAGGREGATE INDICATORS			
General Education Development (GED)	<u>-1</u>		<u>98.5</u>
Diploma	<u>14626</u>		<u>98.5</u>
Certificate	<u>-1</u>		<u>98.5</u>
Additional Information			

4S1

	<u>Number of Students in the Numerator:</u>	<u>Number of Students in the Denominator:</u>	<u>State Adjusted Level of Performance:</u>
Grand Total	<u>13393</u>	<u>15214</u>	<u>96.5</u>
GENDER			
Male	<u>7703</u>	<u>8831</u>	<u>96.5</u>
Female	<u>5690</u>	<u>6383</u>	<u>96.5</u>
RACE/ETHNICITY* (1997 Revised Standards)			
American Indian or Alaskan Native	<u>149</u>	<u>206</u>	<u>96.5</u>
Asian	<u>665</u>	<u>804</u>	<u>96.5</u>
Black or African American	<u>672</u>	<u>989</u>	<u>96.5</u>
Hispanic/Latino	<u>497</u>	<u>634</u>	<u>96.5</u>
Native Hawaiian or Other Pacific Islander	<u>-1</u>	<u>-1</u>	<u>96.5</u>
White	<u>11306</u>	<u>12435</u>	<u>96.5</u>
Two or More Races	<u>96</u>	<u>138</u>	<u>96.5</u>
SPECIAL POPULATION AND OTHER STUDENT CATEGORIES			
Individuals With Disabilities (ADA)	<u>-1</u>	<u>-1</u>	<u>96.5</u>
Disability Status (ESEA/IDEA)	<u>1593</u>	<u>2296</u>	<u>96.5</u>
Economically Disadvantaged	<u>4385</u>	<u>5507</u>	<u>96.5</u>
Single Parents	<u>34</u>	<u>59</u>	<u>96.5</u>
Displaced Homemakers	<u>-1</u>	<u>-1</u>	<u>96.5</u>
Limited English Proficient	<u>521</u>	<u>709</u>	<u>96.5</u>
Migrant Status	<u>14</u>	<u>16</u>	<u>96.5</u>
Nontraditional Enrollees	<u>5335</u>	<u>5900</u>	<u>96.5</u>
Additional Information			

5S1

	<u>Number of Students in the Numerator:</u>	<u>Number of Students in the Denominator:</u>	<u>State Adjusted Level of Performance:</u>
Grand Total	<u>6941</u>	<u>6941</u>	<u>53</u>
GENDER			
Male	<u>3701</u>	<u>3701</u>	<u>53</u>
Female	<u>3240</u>	<u>3240</u>	<u>53</u>
RACE/ETHNICITY* (1997 Revised Standards)			
American Indian or Alaskan Native	<u>70</u>	<u>70</u>	<u>53</u>
Asian	<u>409</u>	<u>409</u>	<u>53</u>
Black or African American	<u>369</u>	<u>369</u>	<u>53</u>
Hispanic/Latino	<u>207</u>	<u>207</u>	<u>53</u>
Native Hawaiian or Other Pacific Islander	<u>3</u>	<u>3</u>	<u>53</u>
White	<u>5829</u>	<u>5829</u>	<u>53</u>
Two or More Races	<u>54</u>	<u>54</u>	<u>53</u>
SPECIAL POPULATION AND OTHER STUDENT CATEGORIES			
Individuals With Disabilities (ADA)	<u>-1</u>	<u>-1</u>	<u>53</u>
Disability Status (ESEA/IDEA)	<u>625</u>	<u>625</u>	<u>53</u>
Economically Disadvantaged	<u>2065</u>	<u>2065</u>	<u>53</u>
Single Parents	<u>12</u>	<u>12</u>	<u>53</u>
Displaced Homemakers	<u>1</u>	<u>1</u>	<u>53</u>
Limited English Proficient	<u>295</u>	<u>295</u>	<u>53</u>
Migrant Status	<u>6</u>	<u>6</u>	<u>53</u>
Nontraditional Enrollees	<u>2873</u>	<u>2873</u>	<u>53</u>
DISAGGREGATE INDICATORS			
Advanced Training	<u>0</u>		<u>53</u>
Employment	<u>0</u>		<u>53</u>
Military	<u>0</u>		<u>53</u>
Postsecondary Education	<u>6915</u>		<u>53</u>
Additional Information			

6S1

	<u>Number of Students in the Numerator:</u>	<u>Number of Students in the Denominator:</u>	<u>State Adjusted Level of Performance:</u>
Grand Total	<u>29794</u>	<u>112467</u>	<u>50</u>
GENDER			
Male	<u>9813</u>	<u>80612</u>	<u>50</u>
Female	<u>19981</u>	<u>31855</u>	<u>50</u>
RACE/ETHNICITY* (1997 Revised Standards)			
American Indian or Alaskan Native	<u>583</u>	<u>1931</u>	<u>50</u>
Asian	<u>1744</u>	<u>6042</u>	<u>50</u>
Black or African American	<u>2065</u>	<u>6953</u>	<u>50</u>
Hispanic/Latino	<u>1967</u>	<u>7096</u>	<u>50</u>
Native Hawaiian or Other Pacific Islander	<u>9</u>	<u>55</u>	<u>50</u>
White	<u>23007</u>	<u>88862</u>	<u>50</u>
Two or More Races	<u>419</u>	<u>1528</u>	<u>50</u>
SPECIAL POPULATION AND OTHER STUDENT CATEGORIES			
Individuals With Disabilities (ADA)	<u>-1</u>	<u>-1</u>	<u>50</u>
Disability Status (ESEA/IDEA)	<u>3288</u>	<u>12475</u>	<u>50</u>
Economically Disadvantaged	<u>11866</u>	<u>44104</u>	<u>50</u>
Single Parents	<u>135</u>	<u>313</u>	<u>50</u>
Displaced Homemakers	<u>-1</u>	<u>-1</u>	<u>50</u>
Limited English Proficient	<u>1480</u>	<u>5710</u>	<u>50</u>
Migrant Status	<u>52</u>	<u>190</u>	<u>50</u>
Additional Information			

