

# Minnesota Quarterly Status Report

## State Improvement Plan for Perkins Indicators 6S1 and 6S2 August 19, 2014

### Submitted by:

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### Submitted to:

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## Context

This Quarterly Status Report is being submitted because Minnesota failed to meet, for three or more consecutive years, our performance levels for the section 113(b) 6S1 and 6S2 core indicators of performance by the 90 percent threshold allowable under section 123(a)(1) of the Carl D. Perkins Career and Technical Education Act of 2006 (Perkins IV). In the Minnesota Improvement Plans submitted with the 2013 Consolidated Annual Report (CAR), we included the following explanation for not meeting the targets for 6S1, Non Traditional (by gender) Participation and 6S2 Non Traditional (by gender) Completion:

The Minnesota Department of Education (MDE), without changing the formula for calculating 6S1 and 6S2, 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.

**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.

### Number of Secondary Improvement Plans for 6S1 and 6S2

	Spring 2012	Spring 2013
6S1	26 of 26 consortia	19 of 26 consortia
6S2	26 of 26 consortia	19 of 26 consortia

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.

### Implementation of local improvement plans

Section 123(b)(1) of Perkins IV requires each state to evaluate annually, using the negotiated levels of performance indicators, the career and technical education activities of each eligible recipient receiving funds under the basic grant program. As such, Minnesota State Colleges and Universities (MnSCU) and MDE monitored compliance with this requirement by collecting improvement reports or improvement plans for 6S1 and 6S2 and other indicators. The improvement plans were developed in consultation with CTE staff at MDE and MnSCU and were implemented during the years that the performance level

was not met. The CTE staff work with the local consortium to implement improvement activities and provide technical assistance.

Perkins Consortia were required to submit their performance reports and written improvement plans with their FY15 local application in May, 2014. State CTE staff provided local secondary recipients with a template for reporting. State CTE staff reviewed the plans and will continue to 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 colleges 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 the 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 technical assistance to all recipients who submit improvement plans.

## **2013 CAR Report Improvement Plan for 6S1 and 6S2**

### **6S1: Non Traditional (by Gender) Participation**

**Target Performance = 50.00%, Actual Performance = 26.50%\*;**

#### **Categories of Students:**

Individuals w/disabilities 19.95%, economically Disadvantaged 26.91%, Displaced Homemakers N/A, Limited English Proficiency 25.96%, Nontraditional enrollees 26.50%; Local Administrative Records and State Administrative Records

#### **Action Submitted in CAR Report:**

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.

**Note:** *Dan Smith is no longer with MDE; Paula Palmer is the current Director of the Office of Career and College Success, who will delegate the responsibilities as appropriate*

**Timeline:** 6/30/2015

**\*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.

## 6S2 Non Traditional (by gender) Completion

Target Performance = 34.00%, Actual Performance = 12.33%\*

### Categories of Students:

Individuals w/disabilities 6.29%, economically Disadvantaged 14.33%, Displaced Homemakers N/A, Limited English Proficiency 13.67%, Nontraditional enrollees 12.33%; Local Administrative Records and State Administrative Records

### Action Submitted in CAR Report:

The Minnesota Department of Education, without changing the formula for calculating 6S2, 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

**Note:** *Dan Smith is no longer with MDE; Paula Palmer is the current Director of the Office of Career and College Success, who will delegate the responsibilities to the interim CTE Supervisor as appropriate.*

**Timeline:** 6/30/2015

**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.

## Status of 6S1 and 6S2 Data Collection Changes as of August 19, 2014

The primary responsibility of the MN CTE Leadership Team is to develop, define, and recommend the actions necessary to meet the goals of 6S1 and 6S2. Our vision is to improve the quality of our data collection system through interactive relationships and information exchange.

The scope of work includes:

1. Analysis of Sources of Data—The Minnesota Department of Education will go through a process of inspecting and analyzing Table C, the MDE Table of Career and Technical Education Programs and Licenses, which identifies CTE courses as nontraditional by gender for males and females. You may access the Table at the following hyperlink: [Table C](#). We will closely review the following:

- a. There are some circumstances in which a different CIP code is assigned to a course with the same name. This would be accurate if the course is being taught in different program areas.
  - b. Review to ensure consistency with nontraditional designations for CIP codes matching NAPE's designation
  - c. Review programs to ensure the coding is correct as there are a few inconsistencies across program areas.
2. Identification of Goals, Strategies, Action Steps and Timelines— through a process of reviewing, analyzing, and discussing data from multiple sources, the CTE Leadership Team will identify priorities. The priorities will be the basis for the development of specific strategies and action steps, and a timeline for implementing the strategies and action steps.
  3. The need for training and implementation of best practices will be part of our work over the next year. Throughout the year, professional development will be the key factor as our secondary educators become better equipped to share and understand the information. By providing training for staff and evaluating training successes, our organizational excellence focus will be met.
  4. In order to expand expertise in data analysis and inform strategic improvement, the Minnesota Department of Education created a newly configured staff position in the area of Career and College Success. The department is currently in the process of interviewing and hiring a Results Management Specialist who will be able to assist in the review of data and data collection system to collaboratively and inclusively use a wider variety of student data to better inform high school programming and student performance.

