

1. Recipient Organization

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

2. Period covered by this report:

Start Date: 7/1/2013
End Date: 6/30/2014

3. PR/Award Numbers:

Title I Basic Grant to States: VO48A130023-13A

4. Remarks

State Administration

The Minnesota State Colleges and Universities (MnSCU) Board of Trustees is the sole state agency authorized to receive and disburse federal funds and to supervise the administration of the state career and technical education (CTE) program through the System Office 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) Office of Career and College 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 2013-14, Minnesota was allocated \$16,684,637 under Perkins.

ORGANIZATION AND DELIVERY OF CAREER & TECHNICAL EDUCATION

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

Minnesota's Career and Technical Education State Plan aligns required and permissible Perkins activities with statewide strategic goals for CTE and provides direction for use of funds in secondary, postsecondary, and adult education programs. As such, each consortium in Minnesota is asked to plan and report on required and permissible Perkins activities in alignment with five strategic goal areas: designing and implementing programs of study (POS); improving services to special populations; effectively utilizing employer, community and education partnerships; leveraging inter-consortia relationships that enable student transitions; and sustaining the consortium structure. These five Minnesota CTE goals were cross-walked with required and permissible Perkins activities. Local consortia indicate the relevant goal area and required or permissive Perkins activities on their local applications approved by state CTE staff available on the Minnesota CTE website http://www.cte.mnscu.edu/consortium_resources/applications2.html. 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 as submitted online includes a summary of state leadership efforts and the activities of local recipients related to required and permissive use of funds, financial status reports, enrollment and performance data, and improvement plans required at the state and local levels. Perkins State Leadership funds are targeted to provide technical assistance and monitoring, promote targeted initiatives, support new program and collaborative curriculum development, further enhance consortium educational and business partnership development, develop programs of study and career pathways, integrate academic and technical skill standards, promote continuous improvement through the application of data including developing research methodology to examine multi-year performance of Perkins funded initiatives, and provide professional development for Perkins CTE administrators/coordinators, administrators, faculty, teachers, counselors and advisors.

5. Lead individuals completing this report:

Individual responsible for the narrative performance information	df35f082-eb66-4fe1-bfd3-ba401754905f
Individual responsible for the financial status reports	b66f7a04-9278-4358-85ad-7e0f4abf978f
Individual responsible for the performance data	62850b95-401c-44f3-8aae-8f9e6c367ecd
Lead individual who may be contacted to answer questions	5d2704a6-8958-4caa-b23c-4ecb7a774fd3

1. Your state is required to submit Race/Ethnicity data using the Race/Ethnicity Standards for:

1997

2. Required Performance Data:

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

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

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

Yes

The Minnesota State Plan for Perkins IV states that technical skill assessments will be identified for use in all state approved programs of study by 2014; this goal was accomplished. The Minnesota Technical Skill Assessment project was implemented in 2010 to assure the quality CTE programs, through the use of technical skill assessments in all state approved programs of study, which are based on the Rigorous Program of Study framework and its supporting elements.

During FY14, Minnesota continued a process, initiated in 2010 for engaging secondary and postsecondary educators and business and industry leaders to review the core competencies and identify potential technical skill assessments appropriate for programs of study by career pathway. To date, Minnesota has completed the process of identifying core competencies and technical skill assessments for the 60 career pathways identified as appropriate for the State. By FY14, over 600 teachers and faculty developed and over 200 business and industry leaders validated state approved core competencies and third party assessments. School districts and colleges may use assessments on the approved list to meet the technical skill attainment core indicators. More information on the process and the complete list of state approved secondary and postsecondary core competencies, technical skill assessments and assessment blueprints in 60 career pathways may be found at <http://www.cte.mnscu.edu/programs/mntsa.html>

Career pathways addressed in FY14 include:

- ☐ Banking Services
- ☐ Business Finance
- ☐ Engineering & Technology – Mechanical Drafting/ Design
- ☐ Food Products & Processing Systems
- ☐ Insurance
- ☐ Legal Services – Legal Administrative Assistant
- ☐ Legal Services - Paralegal
- ☐ Lodging
- ☐ Marketing Communications
- ☐ Maintenance/ Operations
- ☐ Manufacturing Production Process Development – Mechanical Drafting/ Design
- ☐ Programming & Software Development
- ☐ Recreation, Amusement and Attractions
- ☐ Securities and Investment
- ☐ Science and Mathematics – Agriculture, Food, & Natural Resources Biotechnology Systems
- ☐ Support Services
- ☐ Transportation Operations
- ☐ Travel and Tourism

It is the State's expectation that the 26 local Perkins consortia must offer seven state approved programs of study and at least one Rigorous Program of Study. Furthermore, each consortium MUST assess CTE students at the secondary and postsecondary levels in at least one secondary and one postsecondary CTE program of study. Consortia report their progress for implementing programs of study and technical skill assessments in their annual consortium applications approved by state CTE staff and their annual performance reviews available at http://www.cte.mnscu.edu/consortium_resources/applications2.htmlhttp://www.cte.mnscu.edu/consortium_resources/applications2.html.

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

Yes

EDEN

MDE data systems completed the move from a state developed system to EDEN. MnSCU made a number of improvements to the data reporting and analysis system used state-wide. The changes entailed creating or modifying reports available to local institutions and consortia to enhance their use of data for decision-making and joint planning.

Partnership with Minnesota Office of Higher Education

MDE and MnSCU CTE leaders continue to partner with the Minnesota Office of Higher Education (MOHE) which acts as an intermediary so that both systems can share student-level data in a way that adheres to state data privacy laws (Minn. Stat.13.32,subd.11). This partnership was secured in 2010 by legislative permission to develop a system to share data across MDE and MnSCU systems.This ability to share data,greatly assists us with tracking the placement and retention of students [Sec. 134 (b)(3B) and 135(c)(9 & 19)]., During FY11-14, the data was collected and submitted to MOHE for analysis regarding transition of secondary students into postsecondary programs (5S1). OCTAE gave secondary programs the permission to use MOHE data, beginning in FY12. The use of the MOHE data is reflected in the EDEN data provided.

Technical Skill Attainment Data Systems

As indicated in the Minnesota state plan, Minnesota is using licensure pass rates and other state-approved assessments to measure postsecondary technical skill attainment. Currently data are available for NOCTI exams used in system colleges and for licensure in nursing, law enforcement and radiography. As we follow our implementation plan to develop a more rigorous measure, we will include additional assessment results as they are available and as we are able to establish additional data sharing agreements. A part-time position will be posted in early 2015 to work on the development of processes and structures for collecting this additional data, including the development of data sharing agreements and the integration of the data into existing data reporting systems.

Advancing CTE in State and Local Career Pathway Systems

Minnesota is one of five states participating in the OCTAE technical assistance project, Advancing CTE in State and Local Career Pathway Systems. As a result of a self-assessment based on the US Department of Labor six Elements of a Career Pathway conducted by the State Leadership Team in March, 2013, Minnesota is focused on three goals:

1. Strengthening cross-system partnerships to align program services and establish policy and legislation to support statewide systems alignment.
2. Redesigning communications strategies to engage employers in key state industries, building on state Itasca Study pilots underway and Rochester area initiatives to develop career pathways.
3. Building cross-system data and accountability systems to motivate accountability and program improvement, utilizing the framework from the Alliance for Quality in Career Pathways and information available from the state longitudinal data system (sleds.mn.gov), Workforce Data Quality Initiative (WDQI), and other initiatives in MN, including the Governor's Workforce Development Council's Net Impact Study and studies from MN FastTRAC (Training, Resources and Credentialing/Adult Career Pathways <http://www.mnfasttrac.org/>) and PIPELINE: Private Investment, Public Education, Labor and Industry Experience (<http://www.doli.state.mn.us/pipeline.asp>).

More information about the MN Advancing CTE in Career Pathways technical assistance project is available at <http://cte.mnscu.edu/programs/advancing-cte-initiative.html>

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

Minnesota's Monitoring Activities

From 2009-2013, site visits were conducted all of the state's 26 consortia. Twenty-three criteria, corresponding with required and permissive use of funds, were used to conduct these local monitoring visits. The goal for this process was to monitor every local Perkins Consortium. A description of the process and the performance criteria may be found at http://www.cte.mnscu.edu/directories/documents/MinnesotaMonitoring_Criteria2011.pdf.

As suggested by OCTAE and as described in OMB Curricular A-133, in 2014 Minnesota, adopted a risk assessment approach for selecting local Consortia for monitoring. During FY14, the secondary and postsecondary State team conducted five site visits to monitor for compliance with Perkins IV requirements and to identify technical assistance needs. Risk assessment criteria used include target areas that help identify changes critical to assessing the consortium's risk level:

- *financial problems that could lead to diversion of program funds;
- *loss of essential personnel;
- *loss of license or accreditation to operate the program;
- *rapid growth;
- *new activities or services;
- *organizational restructuring; and
- *complaints regarding program and/or fiscal operations.

The five monitoring site visits conducted in FY14 allowed state staff to test the reliability of internal controls, verify that program objectives are being met, assure the reliability of the consortium's financial and programmatic reports and examine costs and services to assure they are allowable and eligible. State staff members were also able to identify opportunities for providing technical assistance to address any issues or concerns that arose during the site visits. Minnesota will continue the risk assessment approach to monitoring and has plans in place to monitor six additional consortia in 2015.

Priorities examined during the 2013-14 monitoring visits included: 1) Development of a collaborative leadership team and decision-making process; 2) Progress in developing rigorous programs of study; 3) Engagement in data driven planning and decision-making and 4) Fiscal - financial responsibilities.

Minnesota's approach to monitoring is one of continuous quality improvement. The monitoring review provides an opportunity to not only meet compliance requirements, but also to provide technical assistance, identify professional development needs, foster continuous improvement and develop a better understanding of local performance, operations and issues facing CTE schools and colleges. Lessons learned from monitoring visits are shared with local consortia and inform the state CTE leaders of policies and procedures that need to be modified and assistance that consortia may need. Detailed information about the Minnesota monitoring process may be found under "Monitoring for Local Consortia" at <http://cte.mnscu.edu/directories/portal.html>.

Additional Assessment Activities

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 FY14 that contributed to the assessment of funded programs:

*Continued to upgrade the MDE data system during FY14 to enable collection and use of longitudinal data. Worked with the data division to be included in the implementation of the State Longitudinal Education Data System (SLEDS).

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

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

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

*Continued work to reinvigorate the Youth Apprenticeship offerings at various school districts. Approved a Youth Apprenticeship consortium of districts with technical assistance provided by state secondary CTE staff.

*Conducted an ongoing environmental scan, MN FutureWork, to assist educators, students, jobseekers and businesses with relevant information on current and future trends. The environmental scanning program includes information on occupations by cluster. Regularly examined topics include, but are not limited to, technology changes, current and future job growth along with requisite skills and training, wages and benefits, demographic and workforce and workplace trends. The results of the environmental scan are published online at ISEEK.org and shared with Perkins consortium contacts and a broader audience and published electronically (in a searchable format) on a website known as Latest Trends – MN FutureWork on <http://www.iseek.org/>.

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

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

Online College

Many local recipients offer online CTE courses for secondary and postsecondary students. Online College in the High Schools is a unique approach to concurrent enrollment, including transfer opportunities in technical and general education. High school students earn dual-credit while participating online in the high school setting. More information is available at, <https://distanceminnesota.org/app/custom/students/ochs/index> and <https://distanceminnesota.org/app/home>.

LMIwise

Perkins funds were used to collaborate with ISEEK and the MnSCU Academic Programs Unit to develop a web tool called LMIwise (<http://www.iseek.org/lmiwise/>) that helps Perkins consortium leaders and coordinators use labor market information to make informed decisions about new program development in CTE. This web tool allows career counselors to look at supply and demand data by career clusters where they can see the breakdown of projected annual openings, projected growth, current demand, median wage, and entry-level education required for a particular occupation.