6S2

	<u>Number of Students in the Numerator:</u>	<u>Number of Students in the Denominator:</u>	<u>State Adjusted Level of Performance:</u>
Grand Total	<u>4226</u>	<u>35148</u>	<u>34</u>
GENDER			
Male	<u>685</u>	<u>29135</u>	<u>34</u>
Female	<u>3541</u>	<u>6013</u>	<u>34</u>
RACE/ETHNICITY* (1997 Revised Standards)			
American Indian or Alaskan Native	<u>77</u>	<u>383</u>	<u>34</u>
Asian	<u>141</u>	<u>1007</u>	<u>34</u>
Black or African American	<u>172</u>	<u>944</u>	<u>34</u>
Hispanic/Latino	<u>227</u>	<u>1173</u>	<u>34</u>
Native Hawaiian or Other Pacific Islander	<u>-1</u>	<u>10</u>	<u>34</u>
White	<u>3526</u>	<u>31213</u>	<u>34</u>
Two or More Races	<u>83</u>	<u>368</u>	<u>34</u>
SPECIAL POPULATION AND OTHER STUDENT CATEGORIES			
Individuals With Disabilities (ADA)	<u>-1</u>	<u>-1</u>	<u>34</u>
Disability Status (ESEA/IDEA)	<u>355</u>	<u>5782</u>	<u>34</u>
Economically Disadvantaged	<u>1715</u>	<u>12130</u>	<u>34</u>
Single Parents	<u>40</u>	<u>124</u>	<u>34</u>
Displaced Homemakers	<u>-1</u>	<u>-1</u>	<u>34</u>
Limited English Proficient	<u>127</u>	<u>963</u>	<u>34</u>
Migrant Status	<u>4</u>	<u>25</u>	<u>34</u>
Additional Information			

1P1

	<u>Number of Students in the Numerator:</u>	<u>Number of Students in the Denominator:</u>	<u>State Adjusted Level of Performance:</u>
Grand Total	<u>4280</u>	<u>5132</u>	<u>70.5</u>
GENDER			
Male	<u>1196</u>	<u>1519</u>	<u>70.5</u>
Female	<u>3084</u>	<u>3613</u>	<u>70.5</u>
RACE/ETHNICITY* (1997 Revised Standards)			
American Indian or Alaskan Native	<u>-1</u>	<u>-1</u>	<u>70.5</u>
Asian	<u>-1</u>	<u>-1</u>	<u>70.5</u>
Black or African American	<u>-1</u>	<u>-1</u>	<u>70.5</u>
Hispanic/Latino	<u>-1</u>	<u>-1</u>	<u>70.5</u>
Native Hawaiian or Other Pacific Islander	<u>-1</u>	<u>-1</u>	<u>70.5</u>
White	<u>-1</u>	<u>-1</u>	<u>70.5</u>
Two or More Races	<u>-1</u>	<u>-1</u>	<u>70.5</u>
Unknown	<u>-1</u>	<u>-1</u>	<u>70.5</u>
SPECIAL POPULATION AND OTHER STUDENT CATEGORIES			
Individuals With Disabilities (ADA)	<u>-1</u>	<u>-1</u>	<u>70.5</u>
Economically Disadvantaged	<u>-1</u>	<u>-1</u>	<u>70.5</u>
Single Parents	<u>-1</u>	<u>-1</u>	<u>70.5</u>
Displaced Homemakers	<u>-1</u>	<u>-1</u>	<u>70.5</u>
Limited English Proficient	<u>-1</u>	<u>-1</u>	<u>70.5</u>
Nontraditional Enrollees	<u>-1</u>	<u>-1</u>	<u>70.5</u>
Additional Information			
<p><u>We do not have any breakouts by demographics (beyond gender) or special populations for 1P1 Technical Skill Assessment, mainly because we do not get individual-level data back for licensure pass rate reporting. We come up with an estimate of the gender breakout (for the licensure data) based on program graduates during a FY (for the NOCTI data, we do have a TECH ID, so we are able to pull gender from ISRS). As indicated in the Minnesota state plan, Minnesota is using licensure pass rates and other state-approved assessments to measure technical skill attainment. As we follow our implementation plan to develop a more robust measure, we will include additional assessment results as they are available/as we are able to establish more data sharing agreements. 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 2012 and is available for nursing, law enforcement and radiography. These data are not disaggregated by gender, but estimates by gender for the CAR have been made based on the percentage of male/female students receiving degrees in those areas at system colleges in FY 2012. NOCTI data for tests with test dates between 6/1/2012 and 5/31/2013 (to correspond with FY 2013 enrollment) within the career pathways being assessed per the state's implementation plan were also included. These data are at the student-level and were able to be linked to actual gender for the CAR report.</u></p>			

2P1

	Number of Students in the Numerator:	Number of Students in the Denominator:	State Adjusted Level of Performance:
Grand Total	<u>11221</u>	<u>24506</u>	<u>51</u>
GENDER			
Male	<u>5217</u>	<u>12202</u>	<u>51</u>
Female	<u>6004</u>	<u>12304</u>	<u>51</u>
RACE/ETHNICITY* (1997 Revised Standards)			
American Indian or Alaskan Native	<u>111</u>	<u>274</u>	<u>51</u>
Asian	<u>402</u>	<u>1033</u>	<u>51</u>
Black or African American	<u>649</u>	<u>2073</u>	<u>51</u>
Hispanic/Latino	<u>455</u>	<u>1086</u>	<u>51</u>
Native Hawaiian or Other Pacific Islander	<u>11</u>	<u>26</u>	<u>51</u>
White	<u>9115</u>	<u>18828</u>	<u>51</u>
Two or More Races	<u>290</u>	<u>791</u>	<u>51</u>
Unknown	<u>188</u>	<u>395</u>	<u>51</u>
SPECIAL POPULATION AND OTHER STUDENT CATEGORIES			
Individuals With Disabilities (ADA)	<u>388</u>	<u>1030</u>	<u>51</u>
Economically Disadvantaged	<u>5399</u>	<u>13081</u>	<u>51</u>
Single Parents	<u>1030</u>	<u>2786</u>	<u>51</u>
Displaced Homemakers	<u>1585</u>	<u>3896</u>	<u>51</u>
Limited English Proficient	<u>393</u>	<u>1173</u>	<u>51</u>
Nontraditional Enrollees	<u>1299</u>	<u>3239</u>	<u>51</u>
DISAGGREGATE INDICATORS			
Credential	<u>-9</u>		<u>51</u>
Certificate	<u>6773</u>		<u>51</u>
Degree	<u>4448</u>		<u>51</u>
Additional Information			