**Responsible Staff: JoAnn Simser, MnSCU, State Director of Career Technical Education and Paula Palmer, MDE, Director of Career and College Success**

## **6S1 and 6S2 Technical Assistance Activities in 2013**

### **A number of key activities occurred in Minnesota during FY13:**

1. MnSCU state CTE staff worked with MDE 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>
2. The **Minnesota Foundation of Student Organizations (MFSO) provided concurrent and joint professional development** for improving their support to the participation and retention in nontraditional CTE programs. State Perkins funds were used to provide an **external consultant to conduct training with the Career Technical Student Organization (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 MFSSO 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).

3. **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 November 2014 and will be released by NAPE for national audiences in Summer, 2015.
4. Consortium leaders from four consortia participated in the 10-week online training session offered by the **Institute of Women in Trades, Technology and Science, ([www.iwitss.org](http://www.iwitss.org)) to explore the effectiveness of online training for recruitment and retention of females in STEM.** 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 explore additional professional development is needs 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.**

## **6S1 and 6S2 Technical Assistance Activities to date in 2014**

1. **Webinar** for Perkins Consortia on developing effective improvement plans for all indicators including 6S1 and 6S2  
**Completed: March 2014**  
**Responsible CTE Staff: Eva Scates-Winston and Al Hauge**
2. Provided a **webinar series**; in Partnership with the National Alliance for Partners in Equity (NAPE); for counselors, Work Based Learning coordinators and others that provide service to CTE students. Topics included the following: NT learning opportunities, supporting special needs, value of individualized plans, 5-step program improvement process to support Perkins improvement plans.  
**Completed: April 2014**  
**Responsible CTE Staff: Eva Scates-Winston and Al Hauge**

3. **Presentations** were given to SkillsUSA student advisors on national skills competition data for male and female disparities in various career pathways and supporting student success in nontraditional careers.

**Completed: Oct. 2013 and August 2014**

**Responsible CTE Staff: Eva Scates-Winston and Al Hauge**

4. The **Minnesota Foundation of Student Organizations (MFSO)** provided **concurrent and joint professional development** for improving their support to the participation and retention in nontraditional CTE programs. State Perkins funds were used to provide an **external consultant to conduct training with the Career Technical Student Organization (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 (Phase III, 2014-15).

**Completed May-June, 2014**

**Responsible CTE Staff: Eva Scates-Winston and Al Hauge**

5. Local Consortium Plan Reviews Consortium coordinators highlighted promising practices and experience for improving nontraditional performance in partnership with regional employers to meet workforce demands, for example, initiation of barbering program and construction program in Minneapolis and video clip from Anoka STEP on women in welding.

**Completed: June 2014**

**Responsible CTE Staff: Debra Hsu, Michelle Kamenov**

## **2014 Proposed Improvement Plan Interventions for 6S1 and 6S2 August 19-November 19, 2014**

Based on the FY13 performance for improving nontraditional core indicators, the following specific interventions are proposed for addressing 6S1 participation and 6S2 completion for FY14:

1. Expand on initial faculty/teacher nontraditional student success training to provide Perkins Consortia with a series of **webinars and face-to-face trainings** 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.

**Completion Date: June 30, 2015**

**Responsible CTE Staff: Denise Felder, Eva Scates-Winston, Al Hauge and Jean Kyle**

2. Reach and Teach Every Student™ Micro messaging training will be provided to local Consortium leaders at the annual MN Perkins Consortium Leaders meeting on November 12, 2014.

**Completion Date: November 12, 2014**

**Responsible CTE Staff: Eva Scates-Winston and Al Hauge**

3. Reach and Teach Every Student™ Micro messaging training will be offered as a break out session at the annual fall conference, CTE Works Summit, on November 13, 2014.

**Completion Date: November 13, 2014**

**Responsible CTE Staff: Eva Scates-Winston and Al Hauge**

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

**Completion Date: March 30, 2014**

**Responsible CTE Staff: Eva Scates-Winston, Denise Felder and Al Hauge.**

5. 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. Technical assistance will be customized to the consortium based on their FY15 improvement plan and local assessment.

