

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

**1. Recipient Organization (Name and Complete Address, Including Zip Code)**

Organization Name: Minnesota State Colleges and Universities  
Address 1: Wells Fargo Place  
Address 2: 30 7th Street East, Suite 350  
City: St. Paul  
State: MN  
Zip Code: 55101-7804

**2. Period Covered By This Report**

**From:** 07/01/2010

**To:** 09/30/2011

**3. PR/Award Numbers:**

Basic Grant to States: V048A100023  
Tech-Prep Education: V243A100023

**4. Title II Consolidation:**

The State has consolidated all, or a portion of its Title II grant with its Title I grant during the program year covered by this report.

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

Name: JoAnn Simser  
Title: System Director - State Director for CTE  
Agency: Minnesota State Colleges and Universities  
Telephone: 651-201-1650  
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**6. Remarks:**

**7. Certification:**

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

State CTE Director Signature or PIN:

Date: 12/23/2011

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

<b>Narrative Performance Information</b>	Name: JoAnn Simser Title: System Director - State Director for CTE Agency: Minnesota State Colleges and Universities
<b>Financial Status Reports</b>	Name: Molly Nelson Title: Principal Accountant, Finance Agency: Minnesota State Colleges and Universities
<b>Performance Report</b>	Name: JoAnn Simser Title: System Director - State Director for CTE Agency: Minnesota State Colleges and Universities

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

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CARL D. PERKINS ACT OF 2006 – CONSOLIDATED ANNUAL REPORT FOR  
STATE OF MINNESOTA – FISCAL YEAR 2011 (JULY 1, 2010 – JUNE 30, 2011)

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**STATE ADMINISTRATION**

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The Minnesota State Colleges and Universities (MnSCU) is the sole state agency authorized to receive and disburse federal funds and to supervise the administration of the state career technical education (CTE) program under a state plan developed jointly with the Minnesota Department of Education pursuant to Minnesota Statute § 136F.79 and the Carl D. Perkins Career & Technical Education Act of 2006 (P.L. 109-270). The System Office negotiates the level of responsibility for the administration, operation, and supervision of this act at the secondary level with the Minnesota Department of Education (MDE) Center for Postsecondary Success, except for those responsibilities specifically reserved to MnSCU by section 121(a) of the Act. Generally, MnSCU and MDE make decisions jointly on CTE programming, accountability, administration and fiscal requirements making sure that they, as individual Perkins units within their respective agencies, adhere to state and agency guidelines, rules, requirements, policies and procedures. MnSCU and MDE staffs work together as integrated teams to oversee specific administrative responsibilities and to serve as program and regional liaisons to funding recipients. In 2010-11, Minnesota was allocated \$19,395,706 under Perkins.

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

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

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

This report begins with a summary of state leadership efforts and the activities of local recipients related to required use of funds, followed by a discussion of activities related to permissible use of funds, a description of progress in the development of programs of study and technical skill assessment and concludes with a discussion of performance on accountability measures and improvement planning at the state and local levels. Perkins State Leadership funds are targeted to provide technical assistance and monitoring, to promote targeted initiatives, to support new program and collaborative curriculum development, the development of programs of study and career pathways, integration of academic and technical skill

standards, continuous improvement efforts through the application of data including developing research methodology to examine multi-year performance of Perkins funded initiatives, and the professional development for Perkins administrators/coordinators and faculty.

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

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

During FY11, State CTE staff conducted site visits to a sample of local CTE programs across the state in order to monitor for compliance with Perkins IV requirements and provided technical assistance that supports program improvement. Over the course of four years, site visits will be conducted at each of the state's 26 consortia. Criteria used to conduct the local monitoring visits can be found at <http://www.cte.mnscu.edu/directories/documents/MinnesotaMonitoringCriteria2011.pdf>.

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 FY11 that contributed to the assessment of funded programs:

- Continued to upgrade the MDE data system during FY11 to enable collection and use of longitudinal data. Secondary modified the data collection for 6S1 (NT Participation) and 6S2 (NT Completion) to examine student enrollment by course rather than program. We feel that this change will provide reliable student count(s) and valid reporting.
- Acted upon legislative permission to develop a system to share data across MnSCU and MDE 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 indicators. [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 MOHE data usage only for 5S1 (Placement) until FY12. Using follow-up postcard surveys to collect this information in FY11 resulted in less than .5% response rate to our postcard response inquiry of non-matched MOHE student records, thus, only the MOHE data is reported in this report.
- Provided the critical link to the research and statistical information unit in the Minnesota Department of Employment and Economic Development (DEED), allowing agencies to share data electronically and use those data in specific projects within MnSCU and DEED. All Perkins recipients are using labor market information (LMI) to ensure the need for programs of study (POS) in their consortia.
- Worked with Advisory Committees, industry, and DEED to identify high-skill, high-wage, and high-demand occupations in regions of the state or the state as a whole. [Sec. 134 (b)(5 & 8 C)]
- Began work to reinvigorate the Youth Apprenticeship offerings at various school districts. It is the hope that with the adoption/adaptation of the Wisconsin model of Youth Apprenticeship, and the increase in industry support, we can increase our enrollment in these valuable programs.
- MN FutureWork conducts an ongoing environmental scan to assist educators, students, jobseekers and businesses with relevant information on current and future trends. The environmental scanning program includes information on occupations by cluster. Regularly examined topics include, but are not limited to, technology changes, current and future job growth along with requisite skills and training, wages and benefits, demographic, workforce, and workplace trends. The results of the environmental scan are published online at ISEEK.org and shared with Perkins consortium contacts and a broader audience and published electronically (in a searchable format) on a website known as Latest Trends – MN FutureWork on ISEEK.org.

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

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

- Many local recipients offered online CTE courses for secondary and postsecondary students [Sec. 135 (c)(19)].
- 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.

In addition, State CTE staff expanded the ways in which technology was used to communicate and collaborate with consortia. During the Fall of FY11, a total of nine webinars were conducted for secondary and postsecondary contacts, fiscal agents, and leaders new to Perkins. These webinars provided fiscal and accountability training opportunities to consortium leaders across the state. Materials from the webinars are available on the CTE website for just in time access and orientation for new consortium leaders. In addition, a variety of technological communication tools (i.e., WebEx, Google docs, conference calls, ITV, etc.) are used to foster communication and collaboration with fund recipients involved in statewide work groups so as to minimize travel.

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

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

### **TRAINING OF CONSORTIUM LEADERS**

- Conducted fiscal and accountability training for consortium leaders (held via Webinar)
- Conducted training for district and consortium leaders regarding program improvement and approval process (held via Webinar)
- Continued to provide training for all 26 Consortia on high-quality use of program advisory committees. The training helps committee chairs, members, administrators, and instructors improve the overall quality of CTE through the use of advisory committees. (Handbook found at [http://www.cte.mnscu.edu/consortia\\_resources/documents/MN\\_handbook\\_2010\\_29\\_lower\\_res.pdf](http://www.cte.mnscu.edu/consortia_resources/documents/MN_handbook_2010_29_lower_res.pdf))
- Training held in November 2010 for Perkins consortium/district directors to update legislative state and national issues, provide training for accountability in written improvement plans and reporting, and the fiscal training for the new SERVS system at the secondary level.

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

- Provided training of school and college CTE instructors on using and integrating NOCTI, SkillsUSA, and other technical skill assessments into CTE programs for use in the technical skill attainment core indicator
- Provided funding to Bemidji State University, Southwest Minnesota State University and the University of Minnesota for CTE Teacher Professional Development courses
- At the postsecondary level, each college was required to establish a policy that outlines procedures by which faculty development occurs. The college policy, developed collaboratively with faculty and administration, included the processes by which faculty professional development plans are

developed and used. Each faculty member is expected to develop an individual professional development plan according to the timelines and criteria specified in the college professional development policy.

- CTE Faculty Credentialing: Southwest Minnesota State University has developed three courses at both the undergraduate and graduate levels to meet the Teaching and Learning Competency requirements of the College Faculty Credentialing Policy. There is an agreement among the System Office, Bemidji State University and Southwest Minnesota State University to provide a tuition match for the delivery of the courses to any community and technical college faculty. One course, The Philosophy of Community and Technical College Education non-credit course, has been developed and delivered online to 300+ new two-year college faculty members system-wide.
- Hosted the annual Fall CTE Best Practices Conference for more than 250 CTE administrators, teachers and faculty. The theme of the conference, The New Vision for CTE, to Reflect, Transform and Lead was highlighted by the keynote speaker, Kimberly Green of NASDCTEc.
- MDE staff provided 86 workshops on various, current topics to Perkins and trained over 4108 teachers, faculty, counselors and administrators.

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

- Local Perkins IV recipients across the state provided training to counselors and academic advisers on POS, technical skill assessments and ways to use web-based career guidance resources including Minnesota Career Information System (MCIS), iSEEK, GPS Lifeplan, and other printed career guidance resources like MnCareers magazine. GPS Lifeplan is a holistic program designed to help students plan for their futures. The program focuses on five areas of development: Career, Education, Finance, Leadership and Personal. In each area, students are encouraged to assess their needs, set goals, and create plans to move them in the direction of achieving their goals. The GPS Lifeplan provides a framework/structure to help a student's approach to goal setting and connects them to resources that can help them achieve those goals.
- Customized the American Career Parent Resource Guide for Minnesota to be used as an easy-to-understand resource for parents and their high school children about nontraditional career options. Additionally, the magazine, through a special four-page insert, has been customized for Minnesota to highlight key industries and occupations, specifically those that are in high demand. This magazine was utilized in parent orientations, high school classrooms and college orientation sessions in addition to being distributed at several career and education fairs.
- Conducted training and technical assistance to postsecondary academic advisors regarding unique advising needs of adults re-entering school during or after military service or have entered postsecondary education through avenues other than recent high school experience.