Improving completion rates has been a focus system-wide for Minnesota's state colleges. Minnesota has one of the lowest unemployment rates in the nation. College staff have suggested that as some students ran out of benefits provided through various economic recovery acts they chose to return to work/full time employment rather than continue their education to completion.

The Board of Trustees recently approved recommendations to dramatically increase the success of all learners, especially those in diverse populations traditionally underserved by higher education. This includes postsecondary CTE students As part of this effort, we are currently working to develop strategies related to global competencies, identify research based best practices, develop partnerships to make education affordable and provide student support, create welcoming learning environments and deepen partnerships with secondary schools and adult basic education to enhance student readiness for college-level work and accelerate degree completion. (Charting the Future for a Prosperous Minnesota, MN State Colleges and Universities, Nov. 20, 2013, (http://www.mnscu.edu/chartingthefuture/docs/ctf_recommendation_one.pdf) JoAnn Simser 6/30/2014

We will continue to provide targeted technical assistance to local consortia based on regional needs. We will use the MN Guide to Improvement Planning <http://www.cte.mnscu.edu/directories/pdf/ImprovementPlanGuide.pdf>. We will analyze the 12 local consortium improvement plans for 2P1 and work with local consortium leaders to develop state technical assistance targeted toward improving completion rates. Debra Hsu 6/30/14

We will provide professional development to consortia, especially on accountability and at the CTE Works conference, targeted to improving completion and success for all students. <http://www.cte.mnscu.edu/professionaldevelopment/index.html> Susan Carter, Debra Hsu 6/30/14

Expand strategies we are using to improve performance on non trad completion (5P2) to benefit all students and will provide relevant activities to improve the performance of all students to complete certificates, diplomas and associate degrees. Eva Scates-Winston, Debra Hsu 6/30/14

3P1

	<u>Number of Students in the Numerator:</u>	<u>Number of Students in the Denominator:</u>	<u>State Adjusted Level of Performance:</u>
Grand Total	<u>7866</u>	<u>24506</u>	<u>30</u>
GENDER			
Male	<u>3755</u>	<u>12202</u>	<u>30</u>
Female	<u>4111</u>	<u>12304</u>	<u>30</u>
RACE/ETHNICITY* (1997 Revised Standards)			
American Indian or Alaskan Native	<u>79</u>	<u>274</u>	<u>30</u>
Asian	<u>419</u>	<u>1033</u>	<u>30</u>
Black or African American	<u>987</u>	<u>2073</u>	<u>30</u>
Hispanic/Latino	<u>394</u>	<u>1086</u>	<u>30</u>
Native Hawaiian or Other Pacific Islander	<u>11</u>	<u>26</u>	<u>30</u>
White	<u>5563</u>	<u>18828</u>	<u>30</u>
Two or More Races	<u>288</u>	<u>791</u>	<u>30</u>
Unknown	<u>125</u>	<u>395</u>	<u>30</u>
SPECIAL POPULATION AND OTHER STUDENT CATEGORIES			
Individuals With Disabilities (ADA)	<u>403</u>	<u>1030</u>	<u>30</u>
Economically Disadvantaged	<u>4613</u>	<u>13081</u>	<u>30</u>
Single Parents	<u>1055</u>	<u>2786</u>	<u>30</u>
Displaced Homemakers	<u>1386</u>	<u>2896</u>	<u>30</u>
Limited English Proficient	<u>559</u>	<u>1173</u>	<u>30</u>
Nontraditional Enrollees	<u>1286</u>	<u>3239</u>	<u>30</u>
Additional Information			

4P1

	<u>Number of Students in the Numerator:</u>	<u>Number of Students in the Denominator:</u>	<u>State Adjusted Level of Performance:</u>
Grand Total	<u>10599</u>	<u>12483</u>	<u>86</u>
GENDER			
Male	<u>5132</u>	<u>5951</u>	<u>86</u>
Female	<u>5467</u>	<u>6532</u>	<u>86</u>
RACE/ETHNICITY* (1997 Revised Standards)			
American Indian or Alaskan Native	<u>112</u>	<u>142</u>	<u>86</u>
Asian	<u>362</u>	<u>433</u>	<u>86</u>
Black or African American	<u>567</u>	<u>754</u>	<u>86</u>
Hispanic/Latino	<u>350</u>	<u>437</u>	<u>86</u>
Native Hawaiian or Other Pacific Islander	<u>4</u>	<u>7</u>	<u>86</u>
White	<u>8781</u>	<u>10169</u>	<u>86</u>
Two or More Races	<u>273</u>	<u>326</u>	<u>86</u>
Unknown	<u>150</u>	<u>215</u>	<u>86</u>
SPECIAL POPULATION AND OTHER STUDENT CATEGORIES			
Individuals With Disabilities (ADA)	<u>339</u>	<u>425</u>	<u>86</u>
Economically Disadvantaged	<u>4767</u>	<u>5687</u>	<u>86</u>
Single Parents	<u>798</u>	<u>1016</u>	<u>86</u>
Displaced Homemakers	<u>1333</u>	<u>1631</u>	<u>86</u>
Limited English Proficient	<u>163</u>	<u>222</u>	<u>86</u>
Nontraditional Enrollees	<u>1242</u>	<u>1536</u>	<u>86</u>
DISAGGREGATE INDICATORS			
Apprenticeship	<u>-1</u>		<u>86</u>
Employment	<u>10159</u>		<u>86</u>
Military	<u>-1</u>		<u>86</u>
Additional Information			

