

# Minnesota Quarterly Status Report

## State Improvement Plan for Perkins Indicators 6S1 and 6S2 November 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 levels

were 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 institutional 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 consortium 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 must 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

### **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 November 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 recently hired a Results Management Specialist, Kari-Ann Ediger 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.

## **Completed 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:

2. Launched Technical Assistance resource pages at [www.cte.mnscu.edu/technicalassistance](http://www.cte.mnscu.edu/technicalassistance). At the state level, Career Technical Education (CTE) is working on a more structured, coordinated process to provide technical assistance customized to your consortium needs. **Technical assistance provided by CTE state leaders** is *tailored guidance that offers local Perkins Consortium leadership assistance for a specific need or question*. Technical assistance is delivered for a short, pre-determined amount of time via meetings (in-person, webinar or telephone), e-mail communication, or referral to internal or external Internet resources in order to help consortia address a specific issue or measurement.

### **Areas of Available Technical Assistance**

- [Programs of Study](#)
- [Technical Skills Assessments](#) 2S1, 2P1
- [Consortium Administration and Leadership](#)
- [Secondary Academic Indicators](#) 1S2 and 1S1
- [Non-traditional participation and completion indicators](#) 6S1, 6S2, 5P1, 5P2
- [Student success indicators for completion, retention and placement](#) 5S1, 3S1, 4S1, 2P1, 3P1, 4P1
- **Completion date: November 2014 with ongoing anticipated updates**  
**Responsible staff: Debra Hsu, Michelle Kamenov, Yingfah Thao, Denise Felder, Jared Reise**

2. Minnesota Department of Education Division of Career and College Success hired Kari-Ann Ediger to be the new Results Management Specialist. Kari-Ann will assist in the review of data and the data collection system to collaboratively and inclusively use a wider variety of student data, including data for Perkins indicators 6S1 and 6S2, to better inform high school programming and student performance.

**Completion Date: October 2014**

**Responsible staff: Paula Palmer and Michelle Kamenov**

3. Reach and Teach Every Student™ Micro messaging training was 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 Joel Larsen**
  
4. Reach and Teach Every Student™ Micro messaging training was 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**
  
5. **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**
  
6. **CTE Learning that Works for Minnesota-- Real Students, Real Stories** features stories of students in nontraditional by gender careers, currently, welding, mechatronics and construction. Stories are also being 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.**
  
7. **Pathways to Postsecondary Regional Summits 2.0** – Secondary and postsecondary teams are 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**

- 8. 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 offered in 2014-2015, **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**

- 9. STEM Toolkit for Counselors** presentation – MN CTEWorks 2014 Conference--The turn-key STEM Career Exploration Toolkit by NAPE was presented to high school counselors and teachers to more effectively reach and encourage every student to consider a future career in STEM. The toolkit includes a booklet that describes the research, rationale, and purpose of the toolkit; four interactive career exploration activities for student engagement with explicit lesson plans for implementation; and specific resources and tools for recruitment of girls. Participants were engaged in a discussion about ways to incorporate the toolkit to better educate and retain female and underrepresented students in STEM careers, use in their current counseling tools such as Naviance and the Minnesota Career Information System (MCIS), and identify action steps for using the toolkit.

**Completion Date: November 13, 2014**

**Responsible CTE Staff: Eva Scates-Winston**

## **Proposed Improvement Plan Interventions for 6S1 and 6S2**

### **November 19, 2014-February 19, 2014**

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 and Jean Kyle**

2. 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 and Denise Felder**

3. 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 and Michelle Kamenov**
  
4. Offer the 10-week **Institute of Women in Trades, Technology and Science, ([www.iwitss.org](http://www.iwitss.org)) online training session** to Perkins Consortium Leaders. This training, previously taken by and 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 potential future training by IWITTS and to explore additional professional development 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: Begins Feb 2, 2015 through April 2015**  
**Responsible CTE Staff: Eva Scates-Winston, Denise Felder and Jean Kyle**
  
5. **Beta Test 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: February 2015**  
**Responsible CTE Staff: Denise Felder, Eva Scates-Winston and Jean Kyle**
  