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

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

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

- Disseminated promising practices that integrate applied academics and technical education at statewide or regional meetings. Initiated work with MDE educator licensing division that supported teaching academics within CTE courses.
- Leadership from both MnSCU and MDE were active participants on committees of the Minnesota P-20 Council to define college and career readiness (including academic achievement/preparation). Minnesota has adopted the position that the skills for success in college are the same as the skills for success in employment, and that by identifying these skills students will be able to leave high school more prepared for postsecondary preparation whether in a 4- year university, 2-year college, or an industry certification program.
- At the secondary level, Minnesota has attempted to embed some of the required academic standards for students to graduate within the classes offered through CTE program areas. Agriculture is specifically noted in legislation as allowable to meet science electives other than biology, and students can gain a half credit in Economics through either business or agriculture at this time. These courses are now being taught by teachers who must hold the appropriate licensure under Minnesota Rules Chapter 3505 and pass the licensure exams for the content area they are teaching. These rules clarify under what conditions students may meet science, mathematics or arts credit requirements through CTE. Revision and realignment of state high school graduation requirements and academic standards for 2014-2015 or later allows graduates to have satisfactorily completed chemistry, physics, or career and technical education credit that meet 2011-2012 revised science standards in chemistry or physics.
- Collaborative efforts among secondary schools and postsecondary colleges throughout Minnesota have developed courses and programs that assist students who need additional learning opportunities in essential academic areas. These opportunities include integration of the mathematics and reading skills in CTE courses, and after school programs (Discovery Academy, Project Discovery, Bridges Academy, Jump Start, etc.).
- Provided support for three consortia to hire math coaches to train CTE teachers in the techniques of integrating math into their respective CTE courses.
- Many local consortia regularly fund and administer the Accuplacer assessment to Minnesota high school students in order to advise students on what course-taking decisions would better prepare them for postsecondary success and to target math interventions at specific math concepts where students are struggling in secondary courses.

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

During FY11, a number of initiatives contributed to the preparation of Minnesota students for non-traditional fields. Activities focused on the recruitment and retention of NT students and worked to expose students to high-skill, high-wage, and high-demand occupations related to Minnesota's CTE program offerings. All students, including special populations, were included in these NT activities; however, students needing services to succeed in these programs were provided support and accommodations as appropriate.

The NT-focused efforts can be organized under three main themes: raising awareness and understanding of NT issues in Minnesota, providing and linking consortium members to resources that will help them address NT issues, and improving performance on NT indicators and outcomes. As such, a number of key activities occurred in Minnesota during FY11:

- Ongoing technical assistance was provided to consortia and individual schools and colleges to improve their ability to effectively examine disaggregated data through close examination of factors affecting differences in performance. To better align postsecondary programs, coursework, and other program activities to the workforce, the MnSCU State CTE staff worked with MnSCU program

approval staff to align all CTE clusters, fields, and pathways to CIP codes and designated programs as traditional/nontraditional by CIPs in general alignment with the national nontrad crosswalk.

- Minnesota completed a third year of activities for a National Governor’s Association grant to develop STEM programs with special attention to NT participation, persistence, and completion.
- Perkins funded programs across the state also were the vehicle through which a number of equity-related NT STEM programs were administered in Minnesota. The MN STEM Equity Pipeline Project and the MN New Look Project have provided concurrent and joint professional development and training services for improving nontraditional participation and completion:
  - Joint training sessions on improvement process, evaluating program outcomes, self-assessment;
  - Joint showcase and presentation sessions;
  - Sharing resources and distribution of issue briefs and a quarterly newsletter;
  - Mentoring component added for support to other consortia challenged in the NT core indicators.
- Using state leadership funds, Minnesota has identified and collaborated in the delivery of professional development around the MN Girls Collaborative Project and the Northstar STEM Alliance. This collaboration has resulted in a merger to a single statewide network, called MN STEM Network. The network offers a series of sustained professional development activities for instructors, teachers, and administrators focused on NT STEM efforts locally, including:
  - STEM Day at the State Fair;
  - Joint STEM networking events;
  - Quarterly STEM forums;
  - Joint presentation on STEM initiatives at statewide conference on serving underrepresented students;
  - Summer camps for STEM occupational areas.
- Through technical assistance, State CTE staff worked with teachers and faculty, counselors, and administration to ensure that all special education students were included and participated in CTE courses and programs as appropriate. In addition, ongoing technical assistance and professional development encouraged secondary teachers to work with individualized education plan (IEP) committees to encourage and support CTE participation for students with special needs.
- Local college-level consortium leaders organized a statewide task force to develop and establish a model for the development of adult pathways to enable individuals to find multiple entry/exit points within a program of study-oriented delivery system.
- MnSCU and MDE worked with Perkins consortium leaders to identify needs and initiatives related to recruitment, retention, and placement in NT employment and training programs and State leaders continue their involvement in the Next Steps Work Group.
- iSEEK 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. A publication called *Pathways to Success* is available in both downloadable print and streaming audio versions in three languages and can be found at [http://www.iseek.org/info/outreach\\_publications\\_pathways.html](http://www.iseek.org/info/outreach_publications_pathways.html)

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

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

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

- Statewide online resources and tools for the Minnesota FastTRAC and CTE adult programs of study were expanded in FY11. Resources were developed collaboratively with representatives from a number of education and workforce agencies and organizations. In addition, ABE students across the state are given the Accuplacer as a placement tool with follow-up counseling and targeted instruction.
- A statewide committee identified appropriate assessment instruments for work readiness and foundation knowledge and skills for use by employer partners, workforce centers, and other ABE stakeholders to facilitate successful placement and training of adults.
- State CTE staff worked in collaboration with Perkins leaders from two other states to align programs of study efforts with goals and outcomes for Shifting Gears [a Joyce Foundation initiative with five Midwest states (including Minnesota) that is focused on re-engineering adult education, workforce development and postsecondary education policies to support economic growth and expand job opportunities for low-skilled workers].
- P-20 College and Career Readiness: Leadership from both MnSCU and MDE were active participants on committees of the Minnesota P-20 Council to define college and career readiness.
- State CTE leaders engaged important professional association stakeholder groups in discussion and initiatives. Systematic mechanisms exist to engage both CTE administrators through the Minnesota Association for Career and Technical Administrators (MACTA and its web site) and Minnesota Association for Career and Technical Education (MnACTE) as well as the affiliate division partners in Perkins efforts across the state.
- In addition to developing the Advisory Committee Handbook and delivering related training to consortium leaders (already discussed above), State CTE staff encouraged consortia to move toward joint secondary/ postsecondary advisory committees.
- State CTE staff promoted career and technical education as a component of the state's workforce development system through active participation on the Governor's Workforce Development Council and its committees.
- College and Career Ready Policy Institute (CCRPI) - Minnesota is partnering with Achieve, Education Counsel, Data Quality Campaign, Jobs for the Future, and the National Governor's Association Center



for Best Practices. Leadership from both MnSCU and MDE were active participants on one of the five working subcommittees:

- Governor's Education Council;
  - Anchor Assessments and Accountability;
  - Minnesota Early Indicator and Response System (MEIRS);
  - Dual Credit; and
  - Data Elements and Decision Making.
- Minnesota continues to promote Project Lead the Way (PLTW) by:
    - Providing statewide leadership for implementing PLTW activities in local school districts, including the middle school gateway program, which has resulted in an increase in participation;
    - Developing professional development opportunities for PLTW in Minnesota through a collaborative that is made up of the University of Minnesota, MnSCU and MDE;
    - Training for new PLTW teachers occurs every summer through a partnership with the University of Minnesota and several MnSCU institutions. These two-week sessions are ongoing and the number of districts participating is increasing.
  - MN implemented the Curriculum for Agricultural Science Education (CASE) in FY11. Minnesota continues to take a national leadership role in CASE.

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

- Greater opportunities for students are now available as secondary and postsecondary programs share teachers, equipment and, in some cases, share space for courses.
- Local participation in the various STEM initiatives, the technical skill assessment project and common professional development has created a collegial atmosphere where there is one focus – success of the student.
- Several consortia report merging and combining secondary and postsecondary advisory committees at the career field, program or pathway level. Others report renewed efforts to collaborate on events with common goals and outcomes (i.e., career days, career-focused education programs offered during the summer, etc.).
- Brokering of services provided for students is increasing. Brokering is where a program of interest is not available within the student's home districts/colleges. Teachers and faculty along with counselors provide programs of study guidance to support the academic and technical requirements of the program available then provide support for entrance into a college/program outside their local consortium.

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

Minnesota is supporting projects that focus on career development and training that prepares individuals to transition to postsecondary education or successful employment. Minnesota Department of Corrections (DOC) provides CTE training and career guidance to individuals who are incarcerated through a coherent and integrated system for delivering a variety of services that will provide successful transitions for the population they serve.

DOC will further enhance their Transitions to Postsecondary and Work (TPSW) statewide initiative by adopting assessments and curriculum standards of the MnSCU System through collaboration among secondary and postsecondary programs. Last year, all nine facilities adopted the TPSW program and DOC began serving as an Accuplacer testing center. Math and language arts curriculum have been established and computer software for work-readiness assessments were identified and in place for implementation during this new project phase.