**Completion Date: June 30, 2015**

**Responsible CTE Staff: Debra Hsu, Susan Carter, Denise Felder and Michelle Kamenov**

6. **CTE Nontraditional Student Success Online Module.** This training was developed for CTE educators, in collaboration with the National Alliance for Partnerships in Equity, to address Minnesota's need to improve performance for indicators 6S1, 6S2, 5P1 and 5P2. **The training will be released first to all CTE educators in MN in November 2014, and will be released by NAPE for national audiences in 2015.** *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.*

**Completion Date: November 2014**

**Responsible CTE Staff: Denise Felder, Eva Scates-Winston and Jean Kyle**

7. Offer the 10-week **Institute of Women in Trades, Technology and Science, ([www.iwitts.org](http://www.iwitts.org)) online training session** to Perkins Consortium Leaders. This training, previously taken by piloted by leaders from four MN Perkins local Consortia, focuses on strategies for recruitment and retention of females in STEM. 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 explore additional professional development is needs 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.

**Completion Date: November 2014**

**Responsible CTE Staff: Eva Scates-Winston and Al Hauge**



8. **CTE Learning that Works for Minnesota-- Real Students, Real Stories** features stories of students in non traditional by gender careers, currently, welding, mechatronics and construction. Stories will be disseminated to Perkins Consortia on the MnSCU website at <http://www.mnscu.edu/careers/cte/realstudents.html>  
**Completion Date: Ongoing through June, 2015**  
**Responsible CTE Staff: Yingfah Thao and Beth Barsness.**
9. **Shaping Your Future Videos**  
 The Department of Education created and will continue to disseminate video vignettes highlighting the postsecondary success of underrepresented and nontraditional students in Minnesota’s two-year college and university system. These videos are in great demand by Minnesota’s secondary and postsecondary educators. They are being used for variety of audiences including students, families, community members and secondary and postsecondary staff.  
**Completion date: Ongoing through June 30, 2015**  
**Responsible Staff: Yingfah Thao and Beth Barsness**
10. **Pathways to Postsecondary Regional Summits 2.0** – Secondary and postsecondary teams will be invited to convene again in 2014-2015 for engaged learning and continued growth in developing partnerships between the systems for the benefit of all students, **including those who are nontraditional by gender**. Goals for this year’s **seven regional summits** include:
- Provide current information related to career and college readiness legislation, including: “World’s Best Workforce”, aligned assessments, targeted interventions, and expansion of college credit options for the continuum of students.
  - Explore successful local and national program models serving low-come, first generation college goers, students of color, and English language learners.
  - Discover opportunities for new or expanded partnerships that provide high school students the opportunity to earn college credits in high school.
  - Share regional workforce needs and trends and strategies to successfully engage business and industry partners
- Completion date: February 2015**  
**Responsible Staff: Debra Hsu, Denise Felder and Michelle Kamenov**
11. **Adult Pathways to Postsecondary Forum: Aligning ABE and higher education for student success** - In connection with the Pathways to Postsecondary Summits from 2013 and the Pathways to Postsecondary 2.0 to be offered, **three regional forums** will take place between Adult Basic Education (ABE) and Minnesota State Colleges and Universities (MnSCU). The purpose of the forums is to expand local colleges and universities’ ability to partner with adult basic education providers and to expand opportunities for all students, **including those who are nontraditional** by gender, to access postsecondary credit bearing pathways.  
**Completion date: February 2015**  
**Responsible Staff: Denise Felder and Michelle Kamenov**

## Conclusion

This Quarterly Status Report is being submitted to comply with the OCTAE requirement for states that failed to meet performance indicator targets by the 90 percent threshold allowable under section 123(a)(1) of the Carl D. Perkins Career and Technical Education Act of 2006 (Perkins IV) for three or more consecutive years. The Minnesota CTE Leadership Team, consisting of state leaders from Minnesota State Colleges and Universities and the Minnesota Department of Education, is submitting this report with a plan to improve performance levels for core indicators 6S1 and 6S2.

The Quarterly Status Report includes eleven proposed Improvement Plan interventions for 6S1 and 6S2 that will be delivered to Minnesota's twenty-six Perkins Consortia between the dates of August 19 and November 18, 2014. Results will be reported to OCTAE in the next Quarterly Status Report due on November 19, 2014. Please direct questions about the format or contents of this Status Report to Debra Hsu, Associate Director of Career Technical Education, Minnesota State Colleges and Universities [debra.hsu@so.mnscu.edu](mailto:debra.hsu@so.mnscu.edu), 651-308-3411; or to Michelle Kamenov, Interim Supervisor, Career Technical Education, Minnesota Department of Education, [michelle.kamenov@state.mn.us](mailto:michelle.kamenov@state.mn.us) (651) 582-8434.