5P1

	<u>Number of Students in the Numerator:</u>	<u>Number of Students in the Denominator:</u>	<u>State Adjusted Level of Performance:</u>
Grand Total	<u>6442</u>	<u>32921</u>	<u>23.5</u>
GENDER			
Male	<u>2046</u>	<u>17156</u>	<u>23.5</u>
Female	<u>4396</u>	<u>15765</u>	<u>23.5</u>
RACE/ETHNICITY* (1997 Revised Standards)			
American Indian or Alaskan Native	<u>102</u>	<u>482</u>	<u>23.5</u>
Asian	<u>319</u>	<u>1441</u>	<u>23.5</u>
Black or African American	<u>1185</u>	<u>4344</u>	<u>23.5</u>
Hispanic/Latino	<u>393</u>	<u>1656</u>	<u>23.5</u>
Native Hawaiian or Other Pacific Islander	<u>6</u>	<u>41</u>	<u>23.5</u>
White	<u>3995</u>	<u>23172</u>	<u>23.5</u>
Two or More Races	<u>312</u>	<u>1275</u>	<u>23.5</u>
Unknown	<u>130</u>	<u>510</u>	<u>23.5</u>
SPECIAL POPULATION AND OTHER STUDENT CATEGORIES			
Individuals With Disabilities (ADA)	<u>289</u>	<u>1373</u>	<u>23.5</u>
Economically Disadvantaged	<u>3589</u>	<u>17590</u>	<u>23.5</u>
Single Parents	<u>1073</u>	<u>4588</u>	<u>23.5</u>
Displaced Homemakers	<u>1152</u>	<u>5748</u>	<u>23.5</u>
Limited English Proficient	<u>430</u>	<u>1711</u>	<u>23.5</u>
Additional Information			

<p><u>Nontraditional participation and completion (5P1) and (5P2)</u></p> <p><u>Based on the FY13 performance (reference pages pp 6-7) for improving nontraditional core indicators, the following specific interventions are proposed for addressing 5P1 participation and 5P2 completion for FY14:</u></p> <p><u>Expand on initial faculty/teacher nontraditional student success training, to provide a series of webinars for addressing classroom environment and climate change through Micro messaging to Reach and Teach Every Student™. This training includes an overview and application of the 5 Step Program Improvement Process, now known as PIPESTEM™, developed by NAPE.</u></p> <p><u>Expand onsite and or webinar training on the PIPESTEM™ process for new Perkins Coordinators and student services personnel, secondary and postsecondary</u></p> <p><u>Continue to offer professional development with secondary and postsecondary student services personnel through a series of nontraditional career counseling webinars, which began Dec. 5th, in partnership with NAPE.</u></p> <p><u>Provide support to consortia on developing an effective improvement plan, understanding and utilizing data. This technical assistance may include self-study (program) assessments developed by the Illinois Center for Specialized Professional Support.</u></p> <p><u>A full summary of the disaggregate data follows .</u></p> <p>-</p> <p><u>2012-13 Performance on Postsecondary Indicators</u></p> <p>-</p> <p><u>Negotiated Target</u></p> <p><u>2012-13</u></p> <p><u>Actual</u></p> <p><u>2012-13</u></p> <p><u>Special Populations</u></p> <p><u>(Actual)</u></p> <p><u>Measurement Approach</u></p> <p><u>1P1 – Technical Skill Attainment</u></p> <p><u>70.50%</u></p> <p><u>83.40%</u></p>			
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<p><u>Indiv w/disabilities</u></p> <p><u>N/A</u></p> <p><u>State student records, licensure data and third-party skill assessments</u></p> <p><u>Econ Disadvantaged</u></p> <p><u>N/A</u></p> <p><u>Single Parent</u></p> <p><u>N/A</u></p> <p><u>Disp Homemakers</u></p> <p><u>N/A</u></p> <p><u>Limited Eng Prof</u></p> <p><u>N/A</u></p> <p><u>Nontrad enrollees</u></p> <p><u>N/A</u></p> <p><u>2P1 – Credential, certificate, degree</u></p> <p><u>51.00%</u></p> <p><u>45.79%*</u></p> <p><u>Indiv w/disabilities</u></p> <p><u>37.67%</u></p> <p><u>State Student Records</u></p> <p><u>Econ Disadvantaged</u></p> <p><u>41.27%</u></p> <p><u>Single Parent</u></p> <p><u>36.97%</u></p> <p><u>Disp Homemakers</u></p> <p><u>40.68%</u></p> <p><u>Limited Eng Prof</u></p> <p><u>33.50%</u></p> <p><u>Nontrad enrollees</u></p>			
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<p><u>40.10%</u></p> <p><u>3P1 – Retention and transfer</u></p> <p><u>30.00%</u></p> <p><u>32.10%</u></p> <p><u>Indiv w/disabilities</u></p> <p><u>39.13%</u></p> <p><u>State Student Records</u></p> <p><u>Econ Disadvantaged</u></p> <p><u>35.26%</u></p> <p><u>Single Parent</u></p> <p><u>37.87%</u></p> <p><u>Disp Homemakers</u></p> <p><u>35.57%</u></p> <p><u>Limited Eng Prof</u></p> <p><u>47.66%</u></p> <p><u>Nontrad enrollees</u></p> <p><u>39.70%</u></p> <p><u>4P1 - Placement</u></p> <p><u>86.00%</u></p> <p><u>81.35%</u></p> <p><u>Indiv w/disabilities</u></p> <p><u>76.94%</u></p> <p><u>Employment and Wage Record and System Developed Surveys</u></p> <p><u>Econ Disadvantaged</u></p> <p><u>80.87%</u></p> <p><u>Single Parent</u></p> <p><u>76.08%</u></p> <p><u>Disp Homemakers</u></p>			
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<p><u>78.85%</u></p> <p><u>Limited Eng Prof</u></p> <p><u>72.97%</u></p> <p><u>Nontrad enrollees</u></p> <p><u>78.78%</u></p> <p><u>5P1 – Nontraditional Participation</u></p> <p><u>23.50%</u></p> <p><u>19.57%*</u></p> <p><u>Indiv w/disabilities</u></p> <p><u>21.05%</u></p> <p><u>State Student Records</u></p> <p><u>Econ Disadvantaged</u></p> <p><u>20.40%</u></p> <p><u>Single Parent</u></p> <p><u>23.39%</u></p> <p><u>Disp Homemakers</u></p> <p><u>20.04%</u></p> <p><u>Limited Eng Prof</u></p> <p><u>25.13%</u></p> <p><u>Nontrad enrollees</u></p> <p><u>N/A</u></p> <p><u>5P2 – Nontraditional Completion</u></p> <p><u>15.00%</u></p> <p><u>13.37%*</u></p> <p><u>Indiv w/disabilities</u></p> <p><u>12.38%</u></p> <p><u>State Student Records</u></p> <p><u>Econ Disadvantaged</u></p>			
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<p><u>13.29%</u></p> <p><u>Single Parent</u></p> <p><u>12.24%</u></p> <p><u>Disp Homemakers</u></p> <p><u>11.37%</u></p> <p><u>Limited Eng Prof</u></p> <p><u>18.11%</u></p> <p><u>Nontrad enrollees</u></p> <p><u>N/A</u></p> <p><u>* Improvement plan required</u></p> <p><u>Based on FY12 performance on core indicators, 22 of 26 postsecondary recipients were required to submit an improvement plan based on performance on one or more core indicators with their FY13 plans. Slightly less than half of the consortia had difficulty meeting their targets for completion (2P1). Nontraditional participation and completion (5P1 and 5P2) continue to be areas in which consortia struggle to meet their targets with over half submitting improvement plans for 5P1 and over a third submitting plans for 5P2.</u></p>			
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5P2