This year, technology-based curriculum materials will be integrated with classroom instruction that will include remedial instruction, college readiness and work readiness skills. Completers will earn a Transition to Postsecondary and Work certificate to assist them in demonstrating the status of their readiness for ongoing CTE education. Participants will be eligible to enroll in either the DOC (or community-based) career-technical programming upon successful completion of the TPSW program.

Career guidance for incarcerated offenders was addressed with this program in collaboration with iSEEK to develop and utilize an array of career information and resources with the intention of:

1. Providing an Internet-like electronic presentation of career information able to be accessed within Correctional Facilities (CD-ROM) and expand the ex-offender section in iSEEK.
2. Providing the target population (residents of Minnesota state correctional facilities) with information needed to make informed career decisions, set and achieve long-term goals, understand work values and etiquette, identify their skills, find local high-demand occupations, research college and training options, locate and communicate effectively with prospective employers, and understand how to retain and advance in their employment.

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

Minnesota Resources Center (MRC), under contract, will provide CTE training and career guidance to individuals with disabilities. MRC, a division of RESOURCE, has been offering vocational evaluation services to individuals with disabilities since 1960 and now offers services in the areas of Vocational Evaluation, placement, skills training and job retention. The Prepare to Learn project serves individuals with disabilities, between ages 18 and 24, by providing them with assistance with career and education planning, solid evaluation of their skills and interests, specialized training to prepare them to make a successful transition to college, and exposure to jobs and careers through job shadowing. MRC is also working with metro area and Greater Minnesota postsecondary institutions to develop articulation agreements that will allow participants who have completed MRC training to receive college credits as they move forward with their postsecondary education. MRC will collect and analyze data as well as participant and program outcomes.

Collaborative efforts among secondary schools and postsecondary colleges throughout Minnesota have developed programs that assist students who need additional support in accessing postsecondary education opportunity (e.g., Power of You, integration of ESL instruction and services within career pathway programs in health, etc.).

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

During FY11, the state leadership team began a process of transforming the state technical assistance efforts into a more structured technical assistance program. The resulting redesign will define available technical assistance, will outline how technical assistance is initiated and under what conditions, and will provide a repository of evidence-based resources to assist local recipients with implementation.

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

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

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

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

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

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

State CTE staff participated in the development of MnSCU Board of Trustees Policy 3.38 and Procedures 3.38.1 regarding career information which required each college to provide career information to those students who need it. As part of the system Students First initiative, CTE staff created a career exploration and information web site directed to students [www.LearningThat Works.org](http://www.LearningThatWorks.org) to promote CTE.

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

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

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

During FY11, many local schools and institutions within the 26 Minnesota Perkins consortia have revised articulation agreements developed in the past under Tech Prep to ensure alignment with new understandings of career and college readiness. In addition, many consortia continue to explore innovative secondary to postsecondary transition opportunities with plans of adding future articulation agreements in order to provide expanded opportunities for CTE students within Programs of Study. As more schools and colleges develop and implement programs of study, most are identifying additional opportunities for articulation agreements and working toward the creation of a number of new agreements as well.

Postsecondary enrollment options (PSEO - where high school students can take college course work while in high school) that earns both high school and college credit simultaneously exist in MN along with a number of other concurrent enrollment/credit for prior learning options like articulation, international baccalaureate, tech prep certificates 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). Activities related to academic advising and helping students overcome barriers to enrollment and completion were already highlighted in this report.

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

At the state level, policies and procedures were revised to improve transfer of undergraduate credits (Policy 3.21 and Procedure 3.21.1). The system implemented the Smart Transfer plan which includes the requirement that all colleges and universities enter course equivalencies in the Degree Audit Reporting system, accessible to students through the MN eSelect system for course planning. The [www.mntransfer.org](http://www.mntransfer.org) website continues to serve as an integrated information center for MN students, transfer specialists and

advisors regarding transfer of credit to and from public and private higher education institutions in Minnesota. Colleges and universities submitted over 1200 articulation agreements for program-to-program transfer according to state guidelines. State CTE staff continues to support local consortia to expand or maintain a number of processes that facilitate sub-baccalaureate to baccalaureate transition.

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

Members of the State CTE staff serve on the state and/or national boards of a number of CTSOs along with the Foundation for CTSOs and regularly are involved in state and national events. More specifically, State CTE staff attended over 30 events for Career and Technical Student Organizations that involved over 8,000 students. Given that level of student participation in CTSO events, it is evident that local consortia allocate resources to support student participation in CTSOs.

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

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

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

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

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

The focus of the FY09 local consortium plans was to get the programs of study framework developed at the local level. In FY10 and FY11 consortia were to develop seven POS, if their program offerings allowed that number. It is the expectation that all consortia will complete POS where they have the courses to support them over the next two years. Upon review of local consortium applications and the annual program reports which 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
- The consortium partners can share best practices, professional development, and in some cases they can share labs and equipment, and resources to help defray costs of individual schools establishing their programs of study.
- The MN State Plan asks consortia to shift the focus of POS development from quantity to quality. As such, secondary teachers and postsecondary faculty are motivated to improve their individual programs within the defined program of study.
- The POS development process asks consortia to operationalize programs of study with a thoughtful review of CTE programs/courses, current articulation agreements developed under tech prep, concurrent enrollment, and other postsecondary enrollment options available in CTE areas.
- While it is not a state expectation that each consortium offers both the secondary and postsecondary elements within a defined program of study, it is a state requirement that each consortium address,

through its local plan, how it would provide a continuum of services for all learners (often called brokering of services). Brokering of services provide collaboration with other consortia, as needed, to assist learners in locating programs of study that meet their career interests and aspirations and to assist learners in locating and identifying the appropriate preparatory courses or learning activities not available locally.

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

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

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. According to the Annual Performance Reports submitted in October, 2011 by local consortia of colleges and school districts that are recipients of MN Perkins funds, the following colleges reported ABE/FastTRAC activities connected to Perkins efforts. They utilized the Perkins funds in a variety of ways, such as providing career advising and support services for students, curriculum revisions, professional development for ABE and college faculty, meetings with business and industry representatives, and development of career pathways.

- Minneapolis (Manufacturing, Dental, Business, Culinary)
- Dakota County (ABE/ESL/Healthcare)
- South Central (ABE/Healthcare & Welding)
- Pine to Prairie (ABE/ESL/Nursing and ABE/Plant Systems/Farm Business Management)
- Runestone (ABE/Manufacturing)
- Great River (ABE/CNC)
- Hennepin West (ABE/Nursing Asst. and ABE/Welding)
- Pine Technical (ABE/Manufacturing and Welding and ABE/Allied Health)
- Central Lakes (ABE/Welding and Green Technology)
- MN West (ABE/Construction and Plumbing)
- Saint Paul (Health Informatics)
- Minnesota State College - Southeast Technical
- Mid-Minnesota (ABE/Healthcare emphasis in phlebotomy)

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

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

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

This report already discussed a number of data system-related activities that occurred in FY10. MDE data systems continue to move from a state developed system to EDEN. During this final transition year, data have been collected and analyzed using both systems in preparation for the full roll-over to EDEN in FY11. MnSCU made a number of changes to the data reporting and analysis system used statewide. 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: MnSCU and MDE CTE leaders secured legislative permission to develop a system to share data across MDE and MnSCU systems. By using MOHE as an intermediary, both systems can now share student-level data in a way that adheres to state data privacy laws (Minn. Stat.13.32, subd.11). This ability to share data will greatly assist us with tracking the placement and retention of students. [Sec. 134 (b)(3B) and 135(c)(9 & 19)]. During FY11 the data was collected and submitted to MOHE for analysis regarding transition of secondary students into postsecondary programs (5S1). Secondary did not send out postcards to students who were not matched to the MOHE database as we historically have received less than .5% response rate and the costs outweigh the results. OVAE has given us permission to use MOHE data only beginning in FY12.

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

Using state leadership funds, Minnesota provided funds to Bemidji State University and the University of Minnesota for professionals to evaluate teacher applicant education and work credentials to develop individualized programs leading to teacher licensure and provided funding to Bemidji State University, Southwest Minnesota State University, and the University of Minnesota for a series of CTE Professional Teacher Development courses. State CTE staff worked with Bemidji State University, Southwest Minnesota State University, and the University of Minnesota to increase the number of on-line and alternative delivery Teacher Education Courses. Finally, State CTE staff provided technical assistance to local consortia to identify areas of concern regarding recruitment and retention of CTE teachers and will continue aligning resources in ways to help them address those concerns in FY11 and beyond.

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

During FY11, Minnesota expanded use of Strategic Advantage Software to respond to economic changes for program planning and development. With financial assistance from the Perkins grant, five colleges had contracts with Economic Modeling Specialists, Inc. (EMSI) to license web-based software called Strategic Advantage. The software assists personnel at the system level and the college level to analyze industry, occupation, and demographic trends in their area and to tailor program offerings to respond effectively to expected economic changes in a customized workforce area. Additional information about activities related to this goal area can be found above (i.e., iSEEK, MCIS, MN FutureWork, etc.)