Minnesota Career Information System

Perkins leadership funds were allocated to fund MCIS (Mn Career Information System)., MCIS is an,Internet-based system that offers career, educational and labor market information in one comprehensive, easy-to-use tool that is currently used by more than 80% of Minnesota's schools. MCIS includes interest and skill assessments, information on colleges, program requirements for various occupations and ACT practice tests. MCIS also provides students with the option of building a portfolio so they can plan and track progress toward their educational goals. MCIS is also used to conduct collaborative informational sessions with other career and postsecondary planning tools such ISEEK and LMIwise.

Integration of State Agency Web Tools

Continued collaboration with ABE, Workforce Centers, DEED, ISEEK, and other state agencies to enhance and 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. Conducted Certified Minnesota Career Tools Associate Workshop and presented on GPS LifePlan, MNProgramsofStudy.org, and MN CareersPathway.org for practitioners who provide direct service to, or interact with youth and adults in the areas of career and college planning. Workshop presentations and a toolkit are available at <http://www.mnprogramsofstudy.org/mnpos/toolkit/advisers/CMCTA.html>.

* Provided support for the development of GPS LifePlan portal for high school students and implementation in pilot school district.

* 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.

Enhancements to www.applyheremn.org

MN CTE enhanced the functionality of our online Perkins grants management software (www.applyheremn.org) from Dulles Technologies, Inc. We're expanding the use of this online system to include tracked correspondence with Perkins consortium leaders, data reporting, and monitoring visits.

CTE Works! Conference Website and Social Media

Use of technology was further expanded with the creation of a stand-a-lone website dedicated to our annual CTE Works! Summit (www.cteworksminnesota.org) and we incorporated more use of social media. Using the social media approach to interact with our participants, presenters, vendors and keynote speakers helped us to build upon our CTE branding and created a sense of community and support for CTE.

Professional Development Delivered Via Webinars

State CTE staff continued to expand ways to use technology to communicate and collaborate with consortia. During the fall of FY14, nine webinars were conducted for secondary, postsecondary Perkins Consortium Leaders, fiscal agents, and leaders new to Perkins. Webinar topics included: Perkins 101, fiscal, accountability, Rigorous Programs of Study and Technical Skill Assessment training opportunities to consortium leaders. Materials from the webinars are available on the CTE website for just in time access and for orientation for new consortium leaders at <http://www.cte.mnscu.edu/professionaldevelopment/finance-and-accountability.html>. In addition, a variety of technological communication tools (i.e., WebEx, Google docs, conference calls, ITV, etc.) are used to foster communication and collaboration with fund recipients and statewide work groups of consortium leaders and CTE staff.

Technical Assistance Web Pages

In 2013-14, Career Technical Education (CTE) state leadership team implemented a more structured and coordinated process to provide customized technical assistance to meet local Perkins Consortia needs. Technical Assistance web pages were created and posted at <http://www.cte.mnscu.edu/technicalassistance/index.html>. The website provides contact information for Consortia seeking customized technical assistance and includes resources for the following most commonly requested and high need, topical areas:

Programs of Study

Technical Skills Assessments

Consortium Administration and Leadership

Secondary Academic Indicators (1S2 and 1S1)

Non-traditional participation and completion indicators (6S1, 6S2, 5P1, 5P2)

Student success indicators for completion, retention, and placement (5S1, 3S1, 4S1, 2P1, 3P1, 4P1)

MN eLearning Summit

MN Learning Commons Aug 2014 MN eLearning Summit is the premier gathering place for K-12, college, and university educators and innovators in the Midwest that are committed to effective online and blended learning. CTE state staff attended and presented at the Summit and many CTE educators attend the Summit. Presentations include the following: eLearning tools, resources, services, and best practices; topics in eLearning teaching methods including blended, flipped, digital learning. The Summit provides opportunities for educators to meet, collaborate and share best practices for the effective use of instructional technology in and out of the classroom. The Summit also creates a shared vision for utilizing resource-rich tools that reach 21st century learners.

Globalization of Learning Through Mobile Devices

Perkins postsecondary leadership funds were used to fund a Silver sponsorship of the American Technical Education National Conference March 25-27, 2014, St. Paul MN, for postsecondary technical educators. The Perkins funds were used to assist in funding the key note address "Globalization of Learning through Mobile Devices," presented by Robbie Melton, Tennessee Board of Regents.

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

Sustained, Intensive and High Quality Professional Development

Minnesota is building Perkins leadership and implementation capacity through differentiated, sustained, intensive and high quality professional development for CTE teachers, consortium leaders/contacts, fiscal agents, administrators, teachers/faculty and counselors at the secondary and postsecondary levels. Perkins leadership funds were used in FY14 to provide comprehensive professional development for the following webinars, conferences, and workshops:

Perkins Accountability and Fiscal Management Webinars

Seven accountability and fiscal management webinars were offered in 2014 for Secondary and Postsecondary Administrators and Perkins Leaders/Contacts., All webinars, were, recorded for future reference and posted on CTE website at <http://www.cte.mnscu.edu/professionaldevelopment/index.html>.

- * Perkins 101 for New Consortium Coordinators and Contacts Webinar
- * Perkins Accountability I – Joint Secondary and Postsecondary Webinar
- * Perkins Accountability II - Postsecondary & Secondary Webinars
- * Requirements and Uses of Funds - Joint Secondary and Postsecondary Webinar
- * Treatment of Money Detail – Postsecondary & Secondary Webinars

CTE Perkins Consortium Contacts/Coordinators Annual Meeting - November 12, 2014.

This meeting is held annually to provide professional development, resources and tools for Consortium Coordinators. The annual meeting is also a venue to share consortium strategies and promising practices and to proactively plan for the future of CTE in MN. Professional development topics at the FY14 meeting included the following: CTE curriculum review, improving performance on select Perkins Indicators (graduation, completion, non traditional by gender participation and completion), implementing technical skill assessments, Rigorous Programs of Study, dual enrollment, advancing career pathways, regional planning to address workforce needs, and orientation for new Perkins consortium coordinators. Evaluations of the 2014 Consortium Coordinators' meeting were positive with 91% of participants that completed an evaluation reporting that they strongly agreed or agreed that the Consortia Coordinators' Meeting met their expectations and that they would be able to apply what they learned at the meeting. In addition, 79% of the, participants submitting evaluations strongly agreed or agreed that their understanding of the CTE/Perkins administration process improved as a result of the meeting. The entire agenda, for the 2014 Consortium, Coordinators' meeting is available at <http://www.cteworksminnesota.org/wp-content/uploads/2014/11/Coordinators-Annual-Meeting-2014-Agenda.pdf>.

CTE Works! Shaping the Future

A Summit on Excellence in Career Technical Education

The annual statewide CTE conference was held at the Crowne Plaza Minneapolis West in Plymouth, MN on November 13, 2014 and was attended by 350 CTE stakeholders including secondary teachers, postsecondary faculty members, counselors, college diversity directors, advisors, administrators, state agency representatives, business and industry leaders, members of the Minnesota Governor's Workforce Development Council, as well as philanthropic and community-based organization representatives.

Keynote speakers, Dr. Sarah Heath, President of the Association for Career Technical Education, and Eric Chester, Founder of the Center for Work Ethic Development, spoke, respectively, on "Building the Bench: Inspiring the Next Set of CTE Leaders" and "Developing Today's Workforce - and Tomorrow's - from the Inside Out". In nearly 60 breakout sessions, presenters shared exemplary practices in Career Technical Education in sessions focused on career and college readiness, innovative programs and strategies, social media and technology, and outreach to diverse audiences. The MN Governor's Workforce Development Council held their public quarterly meeting in conjunction with the conference and conference participants were invited to observe the meeting during breakout sessions and gain a state-wide perspective on workforce development.

Conference evaluations were overwhelmingly positive with 93% of participants that completed an evaluation reporting that they strongly agreed or agreed that the summit met their expectations and 92% of these attendees reported that they could see opportunities to apply what they learned at the conference. Keynote speaker, Dr. Sarah Heath, received an 83% rating from those that strongly agreed or agreed that her session on mentoring CTE leaders met their expectations. Eric Chester received a 100% rating in both meeting these expectations and addressing pertinent CTE policies and issues in his keynote session on workplace readiness skills. For more information about CTE Works! Shaping the Future - A Summit on Excellence in Career Technical Education visit the conference website at <http://www.cteworksminnesota.org/>.

Technical Skill Assessment Identification and Implementation Training

Trainings and working meetings were held for 16 career pathways with school and college CTE instructors, consortium leaders and administrators, in collaboration with industry partners, to review the core competencies for specific career pathways and identify potential technical skill assessments appropriate for that pathway. By FY14, 600 teachers and faculty and 200 business and industry leaders reviewed and approved core competencies and third party assessments. To date, Minnesota has completed the process of identifying core competencies and technical skill assessments for the 60 career pathways identified as appropriate for the State. The third party assessments that aligned with the core competencies and,are validated by both teachers and faculty and business and industry leaders are listed on the Minnesota state approved list of assessments. School districts and colleges may use assessments on this list to meet the Perkins technical skill attainment core indicators.The complete list of state approved technical skill assessments in 60 career pathways may be found at <http://www.cte.mnscu.edu/programs/mntsa.html>

Career pathways addressed in FY14 include:

- ☐ Banking Services
- ☐ Business Finance
- ☐ Engineering & Technology – Mechanical Drafting/ Design
- ☐ Food Products & Processing Systems
- ☐ Insurance
- ☐ Legal Services – Legal Administrative Assistant
- ☐ Legal Services - Paralegal
- ☐ Lodging
- ☐ Marketing Communications
- ☐ Maintenance/ Operations
- ☐ Manufacturing Production Process Development – Mechanical Drafting/ Design
- ☐ Programming & Software Development
- ☐ Recreation, Amusement and Attractions
- ☐ Securities and Investment
- ☐ Science and Mathematics – Agriculture, Food, & Natural Resources Biotechnology Systems
- ☐ Support Services
- ☐ Transportation Operations
- ☐ Travel and Tourism

It is the State's expectation that the 26 local Perkins consortia offer seven state approved programs of study and at least one Rigorous Program of Study. Furthermore, each consortium is required to assess CTE students at the secondary and postsecondary levels in at least one secondary and one postsecondary CTE program of study. Consortia report their progress for implementing programs of study and technical skill assessments in their annual plans and their annual performance reviews.

Orientation to Technical Skill Assessment Implementation

These two face-to-face workshops for secondary and postsecondary CTE teacher/faculty and Perkins Consortium Leaders and Contacts are held annually in August to begin implementing Technical Skill Assessments in the selected pathways each year. The workshops are intended to prepare teachers and faculty to engage in the process of reviewing core competencies and selecting a technical skill assessment for their program.

CTE Faculty Credentialing

Southwest Minnesota State University continued to offer three courses in course construction, teaching/instructional methods and student outcomes assessment/evaluation at both the undergraduate and graduate levels to meet the Teaching and Learning Competency requirements of the College Faculty Credentialing Policy 3.32. There is an agreement between the MnSCU System Office and Southwest Minnesota State University to provide a tuition match for the delivery of the courses to any community and technical college faculty. One additional required course for postsecondary CTE faculty, The Philosophy of Community and Technical College Education, is a noncredit course that is delivered online to 300+ new two-year college faculty members system-wide. In 2014, the University of Minnesota and the Minnesota Department of Education (MDE) sponsored a Teacher Education Series (TES) of courses which consists of five two-credit courses available at the undergraduate or graduate level. The TES courses are unique and specific to the pedagogy of career and technical education and include the topics of course development, instructional methods, and learner assessment as well as the philosophy and practice of career and technical education.

Pathways to Postsecondary Summits

In recognition of the significant changes in legislative language enacted in 2013 to improve the transition between and the alignment of secondary to postsecondary education, Perkins funds were used in FY14 to assist with funding six regional Pathways to Postsecondary Summits that were co-hosted by the Minnesota Department of Education and Minnesota State Colleges and Universities.