	<u>Number of Students in the Numerator:</u>	<u>Number of Students in the Denominator:</u>	<u>State Adjusted Level of Performance:</u>
Grand Total	<u>1299</u>	<u>9718</u>	<u>15</u>
GENDER			
Male	<u>566</u>	<u>4663</u>	<u>15</u>
Female	<u>733</u>	<u>5055</u>	<u>15</u>
RACE/ETHNICITY* (1997 Revised Standards)			
American Indian or Alaskan Native	<u>15</u>	<u>101</u>	<u>15</u>
Asian	<u>60</u>	<u>363</u>	<u>15</u>
Black or African American	<u>144</u>	<u>585</u>	<u>15</u>
Hispanic/Latino	<u>45</u>	<u>397</u>	<u>15</u>
Native Hawaiian or Other Pacific Islander	<u>3</u>	<u>11</u>	<u>15</u>
White	<u>954</u>	<u>7847</u>	<u>15</u>
Two or More Races	<u>43</u>	<u>245</u>	<u>15</u>
Unknown	<u>35</u>	<u>169</u>	<u>15</u>
SPECIAL POPULATION AND OTHER STUDENT CATEGORIES			
Individuals With Disabilities (ADA)	<u>39</u>	<u>315</u>	<u>15</u>
Economically Disadvantaged	<u>625</u>	<u>4703</u>	<u>15</u>
Single Parents	<u>112</u>	<u>915</u>	<u>15</u>
Displaced Homemakers	<u>158</u>	<u>1390</u>	<u>15</u>
Limited English Proficient	<u>65</u>	<u>359</u>	<u>15</u>
Additional Information			

Nontraditional participation and completion (5P1) and (5P2)

Based on the FY13 performance (reference pages pp 6-7) for improving nontraditional core indicators, the following specific interventions are proposed for addressing 5P1 participation and 5P2 completion for FY14:

Expand on initial faculty/teacher nontraditional student success training, to provide a series of webinars for addressing classroom environment and climate change through Micro messaging to Reach and Teach Every Student™. This training includes an overview and application of the 5 Step Program Improvement Process, now known as PIPESTEM™, developed by NAPE.

Expand onsite and or webinar training on the PIPESTEM™ process for new Perkins Coordinators and student services personnel, secondary and postsecondary

Continue to offer professional development with secondary and postsecondary student services personnel through a series of nontraditional career counseling webinars, which began Dec. 5th, in partnership with NAPE.

Provide support to consortia on developing an effective improvement plan, understanding and utilizing data. This technical assistance may include self-study (program) assessments developed by the Illinois Center for Specialized Professional Support.

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

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2012-13 Performance on Postsecondary Indicators

-

Negotiated Target

2012-13

Actual

2012-13

Special Populations

(Actual)