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

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

During FY11, the state continued a process for engaging teachers and faculty to review the core competencies for a number of specific pathways and identified potential technical skill assessments appropriate for that pathway. Business and industry leaders then reviewed the core competencies and third party assessments. Those third party assessments that aligned with the core competencies validated by both teachers and faculty and business and industry leaders then are listed on the Minnesota state-approved list of assessments that districts/colleges can use to meet the technical skill attainment core indicators. The following chart identifies the years that each of the 79 pathways will participate in this process. Once the state-approved assessments have been determined through this process, programs at the secondary and postsecondary level within a pathway are expected to begin assessing students using one of the state-approved technical skill assessments.

Year	Pathways Determining State-Approved Technical Skill Assessments		secondary students reported in TSA measure	postsecondary students reported in TSA measure
2010	Accounting Law Enforcement Systems Network Systems	Plant Systems Therapeutic Services (Health)	1460	4159
2011	Animal Systems Diagnostic Services (Health) Early Childhood Development & Services Teaching/Training (Birth – Gr 3) Engineering & Technology Facility & Mobile Equipment Maintenance	Marketing Management Merchandising Professional Sales Visual Arts Printing Technology Foundation Knowledge & Skills	N/A	N/A
2012	Administrative Support Construction Emergency & Fire Management Services National Security Environmental Services Systems Natural Resources Systems	Health Informatics Personal Care Services Production Manufacturing Production Process Development Restaurants & Food/ Beverage Services Teaching/ Training (K-12) Web & Digital Communications	N/A	N/A
2013	Agribusiness Systems Audio/Video Technology and Film Performing Arts Journalism & Broadcasting Banking Services Business Finance Securities & Investment Insurance Biotechnology Research & Development Health Support Services Consumer Services Correction Services Security & Protective Services Design/ Pre-construction	General Management Human Resources Management Operations Management Business Information Management Information Support & Services Maintenance, Installation, and Repair Power, Structural, & Technical Systems Public Management & Administrative Planning Revenue & Taxation Quality Assurance Health Safety & Environmental Assurance Transportation Operations Sales & Services	N/A	N/A
2014	Education Administration Administrative Support Professional Support Services Family & Consumer Services Counseling & Mental Health Services Food Products & Processing Systems Foreign Service Governance Regulation Legal Services Recreation, Amusement & Attractions	Logistics Planning & Management Services Transportation Systems, Infrastructure Warehousing & Distribution Center Operations Health Safety & Environmental Management Maintenance/Operations Marketing Communications Marketing Research Programming & Software Development Telecommunications Lodging, Travel, & Tourism	N/A	N/A

During FY11, the pathways piloting TSAs administered and reported their results after considerable planning and discussion that occurred during FY10 regarding ways in which TSA scores will be reported for accountability purposes and how to effectively implement the assessments within the different programs at the many institutions involved (to learn more about the process and state position, and the future schedule of TSA development, see the MN position statement on TSAs at [http://www.cte.mnscu.edu/programs/documents/MnSCU-MDE\\_FINAL\\_Position\\_on\\_TSAI.pdf](http://www.cte.mnscu.edu/programs/documents/MnSCU-MDE_FINAL_Position_on_TSAI.pdf)). State CTE staff conducted many local site visits for meetings and discussions with consortium leaders to talk through implementation challenges and provide technical assistance. Finally, state CTE staff developed a website for

the TSA project for career pathway teams to access resources, communicate and share project deliverables and works-in-progress.

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## ACCOUNTABILITY

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

<b>Definitions:</b>	
Secondary Participant	A secondary student who earns one (1) or more credits in any career and technical education field.
Secondary Concentrator	A secondary student who has earned two (2) credits in a single CTE career field.
Postsecondary Participant	A two-year college student in the Minnesota State Colleges and Universities System who belongs to a particular fiscal year cohort, and is enrolled in a CTE program, and declared as their degree intent (major) a CTE award OR A two-year college student in the Minnesota State Colleges and Universities System who belongs to a particular fiscal year cohort, and enrolls in a career and technical education course.
Postsecondary Concentrator	A two-year college student in the Minnesota State Colleges and Universities System who belongs in a particular fiscal year cohort, and is enrolled in a long-term CTE program, and declared as their degree intent (major) a CTE award OR A two-year college student in the Minnesota State Colleges and Universities who belongs in a particular fiscal year cohort, and is enrolled in a short-term CTE program, and declared as their degree intent (major) a CTE award, and completed and received the award in which they declared their intent.

Measurement note for 2S1: This year, Minnesota switched from a proxy measure to an actual measure of student pass rates on state-approved technical skill assessments.

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

Measurement Notes for 1P1: As indicated in the Minnesota state plan, Minnesota now uses licensure pass rates **and** other state-approved assessments to measure technical skill attainment (1P1). As we follow our implementation plan to develop a more robust measure, we will include additional assessment results as they are available. The most recent licensure data available in the MnSCU accountability dashboard (<http://www.mnscu.edu/board/accountability/index.html>) is for 2010 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 FY2011. NOCTI data for testing completed during FY11 within the career pathways being assessed per the state's implementation plan were also included. These data are at a student level and were able to be linked to actual gender for the CAR report.

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## IMPLEMENTATION OF STATE IMPROVEMENT PLANS

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



**SECONDARY**

Based on FY11 performance, Minnesota is including improvement plans for 2S1 (technical skill attainment), 6S1 (nontrad participation) and 6S2 (nontrad completion) in this report.

2010-11 Performance on Secondary Indicators					
	Negotiated Target 2010-11	Actual 2010-11	Special Populations (Actual)		Measurement Approach
1S1 – Reading & Language Arts	70%	72.52%	Indiv w/disabilities	34.95%	State Academic Assessment System
			Econ Disadvantaged	58.23%	
			Disp Homemakers	N/A	
			Limited Eng Prof	39.01%	
			Nontrad enrollees	75.52%	
1S2 – Math	48%	37.02%*	Indiv w/disabilities	14.55%	State Academic Assessment System
			Econ Disadvantaged	23.57%	
			Disp Homemakers	N/A	
			Limited Eng Prof	19.79%	
			Nontrad enrollees	40.29%	
2S1 – Technical Skill Attainment	90%	41.85%*	Indiv w/disabilities	23.41%	3rd party skill assessments
			Econ Disadvantaged	33.74%	
			Disp Homemakers	N/A	
			Limited Eng Prof	48.65%	
			Nontrad enrollees	45.65%	
3S1 – Secondary School Completion	76.67%	98.21%	Indiv w/disabilities	97.36%	Local Administrative Records and State Administrative Records
			Econ Disadvantaged	96.60%	
			Disp Homemakers	N/A	
			Limited Eng Prof	96.16%	
			Nontrad enrollees	98.52%	
4S1 - Graduation	83%	97.21%	Indiv w/disabilities	95.51%	Local Administrative Records and State Administrative Records
			Econ Disadvantaged	94.97%	
			Disp Homemakers	N/A	
			Limited Eng Prof	95.41%	
			Nontrad enrollees	97.83%	
5S1 – Placement	90%	48.02%*	Indiv w/disabilities	34.66%	Postsecondary Enrollment and State Developed Surveys
			Econ Disadvantaged	40.89%	
			Disp Homemakers	N/A	
			Limited Eng Prof	45.56%	
			Nontrad enrollees	49.11%	
6S1 – Nontraditional Participation	39.5%	26.65%*	Indiv w/disabilities	20.05%	Local Administrative Records and State Administrative Records
			Econ Disadvantaged	27.04%	
			Disp Homemakers	N/A	
			Limited Eng Prof	26.72%	
			Nontrad enrollees	26.65%	
6S2 – Nontraditional Completion	36.5%	11.36%*	Indiv w/disabilities	6.51%	Local Administrative Records and State Administrative Records
			Econ Disadvantaged	12.34%	
			Disp Homemakers	N/A	
			Limited Eng Prof	6.61%	
			Nontrad enrollees	11.36%	

\* Improvement plan required.

**1S2 (Math)**

Minnesota established its Minnesota Comprehensive Assessments to address accountability issues under the Elementary and Secondary Education Act. In doing so, the state implemented its high school mathematics portion of the academic assessments to be taken by all students early in their grade 11 year – prior to any significant involvement in career and technical education programs. Perkins requirements had been interpreted to obligate scores on this assessment (MCA-II math) as the indicator under 1S2. Despite considerable effort from many of the state’s Perkins consortia to incorporate mathematics instruction into its career and technical education program, no substantive changes to MCA-II math scores resulted since the

test was given prior to CTE intervention. The state has negotiated with OVAE to utilize a subset of the MCA-II math test (GRAD) beginning in 2011-2012 since this test is retaken by students as a graduation expectation and more accurately reflects the impact of CTE math interventions. The state has modified its data collection procedures to incorporate the GRAD test results and hopes to retrieve disaggregated data for the first time later this year.

Minnesota will monitor GRAD test results for CTE concentrators and will renegotiate performance with local consortia based on this new data collection process.

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

### **2S1 (technical skill attainment)**

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

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

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

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

Minnesota has had difficulties collecting reliable results on this measure because of state data privacy requirements. In FY06, we achieved legislation that provides us with the ability to use a third-party for data matching for prior year graduation counts. In FY10, we submitted our data for the first time to the Minnesota Office of Higher Education (MOHE). In FY11, we again submitted our data to MOHE. MOHE is only able to provide us with the data match for students who attend a Minnesota postsecondary college/university. Prior to FY10, we sent out postcards to all graduating seniors for them to respond to an on-line survey as to their placement status. This method provided a less than .5% response rate. We have negotiated with OVAE for FY12 and beyond to use only the MOHE data. The data for FY11 reflect this approved definition.