The purpose of the Summits was to create facilitated dialog between secondary education and postsecondary education professionals to deepen our common understanding of dual enrollments opportunities and implementation. The Summits' format encouraged new or expanded partnerships between local districts and our colleges and universities. Ultimately, expanded partnerships will better prepare the continuum of learners to be college-ready and to expand opportunities for college and career ready students in high school to participate in rigorous college level courses and career technical education programs. Participating team members from across the state included: presidents, chief academic and student affairs officers, superintendents, principals, CTE teachers/faculty, CTE directors, counselors, PSEO/ concurrent coordinators, Perkins consortium leaders, local faculty leadership, and registrars.

The regional Pathways to Postsecondary Summits, provided professional development in the following areas:

- * Multiple models in MN for offering early college options, leveraging Career and Technical Education (CTE), Advanced Placement (AP), International Baccalaureate (IB) Postsecondary Enrollment Options (PSEO) and concurrent enrollment;
- * Collaborative models between local secondary school districts and colleges and universities to promote college and career readiness by identifying students needing additional foundational skills and providing them targeted remediation in high school;
- * Regional labor market needs and information sources; and
- * Facilitated time for local school districts to meet with local colleges and universities to explore, design and customize opportunities to expand program offerings to a wider range of students based on their local needs.

Over 800 educators attended the five Pathways to Postsecondary, Summits statewide. Evaluations of the Summits were positive and indicated a need for further opportunities for secondary and postsecondary leaders to meet and plan together. As a result, state CTE leaders are participating in planning and implementing seven additional Pathways to Postsecondary Summits that are occurring in 2014-15 and three regional Adult Pathways to Postsecondary Forums that are being convened by Adult Basic Education (ABE) and Minnesota State Colleges and Universities (MnSCU). The purpose of the Adult Pathways to Postsecondary Forums is to expand to capacity of local colleges and universities to partner with adult basic education providers and to expand opportunities for adult students to access postsecondary credit bearing pathways.

More information is available about the Pathways to Postsecondary Summits and the Adult Pathways to Postsecondary Forums respectively at <http://readysetgo.state.mn.us/RSG/thirty/index.html> and <http://www.cte.mnscu.edu/documents/2014-Adult-Pathways-to-Postsecondary-Forums-flier-FINAL.pdf>

Nontraditional Success Webinar Series

MnSCU state CTE staff worked with MDE CTE staff and the professional development staff of National Alliance for Partnerships in Equity (NAPE) to develop a series of webinars, which focused on various topics that impact students in nontraditional CTE programs. The webinars are available at <http://www.cte.mnscu.edu/professionaldevelopment/index.html> The five webinars are described below:

December 5, 2013 Increase Student Success Utilizing PIPE (NAPE's Program Improvement Process for Equity) This process can be helpful to monitor student success, when developing a Perkins Improvement Plan or conducting program evaluation. The webinar was hosted by Ben Williams, Ph.D., Coordinator, Special Projects, Ohio STEM Equity Pipeline Project Director, Columbus State Community College.

January 14, 2014 Multiple Pathways to a Nontraditional Career – Strategies to Address Student Interests and Needs, There is more than one path a student can take to pursue a career. This webinar looks at the various options. The webinar was hosted by Scott Solberg, Associate Dean for Research and Professor, counseling and Human Development, School of Education, Boston University.

February 25, 2014 Males in Nontraditional Careers - Outreach, Recruitment & Retention in CTE (Career and Technical Education) Learn how to encourage and support males in careers they typically do not consider. The webinar was hosted by Joan Runnheim Olson, Certified Career & Leadership Coach and owner of Pathways Career Success Strategies, LLC

March 19, 2014 Innovative Strategies for Meeting the Needs of Youth with Disabilities, Webinar hosted by Curtis Richards, Director, Center for Workforce Development, Institute for Educational Leadership

April 15, 2014 Engage Parents to Support Nontraditional Careers – An Open Forum for Sharing Local Outreach Strategies, hosted by Dr. Jeanette Thomas, Consultant, Iowa Bureau of Adult, Career, and Community College Education.

Micromessaging

Reach and Teach Every Student™ Micromessaging sessions to support nontraditional CTE and special population students were provided to local Consortium leaders at the annual MN Perkins Consortium Leaders meeting and as a breakout at the annual state CTEWorks!, Shaping the Future conference. Participants were encouraged to create an action plan using tools provided in the sessions to enhance their current efforts to address student success.

American Technical Education National Conference

Perkins funds were used for a Silver sponsorship of the American Technical Education National Conference March 25-27, 2014, St. Paul MN, for postsecondary technical educators. The Perkins dollars were used to assist with funding the key note address “Globalization of Learning through Mobile Devices”, presented by Robbie Melton, Tennessee Board of Regents. “The Role of Technical Education in Creating Companies” featured a panel of Dunwoody Technical College alumni entrepreneurs.

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

During FY14, a number of initiatives contributed to the preparation of Minnesota students for non-traditional (NT) fields. Activities focused on technical assistance, workshops and webinars to various internal and external partners regarding the recruitment and retention of NT and special population students, particularly those who are underrepresented in Minnesota's career and technical education programs. The NT-focused efforts are organized around three main themes: 1) raising awareness and understanding of NT issues in Minnesota, 2) providing and connecting consortium members to resources that will help them address NT issues, and 3) technical assistance to improve performance on NT indicators and outcomes. Key activities in FY14 that supported nontraditional participation in CTE include the following:

Launched Technical Assistance Resource Pages at [www.cte.mnscu.edu/technical assistance](http://www.cte.mnscu.edu/technical%20assistance).

The CTE technical assistance website includes a section on resources for improving nontraditional recruitment and retention. The resources provided include local, state and nationwide resources. This webpage will be continuously evaluated for effective use and impactful information and research that will be helpful to consortia leaders in improving nontraditional performance.

Pathways to Postsecondary Transitions Grants

In FY14 planning occurred for Perkins competitive grant funds to awarded to up to 4 local Perkins Consortia that are not meeting their Perkins nontraditional by gender accountability indicators. The grant funds will allow Consortia to engage their Pathway to Postsecondary (P2P) teams to enhance or build innovative learning opportunities in CTE that improve transitions into postsecondary enrollment and employment for students who are nontraditional by gender. These incentive grant funds are also intended to support alignment with consortia efforts to improve nontraditional CTE performance and increase the success of all diverse learners that are underserved in higher education with the goal of incentives that encourage nontraditional career options such as increasing early college credits available in nontraditional CTE courses and college programs. Three awards will be given to address: 1) early college credit options in nontraditional CTE courses, 2) partnerships with a local or regional chamber of commerce for mentoring and career exploration and 3) partnering with Minnesota Advance IT to increase the number of females in IT through mentoring and national award recognition. Awards will be make in January of 2015.

Career Technical Education Perkins Consortium Contacts/Coordinators Annual Meeting
and CTE Works! Shaping the Future Conference

Reach and Teach Every Student™ Micromessaging sessions to support nontraditional CTE and special population students were provided to local Consortium leaders at the annual MN Perkins Consortium Leaders meeting and as a breakout at the annual state CTEWorks! conference. Participants were encouraged to create an action plan using tools provided in the sessions to enhance their current efforts to address student success.

As part of ongoing professional development to the Perkins consortia leaders, the 2014 Fall state leadership meeting and state CTE conference offered a series of sessions on improving nontraditional performance through shared practices and national resources including the Program Improvement Process for Equity™ (National Alliance for Partnerships In Equity), STEM Tool for Counselors and Micromessaging to Reach and Teach All™.

Institute of Women in Trades, Technology and Science, (www.iwitts.org)

Consortium leaders from four consortia participated in the 10-week online training session offered by the Institute of Women in Trades, Technology and Science, (www.iwitts.org) to explore the effectiveness of online training for recruitment and retention of females in STEM. These same consortium leaders also participated in a follow up meeting with state staff to gather feedback for proceeding forward with potential future training by IWITTS and explore additional professional development is needs to supplement the training received. One example of improved student outcomes as a result of the training is the increase of information technology students at one school district from zero female participants in 2012-13 to seven girls in the program in 2013-14.

Nontraditional Success Webinar Series

MnSCU state CTE staff worked with MDE CTE staff and the professional development staff of National Alliance for Partnerships in Equity (NAPE) to develop a series of webinars, which focused on various topics that impact students in nontraditional CTE programs. The webinars are available at <http://www.cte.mnscu.edu/professionaldevelopment/index.html> The five webinars are described below:

December 5, 2013 Increase Student Success Utilizing PIPE (NAPE's Program Improvement Process for Equity) This process can be helpful to monitor student success, when developing a Perkins Improvement Plan or conducting program evaluation. Webinar hosted by Ben Williams, Ph.D., Coordinator, Special Projects, Ohio STEM Equity Pipeline Project Director, Columbus State Community College.

January 14, 2014 Multiple Pathways to a Nontraditional Career – Strategies to Address Student Interests and Needs, There is more than one path a student can take to pursue a career. This webinar looks at the various options. Webinar hosted by Scott Solberg, Associate Dean for Research and Professor, counseling and Human Development, School of Education, Boston University.

February 25, 2014 Males in Nontraditional Careers - Outreach, Recruitment & Retention in CTE (Career and Technical Education) Learn how to encourage and support males in careers they typically do not consider. Webinar hosted by Joan Runnheim Olson, Certified Career & Leadership Coach and owner of Pathways Career Success Strategies, LLC

March 19, 2014 Innovative Strategies for Meeting the Needs of Youth with Disabilities, Webinar hosted by Curtis Richards, Director, Center for Workforce Development, Institute for Educational Leadership

April 15, 2014 Engage Parents to Support Nontraditional Careers – An Open Forum for Sharing Local Outreach Strategies, hosted by Dr. Jeanette Thomas, Consultant, Iowa Bureau of Adult, Career, and Community College Education.

Minnesota Foundation of Student Organizations Grant

State Perkins funds were used to provide an external consultant to conduct training with the Career Technical Student Organization (CTSO) executive directors on supporting nontraditional CTE students through CTSO participation as well as three webinars The Minnesota Foundation of Student Organizations (MFSO) provided concurrent and joint professional development to CTSO advisors on supporting student members in nontraditional CTE programs. The MFSO received funds to:

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

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

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

CTE Nontraditional Student Success Online Module for CTE and STEM Educators

This training originated with a 2012 Perkins leadership grant in collaboration with NAPE. The beta version of the training was tested in September-December 2013 and will be hosted through an agreement with the Ohio State University. The Nontraditional Student Success Module is designed to be taken asynchronously and completed in 1-2 hours. Module content addresses institutional and classroom issues and strategies for improving participation and completion for nontraditional students. Units in this training include information and activities that lead understanding of creating access to programs of study that are nontraditional by gender, overcoming barriers for the nontraditional student, using data to guide program improvements in the area of recruitment, retention and success of nontraditional students and connecting with local, regional and state-wide initiatives that support nontraditional learners. The training will be released to all CTE educators in MN in Spring 2015 and will be released by NAPE for national audiences in Summer, 2015.

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

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

"The Role of CTE in Closing Minnesota's Achievement and Skills Gap"

Dr. Ronald Ferguson, Director Achievement Gap Initiative, Harvard University was a keynote speaker at Nov. 2013 CTE Works! Conference. Dr. Ferguson's topic was "The Role of CTE in Closing Minnesota's Achievement and Skills Gap". His keynote presentation was followed by a breakout session with CTE educators to further discuss strategies in MN for closing the achievement gap. Videos from the presentation are available on the website at www.cte.mnscu.edu/professionaldevelopment for use by consortium leaders at the local level. MN CTE state leaders also collaborated the MnSCU Diversity and Equity division for campus diversity officers to attend Dr. Ferguson's sessions at the CTE Works! conference and to use the video to provide additional follow-up training for the diversity officers at system colleges and universities.