Measurement Approach

1P1 – Technical Skill Attainment

70.50%

83.40%

<p><u>Indiv w/disabilities</u></p> <p><u>N/A</u></p> <p><u>State student records, licensure data and third-party skill assessments</u></p> <p><u>Econ Disadvantaged</u></p> <p><u>N/A</u></p> <p><u>Single Parent</u></p> <p><u>N/A</u></p> <p><u>Disp Homemakers</u></p> <p><u>N/A</u></p> <p><u>Limited Eng Prof</u></p> <p><u>N/A</u></p> <p><u>Nontrad enrollees</u></p> <p><u>N/A</u></p> <p><u>2P1 – Credential, certificate, degree</u></p> <p><u>51.00%</u></p> <p><u>45.79%*</u></p> <p><u>Indiv w/disabilities</u></p> <p><u>37.67%</u></p> <p><u>State Student Records</u></p> <p><u>Econ Disadvantaged</u></p> <p><u>41.27%</u></p> <p><u>Single Parent</u></p> <p><u>36.97%</u></p> <p><u>Disp Homemakers</u></p> <p><u>40.68%</u></p> <p><u>Limited Eng Prof</u></p> <p><u>33.50%</u></p>			
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<p><u>Nontrad enrollees</u></p> <p><u>40.10%</u></p> <p><u>3P1 – Retention and transfer</u></p> <p><u>30.00%</u></p> <p><u>32.10%</u></p> <p><u>Indiv w/disabilities</u></p> <p><u>39.13%</u></p> <p><u>State Student Records</u></p> <p><u>Econ Disadvantaged</u></p> <p><u>35.26%</u></p> <p><u>Single Parent</u></p> <p><u>37.87%</u></p> <p><u>Disp Homemakers</u></p> <p><u>35.57%</u></p> <p><u>Limited Eng Prof</u></p> <p><u>47.66%</u></p> <p><u>Nontrad enrollees</u></p> <p><u>39.70%</u></p> <p><u>4P1 - Placement</u></p> <p><u>86.00%</u></p> <p><u>81.35%</u></p> <p><u>Indiv w/disabilities</u></p> <p><u>76.94%</u></p> <p><u>Employment and Wage Record and System Developed Surveys</u></p> <p><u>Econ Disadvantaged</u></p> <p><u>80.87%</u></p> <p><u>Single Parent</u></p> <p><u>76.08%</u></p>			
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Disp Homemakers78.85%Limited Eng Prof72.97%Nontrad enrollees78.78%5P1 – Nontraditional Participation23.50%19.57%*Indiv w/disabilities21.05%State Student RecordsEcon Disadvantaged20.40%Single Parent23.39%Disp Homemakers20.04%Limited Eng Prof25.13%Nontrad enrolleesN/A5P2 – Nontraditional Completion15.00%13.37%*Indiv w/disabilities12.38%

<p><u>State Student Records</u></p> <p><u>Econ Disadvantaged</u></p> <p><u>13.29%</u></p> <p><u>Single Parent</u></p> <p><u>12.24%</u></p> <p><u>Disp Homemakers</u></p> <p><u>11.37%</u></p> <p><u>Limited Eng Prof</u></p> <p><u>18.11%</u></p> <p><u>Nontrad enrollees</u></p> <p><u>N/A</u></p> <p><u>* Improvement plan required</u></p> <p><u>Based on FY12 performance on core indicators, 22 of 26 postsecondary recipients were required to submit an improvement plan based on performance on one or more core indicators with their FY13 plans. Slightly less than half of the consortia had difficulty meeting their targets for completion (2P1). Nontraditional participation and completion (5P1 and 5P2) continue to be areas in which consortia struggle to meet their targets with over half submitting improvement plans for 5P1 and over a third submitting plans for 5P2.</u></p>			
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Program Improvement

<u>Core Indicator</u>	<u>Disaggregated categories of students for which there were quantifiable disparities or gaps in performance compared to all students or any other category of students</u>	<u>Action step to be implemented</u>	<u>Staff member responsible for each action step</u>	<u>Timeline for completing each action step</u>
<u>2P1</u>		<p><u>The Board of Trustees recently approved recommendations to dramatically increase the success of all learners, especially those in diverse populations traditionally underserved by higher education. This includes postsecondary CTE students</u> <u>As part of this effort, we are currently working to develop strategies related to global competencies, identify research based best practices, develop partnerships to make education affordable and provide student support, create welcoming learning environments and deepen partnerships with secondary schools and adult basic education to enhance student readiness for college-level work and accelerate degree completion. (Charting the Future for a Prosperous Minnesota, MN State Colleges and Universities, Nov. 20, 2013, (http://www.mnscu.edu/chartingthefuture/docs/ctf_recommendation_one.pdf)</u></p>	<u>JoAnn Simser</u>	<u>6/30/2014</u>
		<p><u>We will continue to provide targeted technical assistance to local consortia based on regional needs. We will use the MN Guide to Improvement Planning http://www.cte.mnscu.edu/directories/pdf/ImprovementPlanGuide.pdf. We will analyze the 12 local consortium improvement plans for 2P1 and work with local consortium leaders to develop state technical assistance targeted toward improving completion rates.</u></p>	<u>Debra Hsu</u>	<u>6/30/2014</u>

		<u>We will provide professional development to consortia, especially on accountability and at the CTE Works conference, targeted to improving completion and success for all students.</u> http://www.cte.mnscu.edu/professionaldevelopment/index.html	<u>Susan Carter,</u> <u>Debra Hsu</u>	<u>6/30/20</u> <u>14</u>
		<u>Expand strategies we are using to improve performance on non trad completion (5P2) to benefit all students and will provide relevant activities to improve the performance of all students to complete certificates, diplomas and associate degrees.</u>	<u>Eva Scates-</u> <u>Winston, Debra</u> <u>Hsu</u>	<u>6/30/20</u> <u>14</u>
<u>5P1</u>		<u>Expand on initial faculty/teacher nontraditional student success training, to provide a series of webinars for addressing classroom environment and climate change through Micro messaging to Reach and Teach Every Student™. This training includes an overview and application of the 5 Step Program Improvement Process, now known as PIPESTEM™, developed by NAPE.</u>	<u>Debra Hsu</u>	<u>6/30/20</u> <u>14</u>
		<u>Expand onsite and or webinar training on the PIPESTEM™ process for new Perkins Coordinators and student services personnel, secondary and postsecondary</u>	<u>Eva Scates-</u> <u>Winston</u>	<u>6/30/20</u> <u>14</u>
		<u>Continue to offer professional development with secondary and postsecondary student services personnel through a series of nontraditional career counseling webinars, which began Dec. 5th, in partnership with NAPE.</u>	<u>Eva Scates-</u> <u>Winston</u>	<u>5/30/20</u> <u>14</u>
		<u>Provide support to consortia on developing an effective improvement plan, understanding and utilizing data. This technical assistance may include self-study (program) assessments developed by the Illinois Center for Specialized Professional Support</u>	<u>Debra Hsu</u>	<u>6/30/20</u> <u>14</u>
<u>5P2</u>		<u>Expand on initial faculty/teacher nontraditional student success training, to provide a series of webinars for addressing classroom environment and climate change through Micro messaging to Reach and Teach Every Student™. This training includes an overview and application of the 5 Step Program Improvement Process, now known as PIPESTEM™, developed by NAPE.</u>	<u>Debra Hsu</u>	<u>6/30/20</u> <u>14</u>