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

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

The MDE, without changing the formula for calculating 6S1, revised its crosswalk table for non-traditional participation to examine participation at the course, rather than program, level. In doing so, nontraditional participation numbers took a decided downturn since some courses had been included in the calculation in the past (as courses within nontraditional programs) were clearly not nontraditional from a more discrete examination. MDE will monitor 6S1 results on the basis of this new crosswalk table and will enter into renegotiations with both OVAE and local recipients in light of this change.

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

## 6S2 (nontrad completion)

Please refer to improvement plan identified above for 6S1.

### POSTSECONDARY

Minnesota is not required to submit any improvement plans for postsecondary indicators. While an improvement plan for 2P1 (Credential, certificate, degree completion) is not required, MN did not meet the target for 2P1 in FY11 though performance did exceed 90% of the target. We anticipate additional challenges in meeting the target on this indicator in the current year and our initial review of system wide data show that the current economic and employment climate seem to contribute to performance on this indicator. The MnSCU Strategic Framework, being advanced by the new Chancellor, places an emphasis on completion and as such, all programs at all colleges are engaged in efforts to examine data to better understand factors where college leaders may develop plans that impact outcomes that improve system wide performance. The state leadership team will begin a sustained process of carefully examining performance by disaggregate group in order to target technical assistance and resources for local recipients.

2010-11 Performance on Postsecondary Indicators					
	Negotiated Target 2010-11	Actual 2010-11	Special Populations (Actual)		Measurement Approach
1P1 – Technical Skill Attainment	73.33%	86.9%	Indiv w/disabilities	N/A	State student records and third-party skill assessments
			Econ Disadvantaged	N/A	
			Disp Homemakers	N/A	
			Limited Eng Prof	N/A	
			Nontrad enrollees	N/A	
2P1 – Credential, certificate, degree	50%	46.35%	Indiv w/disabilities	36.63%	State Student Records
			Econ Disadvantaged	41.81%	
			Disp Homemakers	36.34%	
			Limited Eng Prof	39.24%	
			Nontrad enrollees	27.84%	
3P1 – Retention and transfer	29%	31.72%	Indiv w/disabilities	39.35%	State Student Records
			Econ Disadvantaged	35.76%	
			Disp Homemakers	41.84%	
			Limited Eng Prof	41.63%	
			Nontrad enrollees	51.49%	
4P1 - Placement	79%	82.19%	Indiv w/disabilities	73.65%	Employment and Wage Record and State Developed Surveys
			Econ Disadvantaged	78.83%	
			Disp Homemakers	75.69%	
			Limited Eng Prof	71.32%	
			Nontrad enrollees	53.69%	
5P1 – Nontraditional Participation	17.4%	18.39%	Indiv w/disabilities	18.63%	State Student Records
			Econ Disadvantaged	19.01%	
			Disp Homemakers	22.12%	
			Limited Eng Prof	20.92%	
			Nontrad enrollees	N/A	
5P2 – Nontraditional Completion	13%	13.61%	Indiv w/disabilities	12.20%	State Student Records
			Econ Disadvantaged	13.51%	
			Disp Homemakers	14.08%	
			Limited Eng Prof	14.55%	
			Nontrad enrollees	N/A	

### 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 FY11 districts were required to submit their reports and written improvement plans with their FY12 local application.

State CTE staff provided local secondary recipients with a template for reporting. 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 reviewed the plans and continue to provide targeted TA to all recipients who submit improvement plans.

Based on FY10 performance on core indicators, 24 of 26 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 the timing of the math achievement test used as the measure for 1S2 related to the timing of CTE delivery, making it unlikely that CTE contributes to or detracts from math achievement. Permission was granted during the negotiations with OVAE in March 2011 (for FY12 reporting and beyond) to revise the definition and measurement approach for both 1S1 (reading) and 1S2 (mathematics) to use the GRAD assessments rather than the MCA-II assessments that are used to measure school performance under the Elementary and Secondary Education Act. Minnesota continues to provide professional development and technical assistance to all secondary districts regarding integration of reading and mathematics and will initiate a number of new initiatives to support local recipients to improve performance on nontraditional completion.

Number of Secondary Improvement Plans submitted by Indicator (Based on FY10 data)			
1S1	3 of 26 consortia	4S1	0 of 26 consortia
1S2	23 of 26 consortia	5S1	0 of 26 consortia
2S1	2 of 26 consortia	6S1	11 of 26 consortia
3S1	0 of 26 consortia	6S2	22 of 26 consortia

Based on FY10 performance on core indicators, 18 of 26 postsecondary recipients were required to submit an improvement plan based on performance on one or more core indicators with their FY12 plans. About one-third of the postsecondary recipients missed 2P1 (completion). The MnSCU Strategic Framework, being advanced by the new Chancellor, places an emphasis on completion and as such, programs at all colleges are engaged in efforts to examine data to better understand factors where college leaders may develop plans that impact outcomes that improve system wide performance. It is expected that resources will be dedicated system wide that support professional development and improvement efforts focused on completion. The CTE state leadership is formalizing a new technical assistance process and is developing a collection of evidence-based practices related to all core indicators that will be used to support efforts of local recipients.

Number of Postsecondary Improvement Plans submitted by Indicator (Based on FY10 data)			
1P1	2 of 26 consortia	4P1	3 of 26 consortia
2P1	8 of 26 consortia	5P1	3 of 26 consortia
3P1	2 of 26 consortia	5P2	6 of 26 consortia

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## MN UPDATE ON TARGETED OVAE MONITORING VISIT

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Minnesota submitted a response to the Final Report: Minnesota's compliance with the Career Technical Education Improvement Act of 2006 (Perkins IV) March 30, 2010 with a revision regarding Program Finance Findings #1 and 2, September 30, 2010. Responses to the findings included the following actions:

- Revised procedure and calculations for Maintenance of Effort for the state for FY08 and FY09. Revised methodology to be used in FY10 and beyond. We continue to work on details related to the formula.
- Revised procedure and calculations for Administrative Match and Hold Harmless Funding Thresholds, state FY08 and FY09. Revised methodology to be used in FY10 and beyond. We continue to work on details related to the formula.
- Implemented separate accounting, planning, budgeting, and reporting processes for local consortium basic allocations and reserve funds beginning in state FY11. Local consortia must use reserve funds to address the needs of rural areas of the state and to support programs with high numbers of career and technical education students. MN provided training on this requirement to consortium contacts in state FY10 and FY11.
- Revised Local Consortium Application to include all of the requirements of section 134 (b) of Perkins IV aligned within the five MN CTE goals as approved in the state plan 2008-2013 beginning in state FY11. MN provided training on this requirement to consortium contacts in state FY10 and FY11.
- The state had approved a revised FY09 plan from the consortium that did not include earmarked federal funds for work-study activities. Clarification and documentation was provided to OVAE. MN provided training on this requirement to consortium fiscal contacts in state FY10 and FY11.