The Poverty Institute

On October 20-21, 2014, State CTE secondary and postsecondary staff participated in this intensive two-day Poverty Institute at Metropolitan State University, St. Paul MN. The Institute provided a grounded understanding of poverty and strategies to assist people in moving out of– and staying out – of poverty. This training has a significant impact on those CTE students that we serve who are economically disadvantaged and single parents. The training particularly addresses how we can better serve this population to obtain training in high skill, high wage, high demand jobs that will lift them out of poverty and provide family sustainable wages. For women, that means educating, encouraging and recruiting women into career pathways with nontraditional occupations. CTE staff members attended the Poverty Institute to gain research and insights into why students might not enroll or might dropout of educational programs, including reasons related to gender inequities. State CTE staff also attended additional Poverty Training sessions that were offered to gain techniques and resources to provide professional development to secondary and postsecondary educators on how to better engage and support students in nontraditional programs.

As a result of the Poverty Institute, Minnesota CTE staff will participate in the creation of an ongoing system-wide initiative to increase student retention, including students who are in programs that are nontraditional by gender. The initiative is being lead by staff from CTE, Student Support Services , Secondary Student Transitions, Diversity and Adult Basic Education. It is aimed at campus and system policies, resources for students, student supports/advising), and professional development. The system-wide Poverty Institute initiative in Minnesota will launch in January 2015.

Native American Studies Summer Workshop for Educators

Secondary CTE teachers participated in the Native American Studies summer workshop for educators. There is a clear need to address the dropout rate among the Native American population. CTE programs not only provide an opportunity for enhanced school retention, but also provide an economic stimulus through the Native American community by providing a trained workforce for “hometown industries”. The workshop provided information and support to deliver educational services to the Native American community.

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

Technical assistance provided by CTE state leaders is tailored guidance that offers local Perkins Consortium leadership assistance for a specific need or question. Technical assistance is generally delivered for a short, pre-determined amount of time via meetings (in-person, webinar or telephone), e-mail communication, or referral to internal or external Internet resources in order to help consortia address a specific issue or accountability indicator.

Perkins Technical Assistance Website

In 2013-14, Career Technical Education (CTE) state leadership implemented a more structured, coordinated process to provide technical assistance that is customized to local Perkins Consortia needs. Technical Assistance web pages were created at <http://www.cte.mnscu.edu/technicalassistance/index.html>. The website provides contact information for Consortia seeking customized technical assistance and includes technical assistance resources for the following commonly requested and high need areas:

- * Programs of Study
- * Technical Skills Assessments
- * Consortium Administration and Leadership
- * Secondary Academic Indicators (1S2 and 1S1)
- * Non-traditional participation and completion indicators (6S1, 6S2, 5P1, 5P2)
- * Student success indicators for completion, retention, and placement (5S1, 3S1, 4S1, 2P1, 3P1, 4P1)

This website will be continually updated to include more technical assistance resources in additional topic areas such as Perkins Fiscal Management, Employer Engagement and others as requested by Consortia.

Additional Perkins-related technical assistance:

Data

Perkins consortium fiscal coordinators are trained and supported through regular contact with State CTE fiscal staff and data/accountability coordinators at each consortium receive technical assistance and work regularly with State CTE data specialists on data reporting and quality issues.

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

Webinars were presented to secondary Perkins Consortium Coordinators in FY14 for the secondary program approval process and for the secondary Carl D Perkins data requirements.

Webinars and consortium presentations were provided in FY14 to the secondary data entry and district student accountability personnel on the importance of valid and reliable data submitted within the scheduled timeline and due dates.

Nontraditional by Gender Accountability Indicators

Webinars were provided for nontraditional enrollment, participation, and completion. Customized face-to-face technical assistance was provided to Perkins Consortia upon request.

Right Now Technology and Online Help Desks

The state implements and maintains Right Now software to automate and route frequently asked questions pertaining to Perkins planning and implementation. The state provides an online help desk or knowledgebase for consortium leaders, CTE teachers and faculty and the general public to locate information easily. The online help desk is customer driven and helps users locate information easily at <http://cte.custhelp.com/>

Programs of Study Help Desk

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

7. Serving individuals in state institutions

Part I: State Correctional Institutions

Amount of Perkins funds used for CTE programs in state correctional institutions: 25000

Number of students participating in Perkins CTE programs in state correctional institutions: 100

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

The MN Department of Corrections (MDOC) was awarded grant funds for youth services. The intent for MDOC is to reduce recidivism among youth offenders and to provide CTE opportunities, career coaching and mentoring of youth offenders who will transition back into their communities. The grant supports personnel and programming that helps Red Wing, MN correctional youth facility residents develop a career/education pathway plan in anticipation of their leaving Red Wing facility upon release. Through the mentoring, career coaching and Careers & Transitions class, over 100 Maginnis high school-age students received grades and high school credit for the passing of the course during the 2013-14 academic year. Several students applied, were accepted, and now are attending college since their release from Red Wing. In addition, several others also located jobs in the community upon their release due to the support from the Career Navigator, a position that was funded with the Perkins grant funds.

Part II: State Institutions Serving Individuals with Disabilities

Amount of Perkins funds used for CTE programs in state institutions serving individuals with disabilities: 25000
Number of students participating of Perkins CTE programs in institutions serving individuals with disabilities: 17092

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

Minnesota Star Program

The Minnesota Department of Administration was awarded \$25,000 in 2013-2014 funds plus \$23,465 in unused 2012-2013 funds to help individuals with disabilities who are transitioning to college, vocational school or other institutions of higher education, and employment. Funds were used for the Minnesota STAR Program to develop a free e-learning site called, Tools For Your Future, which uses interactive training modules packed with information about accessing and using assistive technology in higher education and employment search process. The website launched early Fall 2014 and is being used statewide by CTE teachers, counselors and advisors for their work to prepare with students who have disabilities for their transition into postsecondary education or employment. <http://www.mn.gov/admin-stat/tools-for-your-future/>. There are 2175 students with disabilities (ADA) in Minnesota colleges that are postsecondary participants and 14,854 secondary students with disability status in MN school districts for a total of 17,092 potential individuals with disabilities that could benefit from the website.

Innovative Strategies for Meeting the Needs of Youth with Disabilities Webinar

In FY14, MN CTE collaborated with the National Alliance for Partnerships in Equity (NAPE) to develop a series of webinars for educators, counselors, advisors and disability specialists. The webinars focused on various topics that impact students in nontraditional CTE programs and included the following webinar that focused on meeting the needs of students with disabilities:

March 19, 2014 "Innovative Strategies for Meeting the Needs of Youth with Disabilities", Webinar hosted by Curtis Richards, Director, Center for Workforce Development, Institute for Educational Leadership. The webinar are available at <http://www.cte.mnscu.edu/professionaldevelopment/index.html>

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

Yes

Charter schools with approved CTE programs and appropriately licensed CTE teachers participate as members in local Perkins Consortia. As such, plan reviews and site visits to local Consortia involve teachers and administrators from charter schools in Minnesota, and charter school staff often participate in state and regional professional development opportunities and technical assistance services provided by State CTE staff.

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

No

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

Yes

Pathways to Postsecondary Transitions Grants

In FY14 planning occurred for Perkins competitive grant funds to awarded to up to 4 local Perkins Consortia that are not meeting their Perkins nontraditional by gender accountability indicators. The grant funds will allow Consortia to engage their Pathway to Postsecondary (P2P) teams to enhance or build innovative learning opportunities in CTE that improve transitions into postsecondary enrollment and employment for students who are nontraditional by gender. These incentive grant funds are also intended to support alignment with consortia efforts to improve nontraditional CTE performance and increase the success of all diverse learners that are underserved in higher education with the goal of incentives that encourage nontraditional career options such as increasing early college credits available in nontraditional CTE courses and college programs. Three awards will be given to address: 1) early college credit options in nontraditional CTE courses, 2) partnerships with a local or regional chamber of commerce for mentoring and career exploration and 3) partnering with Minnesota Advance IT to increase the number of females in IT through mentoring and national award recognition. Awards will be make in January of 2015.

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

Yes

Student Support Services for Adult Learners

CTE programs across the state are 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. Local Perkins Consortia also use Perkins funds to provide career advising and support services for adult students, curriculum revisions, professional development for ABE and college faculty, meetings with business and industry representatives, and development of adult career pathways.

Adult Pathways to Postsecondary Forums

Perkins funds are also being used to partially fund three regional Adult Pathways to Postsecondary Forums in 2014 through a collaboration between Minnesota State Colleges and Universities (MnSCU) and Adult Basic Education (ABE) at the Minnesota Department of Education. State MDE and MnSCU CTE staff were also part of the planning team for the Adult Pathways Forums. The purpose of these forums is to expand local colleges and universities' ability to partner with adult basic education providers and to expand opportunities for students to access postsecondary credit bearing pathways. The objective for the Forums are as follows:

1. Provide an overview of the work between developmental education, Adult Basic Education and Career Technical Education (CTE).
2. Update attendees on legislation/policy that impacts both partners, such as changes in assessment, targeted intervention, ability-to-benefit, financial aid compliance, standard adult diploma, Workforce Innovation and Opportunities Act (WIOA).
3. Highlight promising ABE/postsecondary partnership models and practices that serve low-income, first generation college students, students of color, and English language learners.
4. Provide a time for groups to network around improving services for the student and explore new opportunities for the systems to develop or expand partnerships.

Postsecondary and Adult Basic Education Partners invited to attend the Forums include:

- ☐ Developmental Education Faculty
- ☐ Deans/Chief Academic Officers
- ☐ Department Chairs
- ☐ Perkins CTE Consortium Leaders
- ☐ Adult Basic Education Teachers
- ☐ Regional Transitions Coordinators
- ☐ Adult Basic Education Managers

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

Yes

Conducted Certified Minnesota Career Tools Associate Workshop and presented on GPS LifePlan, MNProgramsofStudy.org and MN CareersPathway.org for practitioners who provide direct service to, or interact with youth and adults in the areas of career and college planning. Workshop presentations and a toolkit are available at <http://www.mnprogramsofstudy.org/mnpos/toolkit/advisers/CMCTA.html>. Continued collaboration with ABE, Workforce Centers, DEED, ISEEK and other state agencies to enhance and 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. Conducted Certified Minnesota Career Tools Associate Workshop and presented on GPS LifePlan, MNProgramsofStudy.org and MN CareersPathway.org for practitioners who provide direct service to, or interact with, youth and adults in the areas of career and college planning. Workshop presentations and a toolkit are available at <http://www.mnprogramsofstudy.org/mnpos/toolkit/advisers/CMCTA.html>.

* Provided support for the development of GPS Lifeplan portal for high school students and implementation in pilot school district.

* 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.

1. During the reporting year, how did your state provide support for career and technical education programs that improve the academic and career and technical skills of students through the integration of academics with career and technical education?

Minnesota Programs of Study

MN Programs of Study provide students with pathways that address the necessary sequence of academic and technical courses. Each local Perkins Consortium is required to have a minimum of seven programs of study and at least one Rigorous Program of Study in place. Minnesota created a Rigorous Program of Study Manual with templates that address the sequence of academic courses from high school to postsecondary. More information and a link to the Rigorous Program of Study handbook are located on the MN CTE website at <http://cte.mnscu.edu/programs/index.html>. Program of Study professional development workshops are offered annually at the Perkins Consortium Leaders one-day meeting and at the CTE, Works! statewide conference. In addition, MN CTE maintains www.mnprogramsofstudy.org, a career guidance tool for students, educators and parents. The tool provides information about academic and CTE courses available at high schools statewide and about how to plan a career pathway by choosing both academic and CTE courses. Technical assistance is regularly provided to local consortia to address the alignment of academic and technical CTE standards and how to use the tools available.

Secondary CTE Program Approval

At the secondary level, local education district CTE programs support the alignment of CTE and academics through annual state CTE program reviews and 5 year program approvals. State CTE specialists as the Minnesota Department of Education encourage districts to leverage learning and Minnesota Academic Standards within CTE, monitor academic coursework in CTE programs, and provide technical assistance to local school districts to assure alignment.

Perkins Consortium Plans and Annual Reports

Perkins consortia, are required to report annually on the work they are doing locally to integrate academics with CTE and to include this work in their annual plans.