		<u>Expand onsite and or webinar training on the PIPESTEM™ process for new Perkins Coordinators and student services personnel, secondary and postsecondary</u>	<u>Eva Scates-Winston</u>	<u>6/30/2014</u>
		<u>Continue to offer professional development with secondary and postsecondary student services personnel through a series of nontraditional career counseling webinars, which began Dec. 5th, in partnership with NAPE.</u>	<u>Eva Scates-Winston</u>	<u>5/30/2014</u>
		<u>Provide support to consortia on developing an effective improvement plan, understanding and utilizing data. This technical assistance may include self-study (program) assessments developed by the Illinois Center for Specialized Professional Support</u>	<u>Debra Hsu</u>	<u>6/30/2014</u>
<u>6S1</u>		<p><u>Disaggregated categories of students for whom there were disparities or gaps in performance compared to all students: Individuals with disabilities</u></p> <p><u>The Minnesota Department of Education, without changing the formula for calculating 6S1, revised its crosswalk table for nontraditional participation to examine participation at the course, rather than program, level. In doing so, nontraditional participation numbers took a decided downturn since some courses that had been included in the calculation in the past (as courses within nontraditional programs) were clearly not nontraditional from a more discrete examination. The Department renegotiated with OVAE in March 2013 for FY14 data. If all data remains constant we will be within the 90% as required for FY14 but are currently at the 53.00% level requiring this explanation that was negotiated in FY11 prior to the revised crosswalk table.</u></p> <p><u>Responsible individual: Daniel Smith will delegate to staff as appropriate.</u></p> <p><u>Measurement note for 6S1 and 6S2: Secondary modified its data system nontraditional designation to use duplicate counts at the course level rather than at the program level for 6S1 (NT Participation) and 6S2 (NT Completion). We feel that this change will provide reliable student count(s) and valid reporting. For FY13 we will continue to use the new definitions. We renegotiated our targets for FY14 for both indicators.</u></p>	<u>Daniel Smith</u>	<u>6/30/2015</u>

<u>6S2</u>	<p><u>Disaggregated categories of students for whom there were disparities or gaps in performance compared to all students: Individuals with disabilities</u></p> <p><u>The Minnesota Department of Education, without changing the formula for calculating 6S1, revised its crosswalk table for nontraditional participation to examine participation at the course, rather than program, level. In doing so, nontraditional participation numbers took a decided downturn since some courses that had been included in the calculation in the past (as courses within nontraditional programs) were clearly not nontraditional from a more discrete examination. The Department renegotiated with OVAE in March 2013 for FY14 data. If all data remains constant we will be within the 90% as required for FY14 but are currently at the 53.00% level requiring this explanation that was negotiated in FY11 prior to the revised crosswalk table.</u></p> <p><u>Responsible individual: Daniel Smith will delegate to staff as appropriate.</u></p> <p><u>Measurement note for 6S1 and 6S2: Secondary modified its data system nontraditional designation to use duplicate counts at the course level rather than at the program level for 6S1 (NT Participation) and 6S2 (NT Completion). We feel that this change will provide reliable student count(s) and valid reporting. For FY13 we will continue to use the new definitions. We renegotiated our targets for FY14 for both indicators.</u></p>	<u>Daniel Smith</u>	<u>6/30/2015</u>
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Secondary Program Improvement Plans

Placement (5S1)

Disaggregated categories of students for whom there were disparities or gaps in performance compared to all students: Individuals with disabilities, economically disadvantaged.

We are working through a process to work through the SLDS data sharing system but the Minnesota system will not be ready for our use until 2014 or 2015 data. Until the Minnesota system is ready for our participation, we will continue to use the Minnesota Office of Higher Education data (MOHE) and will be able to match students who enroll in Minnesota postsecondary institutions only.

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

Data Submission note for 5S1: When MN attempted to submit via EDEN, the system would not accept the PLACED or NONPLACED indicators for our student system. In March 2011, we received approval for the use of the current system (using a data match with the Minnesota Office of Higher Education) for FY12 and FY13. Minnesota is in the process of working with the SLDS system to incorporate our data for the future but we don't expect it to be fully implemented until 2014 or 2015. The issue with the EDEN validation is that we are not allowed to use the three placement values: PLACED, NOT PLACED AND MISSING because of constraints on data used in the data match. We are working with EDEN Partner Support Center to relax this validation rule for 2013 reporting.

Nontraditional Participation and Completion (6S1) and (6S2)

Disaggregated categories of students for whom there were disparities or gaps in performance compared to all students: Individuals with disabilities

The Minnesota Department of Education, without changing the formula for calculating 6S1, revised its crosswalk table for nontraditional participation to examine participation at the course, rather than program, level. In doing so, nontraditional participation numbers took a decided downturn since some courses that had been included in the calculation in the past (as courses within nontraditional programs) were clearly not nontraditional from a more discrete examination. The Department renegotiated with OVAE in March 2013 for FY14 data. If all data remains constant we will be within the 90% as required for FY14 but are currently at the 53.00% level requiring this explanation that was negotiated in FY11 prior to the revised crosswalk table.

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

Measurement note for 6S1 and 6S2: Secondary modified its data system nontraditional designation to use duplicate counts at the course level rather than at the program level for 6S1 (NT Participation) and 6S2 (NT Completion). We feel that this change will provide reliable student count(s) and valid reporting. For FY13 we will continue to use the new definitions. We renegotiated our targets for FY14 for both indicators.

Measurement note for 4S1: It was discovered that our IT department (MnIT) had not been including, in the formula, students who were considered 'unknown' nor students who were 'continuing' (those who eventually graduated but not with their cohort group). We reran the data and negotiated with OVAE in March 2013 a number that is consistent with the appropriate data. This new formula and its measured results will be valid for the FY14 reporting period as we still use the negotiated targets from March 2011 for FY13. Results using the new formula were 88.03% with a negotiated target of 96.50% leaving us in the in the 91.22% of target range.