## Interim Financial Status Report (FSR) Form

**I. State Name:** Minnesota

**II. Federal Funding Period:** 7/01/10-9/30/11

**III. Reporting Period:** 7/01/10-12/31/11

**IV. Accounting Basis:** Cash

**V. Grant Award Numbers:** State Basic Grant (Title I): V048A100023  
Tech Prep Grant (Title II): V243A100023

**VI. Title I Grant Award Amount:** 17660428

**VII. Title II Grant Award Amount:** 1735278

**VIII. Title II Funds Consolidated with Title I Funds:** Yes

**IX. Total Title I Funds (Title I Award + Title II Consolidated Funds):** 19395706

**X. Total Title II Funds Remaining (Title II - title II Consolidated Funds):** 0

Row	Population	1 Net Outlays Previously Reported	2 Total Outlay: this report period	3 Program Income Credits	4 Net Outlays this report period (Column 2-3)	5 Net Outlays to Date (Column 1+4)	6 Non-Federal share of outlays	7 Total Federal share of outlays (Column 5-6)	8 Federal share of unliquidated obligations	9 Fed. share of outlays & unliquidated obligations (Column 7 + 8)	10 Federal Funds Authorized in State Plan	11 Balance of Unobligated Federal funds (Column 10-9)
<b>A</b>	<b>*TOTAL TITLE I FUNDS*</b>											
<b>B</b>	<b>LOCAL USES OF FUNDS</b>											
<b>C</b>	<b>RESERVE</b>											
<b>D</b>	Funds for Secondary Recipients	0.00	693765.00	0.00	693765	693765	0.00	693765	0.00	693765	693765.00	0.00
<b>E</b>	Funds for Postsecondary Recipients	0.00	958057.00	0.00	958057	958057	0.00	958057	0.00	958057	958057.00	0.00
<b>F</b>	Total (Row D + E)	0.00	1651822.00	0.00	1651822	1651822	0.00	1651822	0.00	1651822	1651822.00	0.00
<b>G</b>	<b>FORMULA DISTRIBUTION</b>											
<b>H</b>	Funds for Secondary Recipients	0.00	5908991.95	0.00	5908991.95	5908991.95	0.00	5908991.95	0.00	5908991.95	6230502.18	321510.23
<b>I</b>	Funds for Postsecondary Recipients	0.00	8160036.92	0.00	8160036.92	8160036.92	0.00	8160036.92	0.00	8160036.92	8604026.82	443989.90
<b>J</b>	Total (Row H + I)	0.00	14069028.87	0.00	14069028.87	14069028.87	0.00	14069028.87	0.00	14069028.87	14834529.00	765500.13
<b>K</b>	TOTAL LOCAL USE OF FUNDS (Row F + J)	0.00	15720850.87	0.00	15720850.87	15720850.87	0.00	15720850.87	0.00	15720850.87	16486351.00	765500.13
<b>L</b>	<b>STATE LEADERSHIP</b>											
<b>M</b>	Non-Traditional Training and Employment State Institutions	0.00	17108.34	0.00	17108.34	17108.34	0.00	17108.34	7390.00	24498.34	60000.00	35501.66
<b>N</b>	State Institutions	0.00	59948.45	0.00	59948.45	59948.45	0.00	59948.45	0.00	59948.45	60000.00	51.55
<b>O</b>	Other Leadership Activities	0.00	908981.95	0.00	908981.95	908981.95	0.00	908981.95	229799.05	1138781	1819570.00	680789.00
<b>P</b>	TOTAL STATE LEADERSHIP (Row M + N + O)	0.00	986038.74	0.00	986038.74	986038.74	0.00	986038.74	237189.05	1223227.79	1939570.00	716342.21
<b>Q</b>	<b>STATE ADMINISTRATION</b>											
<b>R</b>	TOTAL STATE ADMINISTRATION	0.00	825668.25	0.00	825668.25	825668.25	0.00	825668.25	78659.48	904327.73	969785.00	65457.27
<b>S</b>	TOTAL TITLE I FUNDS (Row K + P + R)	0.00	17532557.86	0.00	17532557.86	17532557.86	0.00	17532557.86	315848.53	17848406.39	19395706.00	1547299.61
<b>T</b>	<b>*TOTAL TITLE II FUNDS*</b>											
<b>U</b>	Funds for State Administration	0.00	0.00	0.00	0	0	0.00	0	0.00	0	0.00	0.00
<b>V</b>	Funds for Local Consortia	0.00	0.00	0.00	0	0	0.00	0	0.00	0	0.00	0.00
<b>W</b>	TOTAL TITLE II FUNDS (Row U + V)	0.00	0.00	0.00	0	0	0.00	0	0.00	0	0.00	0.00

**Comment:**

## Final Financial Status Report (FSR) Form

<b>I. State Name:</b> Minnesota <b>II. Federal Funding Period:</b> 7/01/09-9/30/11 <b>III. Reporting Period:</b> 7/01/09-12/31/11 <b>IV. Accounting Basis:</b> Cash <b>V. Grant Award Numbers:</b> State Basic Grant (Title I): V048A090023 - 09A Tech Prep Grant (Title II): V243A090023	<b>VI. Title I Grant Award Amount:</b> 17697927 <b>VII. Title II Grant Award Amount:</b> 1735278 <b>VIII. Title II Funds Consolidated with Title I Funds:</b> Yes <b>IX. Total Title I Funds (Title I Award + Title II Consolidated Funds):</b> 19433205 <b>X. Total Title II Funds Remaining (Title II - title II Consolidated Funds):</b> 0
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Row	Population	1 Net Outlays Previously Reported	2 Total Outlay: this report period	3 Program Income Credits	4 Net Outlays this report period (Column 2-3)	5 Net Outlays to Date (Column 1+4)	6 Non-Federal share of outlays	7 Total Federal share of outlays (Column 5-6)	8 Federal share of unliquidated obligations	9 Fed. share of outlays & unliquidated obligations (Column 7 + 8)	10 Federal Funds Authorized in State Plan	11 Balance of Unobligated Federal funds (Column 10-9)
<b>A</b>	<b>*TOTAL TITLE I FUNDS*</b>											
<b>B</b>	<b>LOCAL USES OF FUNDS</b>											
<b>C</b>	<b>RESERVE</b>											
<b>D</b>	Funds for Secondary Recipients	0.00	0.00	0.00	0	0	0.00	0	0.00	0	0.00	0.00
<b>E</b>	Funds for Postsecondary Recipients	0.00	0.00	0.00	0	0	0.00	0	0.00	0	0.00	0.00
<b>F</b>	Total (Row D + E)	0.00	0.00	0.00	0	0	0.00	0	0.00	0	0.00	0.00
<b>G</b>	<b>FORMULA DISTRIBUTION</b>											
<b>H</b>	Funds for Secondary Recipients	6415923.08	521731.11	0.00	521731.11	6937654.19	0.00	6937654.19	0.00	6937654.19	6937654.19	0.00
<b>I</b>	Funds for Postsecondary Recipients	9074069.85	506500.22	0.00	506500.22	9580570.07	0.00	9580570.07	0.00	9580570.07	9580570.07	0.00
<b>J</b>	Total (Row H + I)	15489992.93	1028231.33	0.00	1028231.33	16518224.26	0.00	16518224.26	0.00	16518224.26	16518224.26	0.00
<b>K</b>	TOTAL LOCAL USE OF FUNDS (Row F + J)	15489992.93	1028231.33	0.00	1028231.33	16518224.26	0.00	16518224.26	0.00	16518224.26	16518224.26	0.00
<b>L</b>	<b>STATE LEADERSHIP</b>											
<b>M</b>	Non-Traditional Training and Employment State Institutions	41880.06	18119.94	0.00	18119.94	60000	0.00	60000	0.00	60000	60000.00	0.00
<b>N</b>	State Institutions	60000.00	0.00	0.00	0	60000	0.00	60000	0.00	60000	60000.00	0.00
<b>O</b>	Other Leadership Activities	610018.28	1213302.22	0.00	1213302.22	1823320.5	0.00	1823320.5	0.00	1823320.5	1823320.50	0.00
<b>P</b>	TOTAL STATE LEADERSHIP (Row M + N + O)	711898.34	1231422.16	0.00	1231422.16	1943320.5	0.00	1943320.5	0.00	1943320.5	1943320.50	0.00
<b>Q</b>	<b>STATE ADMINISTRATION</b>											
<b>R</b>	TOTAL STATE ADMINISTRATION	1217926.74	725393.76	0.00	725393.76	1943320.5	971660.25	971660.25	0.00	971660.25	971660.25	0.00
<b>S</b>	TOTAL TITLE I FUNDS (Row K + P + R)	17419818.02	2985047.25	0.00	2985047.25	20404865.26	971660.25	19433205.01	0.00	19433205.01	19433205.01	0.00
<b>T</b>	<b>*TOTAL TITLE II FUNDS*</b>											
<b>U</b>	Funds for State Administration	0.00	0.00	0.00	0	0	0.00	0	0.00	0	0.00	0.00
<b>V</b>	Funds for Local Consortia	0.00	0.00	0.00	0	0	0.00	0	0.00	0	0.00	0.00
<b>W</b>	TOTAL TITLE II FUNDS (Row U + V)	0.00	0.00	0.00	0	0	0.00	0	0.00	0	0.00	0.00

**Comment:**

## Student Enrollment Form of CTE Participants

State: Minnesota  
Program Year: 2010-2011

Line	Population	Number of Secondary Students	Number of Postsecondary Students	Number of Adult Students	Number of Secondary Tech Prep Students	Number of Postsecondary Tech Prep Students
1	Grand Total	102178	62113	N/P	N/P	N/P
2	<b>GENDER</b>					
3	Male	57004	29701	PNO	PNO	PNO
4	Female	45174	32412	PNO	PNO	PNO
5	<b>RACE/ETHNICITY * (1977 Standards)</b>					
6	American Indian or Alaskan Native					
7	Asian or Pacific Islander					
8	Black (not Hispanic)					
9	Hispanic					
10	White					
11	Unknown					
12	<b>RACE/ETHNICITY* (1997 Revised Standards)</b>					
13	American Indian or Alaska Native	1628	695	PNO	PNO	PNO
14	Asian	6776	2662	PNO	PNO	PNO
15	Black or African American	8511	5759	PNO	PNO	PNO
16	Hispanic/Latino	5238	2831	PNO	PNO	PNO
17	Native Hawaiian or Other Pacific Islander	66	N/P	PNO	PNO	PNO
18	White	78953	45708	PNO	PNO	PNO
19	Two or More Races	1006	2808	PNO	PNO	PNO
20	Unknown (Postsecondary Only)		1650	PNO		PNO
21	<b>SPECIAL POPULATION AND OTHER STUDENT CATEGORIES</b>					
22	Individuals With Disabilities (ADA)		2015	PNO		PNO
23	Disability Status (ESEA/IDEA) (Secondary Only)	06171			PNO	
24	Economically Disadvantaged	39647	21129	PNO	PNO	PNO
25	Single Parents	439	3024	PNO	PNO	PNO
26	Displaced Homemakers	12	2564	PNO	PNO	PNO
27	Limited English Proficient	6847	2116	PNO	PNO	PNO
28	Migrant Status	260			PNO	
29	Nontraditional Enrollees	34518	6047	PNO	PNO	PNO