Real World Design Challenge

The MDE sponsored Real World Design Challenge provides students grades 9-12 with the opportunity to work on real world engineering challenges in a team environment. Each year students address a challenge that confronts our nation's leading industries. They use professional engineering software to develop their solutions and also generate presentations that convincingly demonstrate the value of their solutions. The Real World Design Challenge provides students, including CTE students, with opportunities to apply the lessons of the classroom to the technical problems that are being faced in the workplace.

2. During the reporting year, how did your state support partnerships among local educational agencies, institutions of higher education, adult education providers, and, as appropriate, other entities, such as employers, labor organizations, intermediaries, parents, and local partnerships, to enable students to achieve state academic standards, and career and technical skills.

MN Perkins Local Consortia

One of the greatest demonstrations of Minnesota's commitment to supporting CTE-related partnerships is the local consortium structure. Under the consortium structure, Perkins funds are distributed in separate secondary and postsecondary allocations to a consortium that includes at least one secondary district and at least one eligible postsecondary institution. Minnesota's 26 Perkins consortia each prepare a joint local plan that governs the use of Minnesota Perkins funds (secondary basic and postsecondary basic) within the consortium's member institutions. The consortium plans outline all required and permissible Perkins activities in alignment with the five strategic goal areas for CTE in Minnesota: 1) designing programs of study; 2) improving services to special populations; 3) effectively utilizing employer, community and education partnerships; 4) leveraging inter-consortium relationships that enable student transitions; and sustaining the consortium structure. All partners are responsible to ensure opportunities for secondary and adult 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, secondary and postsecondary collaboration is a core value. In addition to maintaining a jointly organized structure and a team approach to the work, MDE and MnSCU state and local CTE staff members are involved in many joint activities and partnerships that support CTE students in academic achievement and technical skill attainment.

Pathways to Postsecondary Summits

In recognition of the significant changes in legislative language enacted in 2013 to improve the transition between and the alignment of secondary to postsecondary education, Perkins funds were used in FY14 to assist with funding regional Pathways to Postsecondary Summits that were co-hosted by the Minnesota Department of Education and Minnesota State Colleges and Universities.

The purpose of the summits was to create facilitated dialog and learning between secondary education and postsecondary education professionals to deepen our common understanding of dual enrollment opportunities and implementation. The summit format encouraged new or expanded partnerships between local districts and our colleges and universities. Ultimately, expanded partnerships will better prepare the continuum of learners to be college-ready and to expand opportunities for college and career ready students in high school to participate in rigorous college level courses and career technical education programs. Participating team members from across the state included: presidents, chief academic and student affairs officers, superintendents, principals, teachers, CTE directors, counselors, PSEO/ concurrent coordinators, Perkins consortium leaders, local faculty leadership, registrars, and business and community partners.

The regional Pathways to Postsecondary provided professional development in the following areas:

- * Multiple models in MN for offering early college options, leveraging Career and Technical Education (CTE), Advanced Placement (AP), International Baccalaureate (IB) Postsecondary Enrollment Options (PSEO) and concurrent enrollment

- * Collaborative models between local secondary school districts and colleges and universities to promote college and career readiness by identifying students needing additional foundational skills and providing them targeted remediation in high school

- * Regional labor market needs and information sources

- * Facilitated time for local school districts to meet with local colleges and universities to explore, design, and customize opportunities to expand program offerings to a wider range of students based on their local needs

Over 800 educators attended the six Pathways to Postsecondary Summits statewide. Evaluations of the Summits were positive and indicated a need for further opportunities for secondary and postsecondary leaders to meet and plan together. As a result, state CTE leaders are participating in planning and implementing seven additional Pathways to Postsecondary Summits that are occurring in 2014-15. As an expansion of the Pathways to Postsecondary Summits from last year, Pathways to Postsecondary 2.0 are being conducted, in conjunction with three regional Adult Pathways to Postsecondary Forums convening Adult Basic Education (ABE) and Minnesota State Colleges and Universities (MnSCU). The purpose of these forums is to expand local colleges and universities' ability to partner with adult basic education providers and to expand opportunities for students to access postsecondary credit bearing pathways.

More information is available about the Pathways to Postsecondary Summits at <http://readyssetgo.state.mn.us/RSG/thirty/index.html> and about the Adult Pathways to Postsecondary Forums at: <http://www.cte.mnscu.edu/documents/2014-Adult-Pathways-to-Postsecondary-Forums-flier-FINAL.pdf>

Governor's Workforce Development Council

MDE and MnSCU state and local CTE leaders supported and provided information for the Governor's Workforce Development Council (www.gwdc.org) and its committees to promote career and technical education as a component of the state's workforce development system. For the past two years, the GWDC has held its fall quarterly meeting in conjunction with the CTE Works! fall conference organized by Perkins state leadership for CTE educators and stakeholders. Conference participants are able to attend and observe the GWDC meeting as a breakout session and after the meeting have an opportunity to network with the GWDC members.

Engagement with CTE Professional Organizations

The MDE and MnSCU state CTE team engaged CTE professional association stakeholder groups in discussions and joint initiatives to strengthen CTE in MN. Systematic mechanisms exist to engage CTE administrators and faculty through the Minnesota Association for Career and Technical Administrators (MACTA and its web site) and Minnesota Association for Career and Technical Education (MnACTE) and affiliate division partners in Perkins efforts across the state. The MnACTE award ceremony for outstanding CTE educators is held annually as part of the CTE Works! fall conference organized by Perkins state leadership for CTE educators and stakeholders.

Advancing CTE in Career Pathways

Hosted quarterly meetings and worked with cross-agency Advancing CTE in Career Pathways leadership team that was assembled in 2013 as part of a U.S. Department of Education three-year technical assistance award to Minnesota State Colleges and Universities (MnSCU), in cooperation with the Minnesota Department of Education and the Minnesota Department of Employment and Economic Development. The purpose of the project is to support career pathway system alignment across education systems, state agencies and community based organizations. The cross-agency leadership team includes representation from postsecondary education, public K–12 education, adult education, workforce development offices, state agencies, employers, philanthropic organizations and other stakeholder groups committed to improving Minnesota's education and economic climate. Partners include:

Minnesota State Colleges and Universities
Minnesota Department of Education
Minnesota Department of Employment and Economic Development
Minnesota Workforce Council Association
Minnesota Governor's Workforce Development Council
Minnesota Department of Human Services
Minnesota Department of Corrections
United Way, Greater Twin Cities

The Minnesota Advancing CTE in Career Pathways is focused on three goals: 1) Strengthening cross-system partnerships to align program services and establish policy and legislation to support statewide systems alignment, 2) Redesigning communications strategies to engage employers in key state industries, building on state Itasca Study pilots underway and Rochester area initiatives to develop career pathways, and 3) Building cross-system data and accountability systems to motivate accountability and program improvement, utilizing the framework from the Alliance for Quality in Career Pathways and information available from SLDS, WDQI and other initiatives in MN. Deliverables from the project will include a cross-agency communications plan and career pathway toolkit to be completed Spring 2015 and disseminated across the state by participating partners.

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

Yes

Nontraditional Student Success Webinars

In FY 14, Perkins funds were used for five webinars that were created in collaboration with the National Association of Partners in Equity, the Minnesota Department of Education and Minnesota State Colleges & Universities. The webinars were created for educators, counselors, advisors, or disability specialists who are working with high school or community college students. The webinars highlighted practical strategies from the field that can help students succeed in Career and Technical Education programs.

December 5, 2013 "Increase Student Success Utilizing PIPE" (NAPE's Program Improvement Process for Equity) This process can be helpful to monitor student success, when developing a Perkins Improvement Plan or conducting program evaluation. Webinar hosted by Ben Williams, Ph.D., Coordinator, Special Projects, Ohio STEM Equity Pipeline Project Director, Columbus State Community College.

January 14, 2014 "Multiple Pathways to a Nontraditional Career – Strategies to Address Student Interests and Needs", There is more than one path a student can take to pursue a career. This webinar looks at the various options. Webinar hosted by Scott Solberg, Associate Dean for Research and Professor, counseling and Human Development, School of Education, Boston University.

February 25, 2014 "Males in Nontraditional Careers - Outreach, Recruitment & Retention in CTE" Learn how to encourage and support males in careers they typically do not consider. Webinar hosted by Joan Runnheim Olson, Certified Career & Leadership Coach and owner of Pathways Career Success Strategies, LLC

March 19, 2014 "Innovative Strategies for Meeting the Needs of Youth with Disabilities", Webinar hosted by Curtis Richards, Director, Center for Workforce Development, Institute for Educational Leadership

April 15, 2014 "Engage Parents to Support Nontraditional Careers – An Open Forum for Sharing Local Outreach Strategies", hosted by Dr. Jeanette Thomas, Consultant, Iowa Bureau of Adult, Career, and Community College Education.

WWW.LEARNINGTHATWORKS.ORG

In collaboration with MnSCU IT staff, state CTE staff continued to maintain a career exploration and information web site directed to students to help them understand the benefits of CTE.

Career Information Systems and Tools

Local funding recipients used awarded funds to update career counseling resources at schools in the consortium by using and investing in online and subscription-based resources like Minnesota Career information System (MCIS) and iSEEK. Postsecondary state leadership funds supported maintenance of secondary and workforce sections of the online tool GPS Lifeplan and student and professional portfolio development using web-based tools to enhance career exploration and information.

Integration of State Career Planning Web Tools

MN state CTE staff continued collaboration with ABE, Workforce Centers, DEED, ISEEK, and other state agencies to enhance and 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.

Minnesota Foundation of Student Organizations Grant

State Perkins funds were used to provide an external consultant to conduct training with the Career Technical Student Organization (CTSO) executive directors on supporting nontraditional CTE students through CTSO participation as well as three webinars. The Minnesota Foundation of Student Organizations (MFSO) provided concurrent and joint professional development to CTSO advisors on supporting student members in nontraditional CTE programs. The MFSO received funds to:

- Provide broad data on the populations of targeted underserved areas, namely underrepresented students including those in nontraditional CTE programs. MnSCU provided data on CTE programs currently offered at those colleges with underrepresentation or low CTE enrollment in targeted geographical areas
- Create a plan of action to facilitate improved partnerships (Phase II, 2013-14)
- Conduct impact study of CTSOs on student success and transition into postsecondary (Proposed Phase III, 2014-15).

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

Yes

Perkins Local Consortia Articulation Agreements

During FY14, institutions within the 26 Minnesota Perkins consortia continued to revise, update and expand the number of their articulation agreements. Consortia continue to explore innovative secondary-to-postsecondary transition opportunities with plans to add articulation agreements in order to provide expanded opportunities for CTE students within Programs of Study. As more schools and colleges develop and implement programs of study, most are identifying opportunities for articulation agreements and working toward the creation of new agreements. Articulation agreements are also being developed with colleges outside the consortium configuration so that students' programs/courses are accepted in colleges across the state.

Dual Enrollment and Credit for Prior Learning Opportunities

State CTE staff provide technical assistance to help local consortium member institutions overcome barriers to integrating concurrent enrollment and credit for prior learning options into CTE programs (e.g. the pilot and adoption of the advanced placement accounting curriculum and student assessment in secondary CTE classes across the state). State staff provided regional in-service to college and university transfer specialists on articulated high school to college credit and concurrent enrollment opportunities for CTE college credits.

Postsecondary enrollment options (PSEO) are part of state statute in Minnesota that allows students to take college course work while in high school and earn both high school and college credit simultaneously. In 2013, the Minnesota legislature passed a bill that allows students in 10th grade, as well as 11th and 12th graders, to access PSEO options in CTE courses based on their ability to meet the postsecondary eligibility requirements. Minnesota high school students also have opportunities for concurrent enrollment and credit for prior learning options such as articulated courses/credits, international baccalaureate, industry certification, college-in-the-schools and advanced placement.