6. **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 and are featured on the Minnesota CTE Facebook site and on the CTE website [www.cte.mnscu.edu](http://www.cte.mnscu.edu).  
**Completion date: Ongoing through June 30, 2015**  
**Responsible Staff: Yingfah Thao and Beth Barsness**



7. ***The Poverty Institute***, October 20-21, 2014 – Metropolitan State University, St. Paul MN  
The intensive two-day Poverty Institute provided a grounded understanding of poverty and what you can do to more successfully assist people in moving out – and staying out – of poverty. The training has a significant impact on CTE students who are economically disadvantaged and single parents, particularly how we can better serve this population to obtain training in high wage, high demand jobs that will lift them out of poverty and provide higher than “livable” wages. For women, that means educating, encouraging and recruiting women in to career pathways with nontraditional occupations. Eva Scates-Winston and Denise Felder, attended the Poverty Institute to gain research and insights into why students might not enroll or might dropout of educational programs, including reasons related to gender inequities. Denise attended additional Poverty Training to gain techniques and resources to provide professional development to secondary and postsecondary educators on how to better engage and support students in nontraditional programs. Denise and Eva will participate in the creation of an ongoing system-wide initiative to increase student retention, including students who are in programs that are nontraditional by gender. The initiative will include Student Support, Transitions, Diversity, Adult Learners and CTE. It is aimed at campus and system policies; student resources, supports and advising; and professional development.

**Completion Date: January 2015 and ongoing**

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

8. ***Pathway to Postsecondary Grants***

**The purpose of these grants is to engage secondary and postsecondary teams to enhance or build innovative learning opportunities in CTE that increase their preparation for transitions to postsecondary enrollment and employment.** The focus of this grant is to ensure support for underrepresented/underserved student populations, which include students in nontraditional careers and related services to other special populations as defined by the Carl D. Perkins Career and Technical Education Act of 2006. Grants in the amount of \$5,000 - \$7,000 are to be awarded to local Perkins Consortia in November, 2014.

**Completion Date: May 2015**

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

9. ***WESA High Wage, High Demand Grant Program*** – MN Department of Employment and Economic Development (DEED).

DEED announced the availability of \$475,000 of funds authorized under Minnesota Session Laws of 2014, Chapter 239, H.F. 2536, for the Women and High-Wage, High-Demand, Nontraditional Jobs Grant Program. The project goal is to increase the number of women in high-wage, high-demand, nontraditional occupations among low-income women and women over 50 years old through training and support and to increase the awareness of nontraditional career options among high school girls. The project allows for activities in community support services, orientation to employers, professional development for job counselors and outreach activities. Eva Scates-Winston was among the 12 reviewers. Among 60+ applicants, 42 were selected for review, including secondary and state college institutions and Perkins Consortia that demonstrate strong business/community partnerships. The grants have been reviewed and awards will be announced the week of November 17<sup>th</sup>. An update of Perkins secondary-postsecondary institutions selected for grant awards will be provided in our February report.

**Completion Date: December 2015**

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

10. **Minnesota P-20 Education Partnership.** The partnership is established to create a seamless system of education that maximizes achievements of all students, from early childhood through elementary, secondary and postsecondary education, while promoting efficient use of financial and human resources. Minnesota Statutes 2014 127A.70 further establishes membership, powers and duties for the partnership and key elements and expectations for stakeholder collaboration in career pathways and technical education. The partnership is expected to submit a report to the governor and related legislative committees and divisions by Jan. 15, 2015 that summarizes the partnership's progress and identifies the need for any draft legislation necessary to further the partnership goals. Workgroups are currently working on sections of the report and recommendations, which we will include in the next quarterly report.

**Completion Date: January 15, 2015**

**Responsible CTE Staff: Paula Palmer**

11. As recommended by Sharon Head, Minnesota's Regional Accountability Specialist, We will contact Patricia Huston-Holm, Ohio's lead consult for work with nontraditional students, to learn about best practices that are contributing to Ohio's success in meeting 6S1 and 6S2 indicators.

**Completion Date: December 2014**

**Responsible CTE Staff: Debra Hsu 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 November 19, 2014 and February 18, 2015. Results will be reported to OCTAE in the next Quarterly Status Report due on February 19, 2015. Please direct questions about the format or contents of this Status Report to Dr. 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.