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**Comment:**

## Student Enrollment Form of CTE Concentrators

**State: Minnesota**

**Program Year: 2010-2011**

Row	Population	Agri., Food, & Nat. Resources	Archit., & Const.	Arts, A/V Tech., & Comm.	Bus., Manag'nt., & Admin	Education, & Training	Finance	Gov't., & Public Admin.	Health Science	Hospitality & Tourism	Human Services	Info. Tech.	Law, Public Safety, & Security	Manufact.	Marketing, Sales, & Services	Science, Tech., Engineering, &	Transp., Distrib., & Logistics	Total	
1 SECONDARY																			
2	Female	2879	1005	2526	7334	0	1002	0	1375	416	9937	195	124	290	1520	0	445	29048	
3	Male	5929	7555	3672	10556	0	1404	0	759	412	8060	1332	323	4470	2440	0	5013	51925	
4	Total	8808	8560	6198	17890	0	2406	0	2134	828	17997	1527	447	4760	3960	0	5458	80973	
5 POSTSECONDARY																			
6	Female	160	41	527	1965	234	46	233	6965	200	452	242	591	135	686	80	61	12618	
7	Male	547	1584	386	1173	63	57	41	1267	191	58	1110	1592	1248	895	831	1210	12253	
8	Total	707	1625	913	3138	297	103	274	8232	391	510	1352	2183	1383	1581	911	1271	24871	
9 ADULT																			
10	Female	PNO	PNO	PNO	PNO	PNO	PNO	PNO	PNO	PNO	PNO	PNO	PNO	PNO	PNO	PNO	PNO	PNO	0
11	Male	PNO	PNO	PNO	PNO	PNO	PNO	PNO	PNO	PNO	PNO	PNO	PNO	PNO	PNO	PNO	PNO	PNO	0
12	Total	N/P	N/P	N/P	N/P	N/P	N/P	N/P	N/P	N/P	N/P	N/P	N/P	N/P	N/P	N/P	N/P	N/P	0
13	GRAND TOTAL (Lines 4+8+12)	9515	10185	7111	21028	297	2509	274	10366	1219	18507	2879	2630	6143	5541	911	6729	105844	

**Comment:**

**Student Accountability Forms for the Section 113 Core Indicators of Performance (Title I)  
Secondary Level  
Core Indicator 5S1: Placement**

**State: Minnesota**

**Program Year: 2010-2011**

<i>Line</i>	<i>Population</i>	<i>Number of Students in the Numerator</i>	<i>Number of Students in the Denominator</i>	<i>Adjusted Level of Performance</i>	<i>Actual Level of Performance</i>	<i>Actual vs. Adjusted Level of Performance</i>	<i>Met 90% of Adjusted Level of Performance</i>
1	Grand Total	8901	18537	90.00%	48.02%	D	N
2	<b>GENDER</b>						
3	Male	4837	10663		45.36%		
4	Female	4064	7874		51.61%		
5	<b>RACE/ETHNICITY * (1977 Standards)</b>						
6	American Indian or Alaskan Native				XXX%		
7	Asian or Pacific Islander				XXX%		
8	Black (not Hispanic)				XXX%		
9	Hispanic				XXX%		
10	White				XXX%		
11	Unknown				XXX%		
12	<b>RACE/ETHNICITY* (1997 Revised Standards)</b>						
13	American Indian or Alaska Native	464	1139		40.74%		
14	Asian	112	286		39.16%		
15	Black or African American	481	927		51.89%		
16	Hispanic/Latino	215	667		32.23%		
17	Native Hawaiian or Other Pacific Islander	N/P	N/P		XXX%		
18	White	7629	15518		49.16%		
19	Two or More Races	N/P	N/P		XXX%		
20	<b>SPECIAL POPULATION AND OTHER STUDENT CATEGORIES</b>						
21	Individuals With Disabilities (ADA)				XXX%		
22	Disability Status (ESEA/IDEA)	1555	4487		34.66%		
23	Economically Disadvantaged	3383	8273		40.89%		
24	Single Parents	34	87		39.08%		
25	Displaced Homemakers	2	8		25.00%		
26	Limited English Proficient	656	1440		45.56%		
27	Migrant Status	44	122		36.07%		
28	Nontraditional Enrollees	4646	9461		49.11%		
29	Tech Prep	PNO	PNO		XXX%		
30	<b>DISAGGREGATE INDICATORS</b>						
31	Advanced Training & Postsecondary Education	8901			XXX%		
32	Employment	N/P			XXX%		
33	Military	N/P			XXX%		

**Comment:** This is our second year data match with the Minnesota Office of Higher Education. The data was limited to students enrolled in Minnesota postsecondary institutions. We have many limitations to the data collection and were unable to collect information from the Department of Economic Development for employment data. We are unable to secure the

necessary permission and funding to utilize the National Clearing House for students who enroll in postsecondary schools outside of Minnesota. The 1977 Ethnicity Standards were used for the 2010 data collection year.

**Student Accountability Forms for the Section 113 Core Indicators of Performance (Title I)  
Postsecondary Level  
Core Indicator 1P1: Technical Skill Attainment**

**State: Minnesota  
Program Year: 2010-2011**

<i>Line</i>	<i>Population</i>	<i>Number of Students in the Numerator</i>	<i>Number of Students in the Denominator</i>	<i>Adjusted Level of Performance</i>	<i>Actual Level of Performance</i>	<i>Actual vs. Adjusted Level of Performance</i>	<i>Met 90% of Adjusted Level of Performance</i>
1	Grand Total	3614	4159	73.33%	86.90%	E	Y
2	<b>GENDER</b>						
3	Male	847	965		87.77%		
4	Female	2767	3194		86.63%		
5	<b>RACE/ETHNICITY * (1977 Standards)</b>						
6	American Indian or Alaskan Native				XXX%		
7	Asian or Pacific Islander				XXX%		
8	Black (not Hispanic)				XXX%		
9	Hispanic				XXX%		
10	White				XXX%		
11	Unknown				XXX%		
12	<b>RACE/ETHNICITY* (1997 Revised Standards)</b>						
13	American Indian or Alaska Native	N/P	N/P		XXX%		
14	Asian	N/P	N/P		XXX%		
15	Black or African American	N/P	N/P		XXX%		
16	Hispanic/Latino	N/P	N/P		XXX%		
17	Native Hawaiian or Other Pacific Islander	N/P	N/P		XXX%		
18	White	N/P	N/P		XXX%		
19	Two or More Races	N/P	N/P		XXX%		
20	Unknown	N/P	N/P		XXX%		
21	<b>SPECIAL POPULATION AND OTHER STUDENT CATEGORIES</b>						
22	Individuals With Disabilities (ADA)	N/P	N/P		XXX%		
23	Economically Disadvantaged	N/P	N/P		XXX%		
24	Single Parents	N/P	N/P		XXX%		
25	Displaced Homemakers	N/P	N/P		XXX%		
26	Limited English Proficient	N/P	N/P		XXX%		
27	Nontraditional Enrollees	N/P	N/P		XXX%		
28	Tech Prep	PNO	PNO		XXX%		

**Comment:**

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. The most recent licensure data available in the Minnesota State Colleges and Universities system wide accounting dashboard (<http://www.mnscu.edu/board/accountability/index.html>) is for 2010 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 FY2011. NOCTI data for testing completed during FY2011 within the career pathways being assessed per the state's implementation plan were also included. These data are at a student-level and were able to be linked to actual gender for the CAR report.

**Student Accountability Forms for the Section 113 Core Indicators of Performance (Title I)  
Postsecondary Level  
Core Indicator 2P1: Credential, Certificate, or Degree**

**State: Minnesota  
Program Year: 2010-2011**

<i>Line</i>	<i>Population</i>	<i>Number of Students in the Numerator</i>	<i>Number of Students in the Denominator</i>	<i>Adjusted Level of Performance</i>	<i>Actual Level of Performance</i>	<i>Actual vs. Adjusted Level of Performance</i>	<i>Met 90% of Adjusted Level of Performance</i>
1	Grand Total	11527	24871	50.00%	46.35%	D	Y
2	<b>GENDER</b>						
3	Male	5401	12253		44.08%		
4	Female	6126	12618		48.55%		
5	<b>RACE/ETHNICITY * (1977 Standards)</b>						
6	American Indian or Alaskan Native				XXX%		
7	Asian or Pacific Islander				XXX%		
8	Black (not Hispanic)				XXX%		
9	Hispanic				XXX%		
10	White				XXX%		
11	Unknown				XXX%		
12	<b>RACE/ETHNICITY* (1997 Revised Standards)</b>						
13	American Indian or Alaska Native	101	218		46.33%		
14	Asian	347	899		38.60%		
15	Black or African American	562	1755		32.02%		
16	Hispanic/Latino	453	1077		42.06%		
17	Native Hawaiian or Other Pacific Islander	8	22		36.36%		
18	White	9465	19479		48.59%		
19	Two or More Races	402	1016		39.57%		
20	Unknown	189	405		46.67%		
21	<b>SPECIAL POPULATION AND OTHER STUDENT CATEGORIES</b>						
22	Individuals With Disabilities (ADA)	337	920		36.63%		
23	Economically Disadvantaged	4409	10546		41.81%		
24	Single Parents	463	1274		36.34%		
25	Displaced Homemakers	476	1213		39.24%		
26	Limited English Proficient	233	837		27.84%		
27	Nontraditional Enrollees	1396	3214		43.43%		
28	Tech Prep	PNO	PNO		XXX%		
29	<b>DISAGGREGATE INDICATORS</b>						
30	Credential				XXX%		
31	Certificate	7262			XXX%		
32	Degree	4265			XXX%		

**Comment:**

**Student Accountability Forms for the Section 113 Core Indicators of Performance (Title I)  
Postsecondary Level  
Core Indicator 3P1: Student Retention or Transfer**