Pathways to Postsecondary Summits

In FY14, CTE state leaders assisted with funding, planning and implementation of five statewide Pathways to Postsecondary Summits that were co-hosted by the Minnesota Department of Education and Minnesota State Colleges and Universities. The purpose of the summits was to create facilitated dialog between secondary education and postsecondary education professionals to deepen our common understandings about dual enrollment opportunities and to explore opportunities for new or expanded partnerships between local districts and our colleges and universities. The Summits were originated to address significant changes in legislative language enacted in 2013 to improve the transition between and the alignment of secondary to postsecondary education. Perkins funds were used in FY14 to assist with funding the six regional Pathways to Postsecondary Summits. Over 800 secondary and postsecondary educators attended the Summits. Due to positive evaluations and participant request, seven more regional Postsecondary Summits 2.0 are underway in 2014-15.

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

Yes

State CTE staff continue to support local consortia to expand or maintain a number of processes that facilitate sub-baccalaureate to baccalaureate transition through the development of Rigorous Programs of Study and articulation agreements. Perkins funds are used to maintain mnprogramsofstudy.org, a website which helps students, parents and educators to plan for programs of study that lead from high school to sub-baccalaureate to baccalaureate postsecondary education. State CTE staff collaborate with college transition staff and transfer staff to maintain a webpage with resources for articulation and transfer <http://www.cte.mnscu.edu/programs/Articulation.html> and to provide resources and professional development for consortia on credit transfer within Rigorous Programs of Study <http://www.cte.mnscu.edu/programs/index.html>.

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

Yes

State Support for Student Organizations

The Minnesota legislature appropriates \$725,000 annually to support CTSOs and these grants are managed by the state CTE staff at MDE. Members of the State CTE secondary and postsecondary staff serve on the state and/or national boards of a number of CTSOs along with the Foundation for CTSOs and regularly are involved in state and national events. More specifically, State CTE staff attended over 50 events for Career and Technical Student Organizations that involved over 12,000 students. Given the high level of CTE student participation in CTSO events, local Perkins Consortia allocate resources annually to support student participation in CTSOs.

Minnesota Foundation of Student Organizations Grant

State Perkins funds were used to provide an external consultant to conduct training with the Career Technical Student Organization (CTSO) executive directors on supporting nontraditional CTE students through CTSO participation as well as three webinars The Minnesota Foundation of Student Organizations (MFSO) provided concurrent and joint professional development to CTSO advisors on supporting student members in nontraditional CTE programs. The MFSO received funds to:

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

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

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

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

Yes

To supplement course content, schools and colleges in Minnesota offer a comprehensive 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.

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

Yes

Governor's Workforce Development Council

MDE and MnSCU state and local CTE leaders supported and provided information for the Governor's Workforce Development Council (www.gwdc.org) and its committees to promote career and technical education as a component of the state's workforce development system. For the past two years, the GWDC has held its fall quarterly meeting in conjunction with the CTE Works! fall conference organized by Perkins state leadership for CTE educators and stakeholders. Conference participants are able to attend and observe the GWDC meeting as a breakout session, and, after the meeting, have an opportunity to network with the GWDC members.

MN Program Advisory Committee Handbook,

Each college and district CTE program is required by Minnesota state law and MnSCU policy to have a Program Advisory Committee that includes business-industry representation. The MN Program Advisory Committee Handbook, a technical assistance tool provided to Perkins Consortia, promotes joint secondary and postsecondary advisory boards, programs of study, technical skill assessments, effective practices for engaging employers and new technologies for communication with advisory committee members. The Program Advisory Committee Handbook may be found at http://www.cte.mnscu.edu/consortium_resources/index.html. The number of joint secondary/postsecondary advisory boards increases annually.

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

Yes

Program of Study Development Process

In FY14, to comply with Minnesota's State Plan, each consortium is expected to offer at least seven Programs of Study. Local consortium applications and the annual program reports must describe how at least seven programs of study are implemented at the local level. Consortia are often developing programs of study in alignment with local or regional workforce demand and regional resources, and are reviewing signature programs to align with OCTAE's Rigorous Programs of Study (RPOS) framework. Planning is underway for RPOS work to continue in FY15.

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 evaluated by consortia with the RPOS Guide available on the web at <http://www.cte.mnscu.edu/professionaldevelopment/documents/MN%20RPOS-Guide%202-1-13.pdf>. As such, secondary teachers and postsecondary faculty are motivated to improve their individual programs within the defined program of study through the continuous program improvement model.

The POS development process asks consortia to develop, implement and evaluate 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 by leveraging secondary and postsecondary resources to facilitate cooperation and coordination with other consortia, as needed, to assist learners in locating programs of study that meet their career interests and aspirations. By such bridging with other consortia, sometimes referred to as brokering, some consortium have been able expand offerings to students with appropriate preparatory courses or learning activities not available locally.

LMIwise.org Workforce for a Strong Economy

Perkins funds were used to collaborate with ISEEK and the MnSCU Academic Programs Unit to develop a web tool called LMIwise (www.lmiwise.org) that would help secondary and postsecondary administrators and Perkins consortium leaders to use labor market information to make informed decisions about new program development in CTE. This web tool allows career counselors and program planners to look at supply and demand data by career clusters where they can see the breakdown of projected annual openings, projected growth, current demand, median wage, and entry-level education required for a particular occupation.

Collaboration with MN Department of Employment and Economic Development

MN state CTE staff worked with MN Department of Employment and Economic Development (DEED) to provide labor market information to CTE educators at several statewide endeavors including:

* A presentation on labor market information at Nov. 2013 CTE Works! conference “Minnesota’s Changing Labor Market” by DEED state labor market analyst, Rachel Vilshak.

* Developed a common template with Rachel Vilshak for regional labor market presentations by DEED regional analysts at six regional Pathways to Postsecondary Summits around the state to promote partnership planning for high school to college transitions.

Online College

Many local recipients offer online CTE courses for secondary and postsecondary students. Online College in the High Schools is a unique approach to concurrent enrollment, including transfer opportunities in technical and general education. High school students earn dual-credit while participating online in the high school setting. More information at <https://distanceminnesota.org/app/custom/students/ochs/index> and <https://distanceminnesota.org/app/home>.

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

Yes

Best Prep Collaboration

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

Business and Industry Review of CTE Core Competencies

Minnesota continues to address entrepreneurship skills and knowledge, core competencies and technical skill assessment in appropriate career pathways through the Technical Skill Assessment project. In F14, over 200 representatives from business and industry reviewed career competencies that included entrepreneurship in several career pathways.

American Technical Education National Conference

Minnesota CTE was a Silver sponsor of the American Technical Education National Conference March 25-27, 2014, St. Paul MN for postsecondary technical educators. Perkins funds were used in part to support the conference which featured a panel on entrepreneurship, “The Role of Technical Education in Creating Companies”.

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

Yes

CTE Faculty Credentialing Courses

Perkins funds are used in part to support an agreement between the MnSCU System Office and Southwest Minnesota State University to provide a tuition match for the delivery of the courses to community and technical college faculty. Southwest Minnesota State University offers three courses in course construction, teaching/instructional methods and student outcomes assessment/evaluation at both the undergraduate and graduate levels to meet the Teaching and Learning Competency requirements of the College Faculty Credentialing Policy 3.32. One additional required course for postsecondary CTE faculty, The Philosophy of Community and Technical College Education, is a noncredit course that is delivered online to 300+ new two-year college faculty members system-wide.

In FY14, the University of Minnesota and the Minnesota Department of Education (MDE) sponsor a Teacher Education Series (TES) of courses which consists of five two-credit courses available at the undergraduate or graduate level. The TES courses, are unique and specific to the pedagogy of career and technical education, and include the topics of course development, instructional methods, and learner assessment as well as the philosophy and practice of career and technical education.

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

Yes

LMIwise

Perkins funds were used to collaborate with ISEEK and the MnSCU Academic Programs Unit to develop a web tool called LMIwise (www.lmiwise.org) that would help our Perkins consortium leaders and coordinators use labor market information to make informed decisions about new program development in CTE. This web tool allows career counselors to look at supply and demand data by career clusters where they can see the breakdown of projected annual openings, projected growth, current demand, median wage, and entry-level education required for a particular occupation.

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* Developed a common template with Rachel Vilshak for regional labor market presentations by DEED regional analysts at six regional Pathways to Postsecondary Summits around the state to promote partnership planning for high school to college transitions.

Program Area	Level Offered	Cluster	Secondary Assessment Type	Postsecondary Assessment Type
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Provide a summary of your state's plan and timeframe for increasing the coverage of programs entered above.

Number of Students in the Numerator	Number of Students in the Denominator	Percent of Students Assessed
-9	-9	100
-9	-9	100

1. State Name Minnesota
2. Federal Funding Period:
 Start Date: 7/1/2013
 End Date: 9/30/2015
3. Reporting Period:
 Start Date: 7/1/2013
 End Date: 9/30/2014
Accounting Basis: 0 Date of Ammended FSR:

5. Grant Award Number: V048A130023
 State Basic Grant (Title I):
6. Grant Award Amount: 16684637
 State Basic Grant (Title I):
7. Amended Interim FSR: FALSE
 Date of Ammended FSR:

Row		1	2	3	4	5	6	7	8	9	10	11
		Total	Program	New	Net	Non-	Total	Federal	Federal	Share of	Balance	
		Outlays	Income	Outlays	To Date	Federal	Federal	Share of	Unliquida	Outlays &	of	
	Net Outlays Previously Reported	Report	Credits	Report	(Column	Share of	Outlays	Unliquis	ted	Federal	Unobligat	
		Period		(Column	1 + 4)	Outlays	(Column	Obligatio	(Column	Funds	Funds	
		2 - 3)		2 - 3)		5 - 6)	7 + 8)	7 + 8)	Authorize	(Column	(Column	
									d	10 - 9)		
A	Total Title I Funds*											
B	Local Uses of Funds											
C	RESERVE											
D	Funds for Secondary Recipients	0	585117.9	0	585117.9	585117.9	0	585117.9	0	585117.9	595641.5	10523.62
E	Funds for Postsecondary Recipients	0	800650.1	0	800650.1	800650.1	0	800650.1	0	800650.1	822552.6	21902.5
F	Total (Row D + E)	0	1385768	0	1385768	1385768	0	1385768	0	1385768	1418194	32426.12
G	Formula Distribution											
H	Funds for Secondary Recipients	0	4677290	0	4677290	4677290	0	4677290	0	4677290	5360774	683483.6
I	Funds for Postsecondary Recipients	0	7262927	0	7262927	7262927	0	7262927	0	7262927	7402973	140046.6
J	Total (Row H + I)	0	11940217	0	11940217	11940217	0	11940217	0	11940217	12763747	823530.1
K	TOTAL LOCAL USES OF FUNDS (Row F + J)	0	13325985	0	13325985	13325985	0	13325985	0	13325985	14181941	855956.2
L	State Leadership											
M	Non-traditional Training and Employment	0	14363.99	0	14363.99	14363.99	0	14363.99	6000	20363.99	60000	39636.01
N	State Institutions	0	48550.24	0	48550.24	48550.24	0	48550.24	0	48550.24	50000	1449.76
O	Other Leadership Activities	0	645523.9	0	645523.9	645523.9	0	645523.9	739174.2	1384698	1558464	173765.6
P	TOTAL STATE LEADERSHIP (Row M + N + O)	0	708438.1	0	708438.1	708438.1	0	708438.1	745174.2	1453612	1668464	214851.4
Q	State Administration											
R	Total State Administration	0	618712	0	618712	618712	0	618712	70843.03	689555	834231.9	144676.9
S	TOTAL TITLE I FUNDS (Row K + P + R)	0	14653135	0	14653135	14653135	0	14653135	816017.3	15469153	16684637	1215484

Additional Information:

1. State Name: Minnesota
2. Federal Funding Period: State Basic Grant (Title I): V048A120023
 Start Date: 7/1/2012
 End Date: 9/30/2014
3. Reporting Period: State Basic Grant (Title I): 16684637
 Start Date: 7/1/2013
 End Date: 9/30/2014
Accounting Basis: 0 Date of Ammended FSR:
5. Grant Award Number: V048A120023
6. Grant Award Amount: 16684637
7. Amended Final FSR: FALSE