2010-11 Performance on Secondary Indicators

Indicator, Negotiated Target 2011-12, Actual 2011-12, Special Populations (Actual), Measurement Approach

1S1 – Reading &&& Language Arts, 71.50%, 76.96%, Indiv w/disabilities 35.57%, Econ Disadvantaged 64.11, Disp Homemakers N/A, Limited Eng Prof 38.13%, Nontrad enrollees 79.68%; State Academic Assessment System

1S2 – Math, 44.00%, 53.51%; Indiv w/disabilities 18.36%, Econ Disadvantaged 36.93%, Disp Homemakers N/A, Limited Eng Prof 21.62%, Nontrad enrollees 55.87%; State Academic Assessment System

2S1 – Technical Skill Attainment 53.00%, 54.72%; Indiv w/disabilities 36.83%, Econ Disadvantaged 47.66%, Disp Homemakers N/A, Limited Eng Prof 43.24%, Nontrad enrollees 55.53%; 3rd party skill assessments

3S1 – Secondary School Completion 98.50%, 98.37%; Indiv w/disabilities 97.22%, Econ Disadvantaged 96.83%, Disp Homemakers N/A, Limited Eng Prof 95.77%, Nontrad enrollees 98.97%; Local Administrative Records and State Administrative Records

4S1 - Graduation 96.50%, 88.03%; Indiv w/disabilities 69.38%, Econ Disadvantaged 79.63%, Disp Homemakers N/A, Limited Eng Prof 73.48%, Nontrad enrollees 90.42%; Local Administrative Records and State Administrative Records

5S1 – Placement 53.00%, 47.60%; Indiv w/disabilities 27.56%, Econ Disadvantaged 40.18%, Disp Homemakers N/A, Limited Eng Prof 44.90%, Nontrad enrollees 49.25%; Postsecondary Enrollment data match with MOHE

6S1 – Nontraditional Participation 50.00%, 26.50%*; Indiv w/disabilities 19.95%, Econ Disadvantaged 26.91%, Disp Homemakers N/A, Limited Eng Prof 25.96%, Nontrad enrollees 26.50%; Local Administrative Records and State Administrative Records

6S2 – Nontraditional Completion 34.00%, 12.33%*; Indiv w/disabilities 6.29%, Econ Disadvantaged 14.33%, Disp Homemakers N/A, Limited Eng Prof 13.67%, Nontrad enrollees 12.33%; Local Administrative Records and State Administrative Records

*** Improvement plan required**

Local Program Improvement Plans

implementation of local improvement plans

Section 123(b)(1) of Perkins IV requires each state to evaluate annually, using the negotiated levels of performance, the career and technical education activities of each eligible recipient receiving funds under the basic grant program. As such, MnSCU and MDE will monitor compliance with this requirement by collecting improvement reports or improvement plans. The improvement plan must be developed in consultation with the two state agencies and implemented during the first program year after the year the performance level was not met. The agencies will work with the local consortium to implement improvement activities and provide technical assistance. During FY13 districts were required to submit their reports and written improvement plans with their FY14 local application.

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

Based on FY12 performance on core indicators, all secondary recipients were required to submit an improvement plan related to one or more of the core indicators. Upon review of the state-level data, concerns emerged about performance for FY13 on 6S1, and 6S2. Since we renegotiated with OVAE in March 2013 based on actual data and the newly revisited crosswalk chart, we expect the state and consortium to be within the 90.00% range for FY14.

Minnesota continues to provide professional development and technical assistance to all secondary districts regarding integration of mathematics and will initiate a number of new initiatives to support local recipients to improve performance on nontraditional participation and completion.

Number of Secondary Improvement Plans submitted by Indicator

	<u>Spring, 2012</u>	<u>Spring, 2013</u>
<u>1S1</u>	<u>1 of 26 consortia</u>	<u>1 of 26 consortia</u>
<u>1S2</u>	<u>26 of 26 consortia</u>	<u>9 of 26 consortia</u>
<u>2S1</u>	<u>8 of 26 consortia</u>	<u>1 of 26 consortia</u>
<u>3S1</u>	<u>0 of 26 consortia</u>	<u>0 of 26 consortia</u>
<u>4S1</u>	<u>0 of 26 consortia</u>	<u>0 of 26 consortia</u>
<u>5S1</u>	<u>0 of 26 consortia</u>	<u>0 of 26 consortia</u>
<u>6S1</u>	<u>26 of 26 consortia</u>	<u>19 of 26 consortia</u>
<u>6S2</u>	<u>26 of 26 consortia</u>	<u>19 of 26 consortia</u>

The MnSCU Strategic Framework, being advanced by the Chancellor, places an emphasis on completion and as such, programs at all colleges are engaged in efforts to examine data to better understand factors where college leaders may develop plans that impact outcomes that improve system-wide performance. It is expected that resources will be dedicated system-wide that support professional development and improvement efforts focused on completion.

Number of Postsecondary Improvement Plans submitted by Indicator

	<u>Spring, 2012</u>	<u>Spring, 2013</u>
<u>1P1</u>	<u>1 of 26 consortia</u>	<u>1 of 26 consortia</u>
<u>2P1</u>	<u>7 of 26 consortia</u>	<u>12 of 26 consortia</u>
<u>3P1</u>	<u>0 of 26 consortia</u>	<u>5 of 26 consortia</u>
<u>4P1</u>	<u>0 of 26 consortia</u>	<u>2 of 26 consortia</u>
<u>5P1</u>	<u>20 of 26 consortia</u>	<u>15 of 26 consortia</u>
<u>5P2</u>	<u>11 of 26 consortia</u>	<u>8 of 26 consortia</u>

CAR Certification

<u>Signature of Authorized Individual (PIN):</u>	<u>####</u>
<u>Title/Agency:</u>	<u>State Director/MN State Colleges and Universities</u>
<u>Date:</u>	<u>3/20/2014 16:35</u>