**State: Minnesota  
Program Year: 2010-2011**

<i>Line</i>	<i>Population</i>	<i>Number of Students in the Numerator</i>	<i>Number of Students in the Denominator</i>	<i>Adjusted Level of Performance</i>	<i>Actual Level of Performance</i>	<i>Actual vs. Adjusted Level of Performance</i>	<i>Met 90% of Adjusted Level of Performance</i>
1	Grand Total	7889	24871	29.00%	31.72%	E	Y
2	<b>GENDER</b>						
3	Male	3662	12253		29.89%		
4	Female	4227	12618		33.50%		
5	<b>RACE/ETHNICITY * (1977 Standards)</b>						
6	American Indian or Alaskan Native				XXX%		
7	Asian or Pacific Islander				XXX%		
8	Black (not Hispanic)				XXX%		
9	Hispanic				XXX%		
10	White				XXX%		
11	Unknown				XXX%		
12	<b>RACE/ETHNICITY* (1997 Revised Standards)</b>						
13	American Indian or Alaska Native	61	218		27.98%		
14	Asian	361	899		40.16%		
15	Black or African American	814	1755		46.38%		
16	Hispanic/Latino	376	1077		34.91%		
17	Native Hawaiian or Other Pacific Islander	11	22		50.00%		
18	White	5770	19479		29.62%		
19	Two or More Races	370	1016		36.42%		
20	Unknown	126	405		31.11%		
21	<b>SPECIAL POPULATION AND OTHER STUDENT CATEGORIES</b>						
22	Individuals With Disabilities (ADA)	362	920		39.35%		
23	Economically Disadvantaged	3771	10546		35.76%		
24	Single Parents	533	1274		41.84%		
25	Displaced Homemakers	505	1213		41.63%		
26	Limited English Proficient	431	837		51.49%		
27	Nontraditional Enrollees	1151	3214		35.81%		
28	Tech Prep	PNO	PNO		XXX%		

**Comment:**

**Student Accountability Forms for the Section 113 Core Indicators of Performance (Title I)  
Postsecondary Level  
Core Indicator 4P1: Student Placement**

**State: Minnesota  
Program Year: 2010-2011**

<i>Line</i>	<i>Population</i>	<i>Number of Students in the Numerator</i>	<i>Number of Students in the Denominator</i>	<i>Adjusted Level of Performance</i>	<i>Actual Level of Performance</i>	<i>Actual vs. Adjusted Level of Performance</i>	<i>Met 90% of Adjusted Level of Performance</i>
1	Grand Total	9116	11091	79.00%	82.19%	E	Y
2	<b>GENDER</b>						
3	Male	4328	5168		83.75%		
4	Female	4788	5923		80.84%		
5	<b>RACE/ETHNICITY * (1977 Standards)</b>						
6	American Indian or Alaskan Native				XXX%		
7	Asian or Pacific Islander				XXX%		
8	Black (not Hispanic)				XXX%		
9	Hispanic				XXX%		
10	White				XXX%		
11	Unknown				XXX%		
12	<b>RACE/ETHNICITY* (1997 Revised Standards)</b>						
13	American Indian or Alaska Native	47	76		61.84%		
14	Asian	195	309		63.11%		
15	Black or African American	276	486		56.79%		
16	Hispanic/Latino	203	311		65.27%		
17	Native Hawaiian or Other Pacific Islander	3	7		42.86%		
18	White	7993	9339		85.59%		
19	Two or More Races	271	361		75.07%		
20	Unknown	128	202		63.37%		
21	<b>SPECIAL POPULATION AND OTHER STUDENT CATEGORIES</b>						
22	Individuals With Disabilities (ADA)	246	334		73.65%		
23	Economically Disadvantaged	3057	3878		78.83%		
24	Single Parents	218	288		75.69%		
25	Displaced Homemakers	97	136		71.32%		
26	Limited English Proficient	109	203		53.69%		
27	Nontraditional Enrollees	1067	1411		75.62%		
28	Tech Prep	PNO	PNO		XXX%		
29	<b>DISAGGREGATE INDICATORS</b>						
30	Apprenticeship	N/P			XXX%		
31	Employment	9116			XXX%		
32	Military	N/P			XXX%		

**Comment:**



**Student Accountability Forms for the Section 113 Core Indicators of Performance (Title I)  
Postsecondary Level  
Core Indicator 5P1: Nontraditional Participation**

**State: Minnesota**

**Program Year: 2010-2011**

<i>Line</i>	<i>Population</i>	<i>Number of Students in the Numerator</i>	<i>Number of Students in the Denominator</i>	<i>Adjusted Level of Performance</i>	<i>Actual Level of Performance</i>	<i>Actual vs. Adjusted Level of Performance</i>	<i>Met 90% of Adjusted Level of Performance</i>
1	Grand Total	6047	32887	17.40%	18.39%	E	Y
2	<b>GENDER</b>						
3	Male	2044	16767		12.19%		
4	Female	4003	16120		24.83%		
5	<b>RACE/ETHNICITY * (1977 Standards)</b>						
6	American Indian or Alaskan Native				XXX%		
7	Asian or Pacific Islander				XXX%		
8	Black (not Hispanic)				XXX%		
9	Hispanic				XXX%		
10	White				XXX%		
11	Unknown				XXX%		
12	<b>RACE/ETHNICITY* (1997 Revised Standards)</b>						
13	American Indian or Alaska Native	72	384		18.75%		
14	Asian	293	1292		22.68%		
15	Black or African American	877	3397		25.82%		
16	Hispanic/Latino	322	1582		20.35%		
17	Native Hawaiian or Other Pacific Islander	5	26		19.23%		
18	White	4010	24098		16.64%		
19	Two or More Races	345	1571		21.96%		
20	Unknown	123	537		22.91%		
21	<b>SPECIAL POPULATION AND OTHER STUDENT CATEGORIES</b>						
22	Individuals With Disabilities (ADA)	229	1229		18.63%		
23	Economically Disadvantaged	2610	13731		19.01%		
24	Single Parents	440	1989		22.12%		
25	Displaced Homemakers	353	1687		20.92%		
26	Limited English Proficient	325	1284		25.31%		
27	Tech Prep	PNO	PNO		XXX%		

**Comment:**

**Student Accountability Forms for the Section 113 Core Indicators of Performance (Title I)  
Postsecondary Level  
Core Indicator 5P2: Nontraditional Completion**

**State: Minnesota  
Program Year: 2010-2011**

<i>Line</i>	<i>Population</i>	<i>Number of Students in the Numerator</i>	<i>Number of Students in the Denominator</i>	<i>Adjusted Level of Performance</i>	<i>Actual Level of Performance</i>	<i>Actual vs. Adjusted Level of Performance</i>	<i>Met 90% of Adjusted Level of Performance</i>
1	Grand Total	1396	10260	13.00%	13.61%	E	Y
2	<b>GENDER</b>						
3	Male	591	4956		11.92%		
4	Female	805	5304		15.18%		
5	<b>RACE/ETHNICITY * (1977 Standards)</b>						
6	American Indian or Alaskan Native				XXX%		
7	Asian or Pacific Islander				XXX%		
8	Black (not Hispanic)				XXX%		
9	Hispanic				XXX%		
10	White				XXX%		
11	Unknown				XXX%		
12	<b>RACE/ETHNICITY* (1997 Revised Standards)</b>						
13	American Indian or Alaska Native	7	92		7.61%		
14	Asian	55	308		17.86%		
15	Black or African American	118	515		22.91%		
16	Hispanic/Latino	69	397		17.38%		
17	Native Hawaiian or Other Pacific Islander	0	7		0.00%		
18	White	1066	8406		12.68%		
19	Two or More Races	51	368		13.86%		
20	Unknown	30	167		17.96%		
21	<b>SPECIAL POPULATION AND OTHER STUDENT CATEGORIES</b>						
22	Individuals With Disabilities (ADA)	36	295		12.20%		
23	Economically Disadvantaged	532	3937		13.51%		
24	Single Parents	59	419		14.08%		
25	Displaced Homemakers	63	433		14.55%		
26	Limited English Proficient	51	210		24.29%		
27	Tech Prep	PNO	PNO		XXX%		

**Comment:**

**Student Accountability Forms for the Section 203 Indicators of Performance (Title II)**  
**SECONDARY LEVEL**

**State: Minnesota**  
**Program Year: 2010-2011**

<b>Line</b>	<b>Indicator Number</b>	<b>Performance Indicator</b>	<b>Number of Students in the Numerator</b>	<b>Number of Students in the Denominator</b>	<b>Percent of Students</b>
1	1STP1	Enroll in postsecondary education	PNO	PNO	XXX
2	1STP2	Enroll in postsecondary in the same field or major	PNO	PNO	XXX
3	1STP3	Complete a State or industry-recognized certification or licensure	PNO	PNO	XXX
4	1STP4	Complete course(s) that award postsecondary credit.	PNO	PNO	XXX
5	1STP5	Enroll in remedial mathematics, writing, or reading course(s).	PNO	PNO	XXX

**Comment:**

**Student Accountability Forms for the Section 203 Indicators of Performance (Title II)  
POSTSECONDARY LEVEL**

**State: Minnesota  
Program Year: 2010-2011**

<b>Line</b>	<b>Indicator Number</b>	<b>Performance Indicator</b>	<b>Number of Students in the Numerator</b>	<b>Number of Students in the Denominator</b>	<b>Percent of Students</b>
1	1PTP1	Employment in related field after graduation.	PNO	PNO	XXX
2	1PTP2	Complete a State or industry-recognized certificate or licensure	PNO	PNO	XXX
3	1PTP3	On-time completion of a 2-year degree or certificate.	PNO	PNO	XXX
4	1PTP4	On-time completion of a baccalaureate degree program.	PNO	PNO	XXX

**Comment:**