Row		1	2	3	4	5	6	7	8	9	10	11
	Net Outlays Previously Reported	Total Outlays This Report Period	Program Income Credits	New Outlays This Report Period (Column 2 - 3)	Net Outlays To Date (Column 1 + 4)	Non-Federal Share of Outlays	Total Federal Outlays (Column 5 - 6)	Federal Share of Unliquidated Obligations	Federal Share of Unliquidated Obligations (Column 7 + 8)	Federal Funds Authorized	Balance of Unobligated Federal Funds (Column 10 - 9)	
A	Total Title I Funds*											
B	Local Uses of Funds											
C	RESERVE											
D	Funds for Secondary Recipients	535718.2	59923.34	0	59923.34	595641.5	0	595641.5	0	595641.5	595641.5	0
E	Funds for Postsecondary Recipients	699221.42	123331.2	0	123331.2	822552.6	0	822552.6	0	822552.6	822552.6	0
F	Total (Row D + E)	1234939.62	183254.5	0	183254.5	1418194	0	1418194	0	1418194	1418194	0
G	Formula Distribution											
H	Funds for Secondary Recipients	4821463.8	539310.1	0	539310.1	5360774	0	5360774	0	5360774	5360774	0
I	Funds for Postsecondary Recipients	7402973.44	0	0	0	7402973	0	7402973	0	7402973	7402973	0
J	Total (Row H + I)	12224437.24	539310.1	0	539310.1	12763747	0	12763747	0	12763747	12763747	0
K	TOTAL LOCAL USES OF FUNDS (Row F + J)	13459376.86	722564.6	0	722564.6	14181941	0	14181941	0	14181941	14181941	0
L	State Leadership											
M	Non-traditional Training and Employment	7500	52500	0	52500	60000	0	60000	0	60000	60000	0
N	State Institutions	26421.33	23578.67	0	23578.67	50000	0	50000	0	50000	50000	0
O	Other Leadership Activities	575958.22	982505.5	0	982505.5	1558464	0	1558464	0	1558464	1558464	0
P	TOTAL STATE LEADERSHIP (Row M + N + O)	609879.55	1058584	0	1058584	1668464	0	1668464	0	1668464	1668464	0
Q	State Administration											
R	Total State Administration	716444.88	117787	0	117787	834231.9	0	834231.9	0	834231.9	834231.9	0
S	TOTAL TITLE I FUNDS (Row K + P + R)	14785701.29	1898936	0	1898936	16684637	0	16684637	0	16684637	16684637	0

Additional Information:

	Number of Secondary Students	Number of Postsecondary Students	Number of Adult Students
GENDER			
Male	56055	30541	-9
Female	44798	32381	-9
RACE/ETHNICITY *(1997 STANDARDS)			
American Indian or Alaskan Native	1528	796	-9
Asian	6888	2963	-9
Black or African American	8349	7464	-9
Hispanic/Latino	6429	3283	-9
Native Hawaiian or Other Pacific Islander	46	75	-9
White	75754	44303	-9
Two or More Races	1859	2534	-9
Unknown		1504	
SPECIAL POPULATION AND OTHER STUDENT CATEGORIES			
Individuals With Disabilities (ADA)		2175	-9
Disability Status (ESEA/IDEA)	14854		
Economically Disadvantaged	40588	27885	-9
Single Parents	356	6167	-9
Displaced Homemakers	1	8223	-9
Limited English Proficient	6075	1810	-9
Migrant Status	120		
Nontraditional Enrollees	33952	6217	-9

	SECONDARY		POSTSECONDARY		ADULT	
	Male	Female	Male	Female	Male	Female
Agriculture, Food & Natural Resources	5289	2929	553	278	-9	-9
Architecture & Construction	6762	1043	1450	109	-9	-9
Arts, A/V Technology, & Communications	3766	2102	339	380	-9	-9
Business Management, & Administration	9648	6730	898	1181	-9	-9
Education & Training	0	0	76	293	-9	-9
Finance	929	542	311	445	-9	-9
Government & Public Administration	0	0	2	1	-9	-9
Health Science	523	1309	1166	6331	-9	-9
Hospitality & Tourism	330	320	158	170	-9	-9
Human Services	7366	9188	139	1060	-9	-9
Information Technology	1281	328	1181	229	-9	-9
Law, Public Safety & Security	318	157	1487	818	-9	-9
Manufacturing	4560	368	1405	136	-9	-9
Marketing Sales & Services	2408	1458	302	230	-9	-9
Science, Technology, Engineering & Math	0	0	578	81	-9	-9
Transportation, Distribution & Logistics	4539	389	1383	66	-9	-9

Secondary Definition for CTE Participants:

A student is counted as a Concentrator when they have earned 240 credit hours or more in one Career Field.

Postsecondary Definition for CTE Participants:

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.

Additional Information:

	Number of Students in the Numerator:	Number of Students in the Denominator:	State Adjusted Level of Performance:
Grand Total	11684	14713	72
GENDER			
Male	6847	8427	72
Female	4837	6286	72
RACE/ETHNICITY* (1997 Revised Standards)			
American Indian or Alaskan Native	135	198	72
Asian	599	906	72
Black or African American	519	855	72
Hispanic/Latino	418	697	72
Native Hawaiian or Other Pacific Islander	5	5	72
White	9867	11849	72
Two or More Races	141	203	72
SPECIAL POPULATION AND OTHER STUDENT CATEGORIES			
Individuals With Disabilities (ADA)	-9	-9	72
Disability Status (ESEA/IDEA)	720	1655	72
Economically Disadvantaged	3685	5457	72
Single Parents	36	66	72
Displaced Homemakers	-9	-9	72
Limited English Proficient	294	726	72
Migrant Status	6	19	72
Nontraditional Enrollees	5029	6233	72

Additional Information

	Number of Students in the Numerator:	Number of Students in the Denominator:	State Adjusted Level of Performance:
Grand Total	9362	14690	56
GENDER			
Male	5709	8426	56
Female	3653	6264	56
RACE/ETHNICITY* (1997 Revised Standards)			
American Indian or Alaskan Native	82	198	56
Asian	526	909	56
Black or African American	295	851	56
Hispanic/Latino	275	683	56
Native Hawaiian or Other Pacific Islander	5	5	56
White	8073	11842	56
Two or More Races	106	202	56
SPECIAL POPULATION AND OTHER STUDENT CATEGORIES			
Individuals With Disabilities (ADA)	-9	-9	56
Disability Status (ESEA/IDEA)	365	1567	56
Economically Disadvantaged	2617	5431	56
Single Parents	20	67	56
Displaced Homemakers	-9	-9	56
Limited English Proficient	218	727	56
Migrant Status	5	23	56
Nontraditional Enrollees	4014	6217	56

Additional Information

	Number of Students in the Numerator:	Number of Students in the Denominator:	State Adjusted Level of Performance:
Grand Total	1672	2783	53
GENDER			
Male	899	1597	53
Female	773	1186	53
RACE/ETHNICITY* (1997 Revised Standards)			
American Indian or Alaskan Native	15	20	53
Asian	86	179	53
Black or African American	78	193	53
Hispanic/Latino	62	131	53
Native Hawaiian or Other Pacific Islander	1	2	53
White	1395	2192	53
Two or More Races	35	66	53
SPECIAL POPULATION AND OTHER STUDENT CATEGORIES			
Individuals With Disabilities (ADA)	-9	-9	53
Disability Status (ESEA/IDEA)	182	411	53
Economically Disadvantaged	570	1019	53
Single Parents	9	10	53
Displaced Homemakers	-9	-9	53
Limited English Proficient	33	111	53
Migrant Status	-9	-9	53
Nontraditional Enrollees	646	1060	53

Additional Information

	Number of Students in the Numerator:	Number of Students in the Denominator:	State Adjusted Level of Performance:
Grand Total	15505	15716	98.5
GENDER			
Male	8878	9019	98.5
Female	6627	6697	98.5
RACE/ETHNICITY* (1997 Revised Standards)			
American Indian or Alaskan Native	206	219	98.5
Asian	955	965	98.5
Black or African American	931	974	98.5
Hispanic/Latino	753	767	98.5
Native Hawaiian or Other Pacific Islander	6	6	98.5
White	12443	12567	98.5
Two or More Races	211	218	98.5
SPECIAL POPULATION AND OTHER STUDENT CATEGORIES			
Individuals With Disabilities (ADA)	-9	-9	98.5
Disability Status (ESEA/IDEA)	2378	2439	98.5
Economically Disadvantaged	5911	6052	98.5
Single Parents	73	76	98.5
Displaced Homemakers	-9	-9	98.5
Limited English Proficient	791	805	98.5
Migrant Status	24	24	98.5
Nontraditional Enrollees	6453	6522	98.5
DISAGGREGATE INDICATORS			
General Education Development (GED)	-9		98.5
Diploma	-9		98.5
Certificate	-9		98.5

Additional Information

	Number of Students in the Numerator:	Number of Students in the Denominator:	State Adjusted Level of Performance:
Grand Total	14349	15909	89
GENDER			
Male	8177	9178	89
Female	6172	6731	89
RACE/ETHNICITY* (1997 Revised Standards)			
American Indian or Alaskan Native	154	205	89
Asian	727	820	89
Black or African American	792	1026	89
Hispanic/Latino	591	729	89
Native Hawaiian or Other Pacific Islander	4	6	89
White	11922	12925	89
Two or More Races	159	198	89
SPECIAL POPULATION AND OTHER STUDENT CATEGORIES			
Individuals With Disabilities (ADA)	-9	-9	89
Disability Status (ESEA/IDEA)	1830	2529	89
Economically Disadvantaged	5009	6016	89
Single Parents	57	72	89
Displaced Homemakers	-9	-9	89
Limited English Proficient	609	741	89
Migrant Status	9	11	89
Nontraditional Enrollees	6624	7181	89

Additional Information

	Number of Students in the Numerator:	Number of Students in the Denominator:	State Adjusted Level of Performance:
Grand Total	10295	15523	54
GENDER			
Male	5527	8855	54
Female	4768	6668	54
RACE/ETHNICITY* (1997 Revised Standards)			
American Indian or Alaskan Native	84	176	54
Asian	599	852	54
Black or African American	616	977	54
Hispanic/Latino	365	682	54
Native Hawaiian or Other Pacific Islander	1	4	54
White	8519	12660	54
Two or More Races	111	172	54
SPECIAL POPULATION AND OTHER STUDENT CATEGORIES			
Individuals With Disabilities (ADA)	-9	-9	54
Disability Status (ESEA/IDEA)	885	2486	54
Economically Disadvantaged	3093	5793	54
Single Parents	25	74	54
Displaced Homemakers	-9	-9	54
Limited English Proficient	462	767	54
Migrant Status	3	12	54
Nontraditional Enrollees	1693	2376	54
DISAGGREGATE INDICATORS			
Advanced Training	0		54
Employment	0		54
Military	0		54
Postsecondary Education	10295		54

Additional Information

	Number of Students in the Numerator:	Number of Students in the Denominator:	State Adjusted Level of Performance:
Grand Total	31130	111079	27
GENDER			
Male	10752	78686	27
Female	20378	32393	27
RACE/ETHNICITY* (1997 Revised Standards)			
American Indian or Alaskan Native	563	1749	27
Asian	1711	5804	27
Black or African American	2153	6692	27
Hispanic/Latino	2177	6930	27
Native Hawaiian or Other Pacific Islander	9	62	27
White	23975	88041	27
Two or More Races	541	1801	27
SPECIAL POPULATION AND OTHER STUDENT CATEGORIES			
Individuals With Disabilities (ADA)	-9	-9	27
Disability Status (ESEA/IDEA)	3282	15831	27
Economically Disadvantaged	12061	41982	27
Single Parents	116	263	27
Displaced Homemakers	-9	-9	27
Limited English Proficient	1564	5421	27
Migrant Status	50	133	27

Additional Information

	Number of Students in the Numerator:	Number of Students in the Denominator:	State Adjusted Level of Performance:
Grand Total	4758	35696	12
GENDER			
Male	536	28751	12
Female	4222	6945	12
RACE/ETHNICITY* (1997 Revised Standards)			
American Indian or Alaskan Native	57	403	12
Asian	280	1468	12
Black or African American	249	1207	12
Hispanic/Latino	226	1294	12
Native Hawaiian or Other Pacific Islander	0	27	12
White	3884	30855	12
Two or More Races	62	442	12
SPECIAL POPULATION AND OTHER STUDENT CATEGORIES			
Individuals With Disabilities (ADA)	-9	-9	12
Disability Status (ESEA/IDEA)	502	5475	12
Economically Disadvantaged	1914	13225	12
Single Parents	56	115	12
Displaced Homemakers	-9	-9	12
Limited English Proficient	216	1149	12
Migrant Status	9	54	12

Additional Information

	Number of Students in the Numerator:	Number of Students in the Denominator:	State Adjusted Level of Performance:
Grand Total	4114	5034	84
GENDER			
Male	1152	1476	84
Female	2962	3558	84
RACE/ETHNICITY* (1997 Revised Standards)			
American Indian or Alaskan Native	-1	-1	84
Asian	-1	-1	84
Black or African American	-1	-1	84
Hispanic/Latino	-1	-1	84
Native Hawaiian or Other Pacific Islander	-1	-1	84
White	-1	-1	84
Two or More Races	-1	-1	84
Unknown	-1	-1	84
SPECIAL POPULATION AND OTHER STUDENT CATEGORIES			
Individuals With Disabilities (ADA)	-1	-1	84
Economically Disadvantaged	-1	-1	84
Single Parents	-1	-1	84
Displaced Homemakers	-1	-1	84
Limited English Proficient	-1	-1	84
Nontraditional Enrollees	-1	-1	84

Additional Information

We are not able to provide data in any demographic or special population groups beyond gender for 1P1 Technical Skill Assessment primarily because we are unable to get individual-level data back for licensure testing pass rates. The licensure data are also not disaggregated by gender, but estimates by gender have been made based on the percentage of male/female students receiving degrees in those programs at system colleges during FY 2013. NOCTI data for tests with test dates between 6/1/2013 and 5/31/2014 (to correspond with FY 2014 enrollment) within the career pathways being assessed per the state's implementation plan were also included. These data are at the student-level and were able to be linked to actual gender for the CAR report. As indicated in the Minnesota state plan, Minnesota is using licensure pass rates and other state-approved assessments to measure technical skill attainment. As we follow our implementation plan to develop a more robust measure, we will include additional assessment results as they are available/as we are able to establish additional data sharing agreements. The most recent licensure data available in the Minnesota State Colleges and Universities system wide accountability dashboard (<http://www.mnscu.edu/board/accountability/index.html>) is for 2013 and is available for nursing, law enforcement and radiography.

	Number of Students in the Numerator:	Number of Students in the Denominator:	State Adjusted Level of Performance:
Grand Total	10708	23236	51
GENDER			
Male	4886	11428	51
Female	5822	11808	51
RACE/ETHNICITY* (1997 Revised Standards)			
American Indian or Alaskan Native	88	222	51
Asian	411	1063	51
Black or African American	644	2105	51
Hispanic/Latino	418	1075	51
Native Hawaiian or Other Pacific Islander	8	22	51
White	8653	17577	51
Two or More Races	316	801	51
Unknown	170	371	51
SPECIAL POPULATION AND OTHER STUDENT CATEGORIES			
Individuals With Disabilities (ADA)	359	969	51
Economically Disadvantaged	5073	12150	51
Single Parents	887	2299	51
Displaced Homemakers	1415	3256	51
Limited English Proficient	207	677	51
Nontraditional Enrollees	1260	3028	51
DISAGGREGATE INDICATORS			
Credential	10708		51
Certificate	6456		51
Degree	4252		51

Additional Information

	Number of Students in the Numerator:	Number of Students in the Denominator:	State Adjusted Level of Performance:
Grand Total	7347	23236	31.75
GENDER			
Male	3486	11428	31.75
Female	3861	11808	31.75
RACE/ETHNICITY* (1997 Revised Standards)			
American Indian or Alaskan Native	45	222	31.75
Asian	446	1063	31.75
Black or African American	978	2105	31.75
Hispanic/Latino	384	1075	31.75
Native Hawaiian or Other Pacific Islander	6	22	31.75
White	5087	17577	31.75
Two or More Races	290	801	31.75
Unknown	111	371	31.75
SPECIAL POPULATION AND OTHER STUDENT CATEGORIES			
Individuals With Disabilities (ADA)	394	969	31.75
Economically Disadvantaged	4239	12150	31.75
Single Parents	841	2299	31.75
Displaced Homemakers	1058	3256	31.75
Limited English Proficient	338	677	31.75
Nontraditional Enrollees	1086	3028	31.75

Additional Information

	Number of Students in the Numerator:	Number of Students in the Denominator:	State Adjusted Level of Performance:
Grand Total	9450	11221	86.5
GENDER			
Male	4474	5217	86.5
Female	4976	6004	86.5
RACE/ETHNICITY* (1997 Revised Standards)			
American Indian or Alaskan Native	78	111	86.5
Asian	324	402	86.5
Black or African American	510	649	86.5
Hispanic/Latino	341	455	86.5
Native Hawaiian or Other Pacific Islander	11	11	86.5
White	7821	9115	86.5
Two or More Races	231	290	86.5
Unknown	134	188	86.5
SPECIAL POPULATION AND OTHER STUDENT CATEGORIES			
Individuals With Disabilities (ADA)	298	388	86.5
Economically Disadvantaged	4549	5399	86.5
Single Parents	848	1030	86.5
Displaced Homemakers	1298	1585	86.5
Limited English Proficient	311	393	86.5
Nontraditional Enrollees	1069	1299	86.5
DISAGGREGATE INDICATORS			
Apprenticeship	-9		86.5
Employment	9450		86.5
Military	-9		86.5

Additional Information

	Number of Students in the Numerator:	Number of Students in the Denominator:	State Adjusted Level of Performance:
Grand Total	6217	31235	23.5
GENDER			
Male	1906	16054	23.5
Female	4311	15181	23.5
RACE/ETHNICITY* (1997 Revised Standards)			
American Indian or Alaskan Native	83	404	23.5
Asian	329	1474	23.5
Black or African American	1155	4376	23.5
Hispanic/Latino	374	1656	23.5
Native Hawaiian or Other Pacific Islander	10	38	23.5
White	3835	21539	23.5
Two or More Races	321	1277	23.5
Unknown	110	471	23.5
SPECIAL POPULATION AND OTHER STUDENT CATEGORIES			
Individuals With Disabilities (ADA)	250	1254	23.5
Economically Disadvantaged	3486	16777	23.5
Single Parents	953	3909	23.5
Displaced Homemakers	1069	4993	23.5
Limited English Proficient	274	959	23.5

Additional Information

	Number of Students in the Numerator:	Number of Students in the Denominator:	State Adjusted Level of Performance:
Grand Total	1260	9304	15
GENDER			
Male	531	4362	15
Female	729	4942	15
RACE/ETHNICITY* (1997 Revised Standards)			
American Indian or Alaskan Native	11	79	15
Asian	60	370	15
Black or African American	144	604	15
Hispanic/Latino	47	362	15
Native Hawaiian or Other Pacific Islander	1	6	15
White	921	7467	15
Two or More Races	54	270	15
Unknown	22	146	15
SPECIAL POPULATION AND OTHER STUDENT CATEGORIES			
Individuals With Disabilities (ADA)	43	309	15
Economically Disadvantaged	605	4401	15
Single Parents	123	784	15
Displaced Homemakers	157	1245	15
Limited English Proficient	49	191	15

Additional Information

Core Indicator	Disaggregated categories of students for which there were quantifiable disparities or gaps in performance compared to all students or any other category of students	Action step to be implemented	Staff member responsible for each action step	Timeline for completing each action step
5P1	level of performance was below 21.15% (90% of 23.50% target) in males (males 11.87%; females 28.40%), American Indian or Alaskan native, White, individuals with disabilities and economically disadvantaged	Expand on initial faculty/teacher nontraditional student success training to provide Perkins Consortia with a series of webinars and face-to-face trainings for addressing classroom environment and climate change through Micro messaging to Reach and Teach Every Student™. This training includes an overview and application of the 5 Step Program Improvement Process, now known as PIPESTEM™, developed by NAPE.	Denise Felder and Eva Scates-Winston	6/30/2015
		Expand onsite and or webinar training on the PIPESTEM™ process for new Perkins Coordinators and student services personnel	Eva Scates-Winston and Denise Felder	3/30/2015
		3. Provide support to consortia on developing an effective improvement plan, understanding and utilizing data. This technical assistance may include self-study (program) assessments developed by the Illinois Center for Specialized Professional Support. Technical assistance will be customized to the consortium based on their FY15 improvement plan and local assessment.	Debra Hsu, Susan Carter and Michelle Kamenov	7/31/2015

<p>4. Offer the 10-week Institute of Women in Trades, Technology and Science, (www.iwitts.org) online training session to Perkins Consortium Leaders. This training, previously taken by piloted by leaders from four MN Perkins local Consortia, focuses on strategies for recruitment and retention of females in STEM. These same consortium leaders also participated in a follow up meeting with state staff to gather feedback for proceeding forward with potential future training by IWITTS and explore additional professional development is needs to supplement the training received. One example of improved student outcomes as a result of the training is the increase of information technology students at one school district from zero female participants to seven girls in the program.</p>	<p>Eva Scates-Winston, Denise Felder</p>	<p>4/30/2015</p>
<p>Beta Test and release CTE Nontraditional Student Success Online Module for CTE Educators</p>	<p>Denise Felder, Eva Scates-Winston and Jean Kyle</p>	<p>2/27/2015</p>
<p>6. Shaping Your Future Videos The Department of Education created and will continue to disseminate video vignettes highlighting the postsecondary success of underrepresented and nontraditional students in Minnesota's two-year college and university system. These videos are in great demand by Minnesota's secondary and postsecondary educators. They are being used for variety of audiences including students, families, community members and secondary and postsecondary staff and are featured on the Minnesota CTE Facebook site and on the CTE website www.cte.mnscu.edu</p>	<p>Yingfah Thao and Beth Barsness</p>	<p>6/30/2015</p>

State CTE staff will participate in the creation of an ongoing MnSCU system-wide initiative to increase student retention, including students who are in programs that are nontraditional by gender. The initiative will include Student Support Services, Transitions, Diversity, Adult Learners and CTE. It is aimed at campus and system policies, resources for students, student supports/advising), and professional development.

Denise Felder, Eva Scates-Winston and Jean Kyle

7/31/2015

Secondary Program Improvement Plans

Local Program Improvement Plans

Number of Secondary Improvement Plans submitted by local consortia by Indicator

	Spring, 2012	Spring,2013	Spring,2014		Spring,2012	Spring, 2013	Spring, 2014
1S1	1 of 26	1 of 26	0 of 26	4S1	0 of 26	0 of 26	0 of 26
1S2	26 of 26	9 of 26	3 of 26	5S1	0 of 26	0 of 26	0 of 26
2S1	8 of 26	1 of 26	15 of 26	6S1	26 of 26	19 of 26	18 of 26
3S1	0 of 26	0 of 26	0 of 26	6S2	26 of 26	19 of 26	18 of 26

Number of Postsecondary Improvement Plans submitted by consortia by Indicator

	Spring,2012	Spring,2013	Spring, 2014		Spring,2012	Spring,2013	Spring,2014
1P1	1 of 26	1 of 26	2 of 26	4P1	0 of 26	2 of 26	0 of 26
2P1	7 of 26	12 of 26	10 of 26	5P1	20 of 26	15 of 26	16 of 26
3P1	0 of 26	5 of 26	4 of 26	5P2	11 of 26	8 of 26	12 of 26

CAR Certification

Signature of Authorized Individual (PIN): #####

Title/Agency: State Director Career Technical Education, Minnesota State Colleges and Universities

Date: 12/31/2014 22:10