

Carl D. Perkins Act of 1998 - Consolidated Annual Report State of Minnesota, Fiscal Year 2005 - Executive Summary

Background

The Minnesota State Colleges and Universities System (MnSCU) and the Minnesota Department of Education (MDE) remained committed throughout Fiscal Year 2005 to full implementation of the Perkins Act of 1998 and to increase efforts to improve data collection and data integrity. This commitment was demonstrated through the work included in this report, to provide high quality academic, vocational and technical skills to students in Minnesota and to Minnesota communities. Priority efforts were made in various ways throughout the year to strengthen linkages between secondary and postsecondary career and technical education programs. These included college readiness efforts, career guidance and counseling, building articulated pathways, reinvigorating advisory committees to develop stronger links with business and industry, and, exploring processes to share data across the secondary and post-secondary spectrum. Efforts also continued to strengthen partnerships among education, our broad based community partners and the Minnesota Workforce Center system, working together to assist those businesses and individuals who have experienced hardship due to the economic downturn, and to work toward a strong Minnesota economy for our citizens. Finally, both MnSCU and MDE have already begun joint preparation for a second common state plan given the likely reauthorization of Perkins next year.

Program Administration

Both MnSCU and MDE are responsible for the administration of Perkins III. Collaboration has been built through a common local plan/application for secondary and postsecondary grantees. State staff has been identified at both levels to oversee administrative responsibilities and to serve as liaisons with local Perkins administrators/coordinators. Additionally, even though it has separately funded activities at the sub-grantee level, state Tech Prep plan/application processes and procedures have been coordinated and aligned with the state Perkins local plan/application processes and procedures.

State leadership funds served the needs of both secondary and postsecondary Perkins sub-grantees and are administered by their respective state staff. Within MDE, program area staffs are employed through Perkins State Leadership funds to provide program area technical assistance and monitoring, to promote targeted initiatives, new program development, continuous improvement, and academic and technical skill standards integration. Within MnSCU, Perkins State Leadership funds are used to promote targeted initiatives including new program and collaborative curriculum development, continuous improvement efforts through the application of Perkins III data including developing research methodology to examine multi-year performance of Perkins funded initiatives, career pathway development, and the professional development for Perkins administrators/coordinators and faculty. MnSCU continues to assign the highest priority focused on improving data integrity, increasing access to data, and using data for effective decision making at the local level. In the academic year 2005-2006, MnSCU program staff is visiting each college individually as part of an overall accountability and monitoring process.

Program Performance

Much work took place during program year 2005 to address the data and performance requirements of Perkins III. Definitions were maintained from FY2000 through FY2005 for Career and Technical Education (CTE) participants, concentrators, and completers as well as for the core indicator performance measures. At the secondary level, MDE continues to move forward with the fourth year of the statewide data reporting system for the core indicators and sub-indicators and to tie those efforts to their program standards and self-evaluation processes. At the postsecondary level, MnSCU provides an automated reporting system to colleges so that they can access up-to-date data to track progress and steer continuous improvement efforts. More work will be done to further define attainment of academic skills and attainment of technical skills and to support those definitions with student assessment. MnSCU will also closely examine factors influencing performance within the sub-indicator populations to determine the extent of and factors affecting differences in performance.

Carl D. Perkins Act of 1998 FY 2004 Consolidated Annual Report

State of Minnesota

I. Program Administration [Section 122 (c)]

a. Report on State Administration (roles/responsibility)

Perkins III is administered jointly by the Minnesota State Colleges and Universities (MnSCU) and the Minnesota Department of Education (MDE). MnSCU is authorized by Minnesota State Statute 136F.79 as the agency to receive and disburse authorized Perkins III funds. Dr. Deena Allen, MnSCU Associate Vice Chancellor, Academic Affairs serves as Minnesota's State Director for Vocational Education. The administration responsibilities of Perkins are placed at both MDE (secondary) and MnSCU (postsecondary). MnSCU provides State Plan oversight and fulfills reporting responsibilities in coordination with MDE.

Secondary

The Office of Adult and Career Education within the Department of Education administers Perkins III implementation at the secondary level. The Office of Adult and Career Education (ACE) falls within the MDE division of Student Support Services. This division administers a number of federal and state programs, including Perkins III and state funds for Transition Disabled Career and Technical Education program reimbursement. Administration of Perkins III is a responsibility of the following Office of Adult and Career Education staff:

- Office of Adult and Career Education Supervisor - directs all secondary Perkins related activity under the state plan (1)
- Carl Perkins Coordinators/Career and Technical Assessment/Evaluation Manager - responsible for reporting, data collection, lead liaison for the local application process, monitor of local plans (7)
- Administrative Support Staff (3)
- Grants Management (1)

MDE staff members in the Office of Adult and Career Education are assigned regions of the state for which they are responsible for serving as liaison for local Perkins recipients, providing technical assistance in the planning, administration and implementation of local plans. They have some administrative responsibilities for Perkins. This is a dual role, with responsibilities for Perkins III State Leadership in specific programmatic areas. Staff includes:

- Tech Prep/T&I/Technical Education
- Business and Marketing Education
- Agriculture/AgriBusiness Education
- Health and Human Services Education/Youth Apprenticeship Programs
- Non-traditional employment and training, Counseling, and Work-Based Learning
- Program Evaluation and CTE Assessment, Monitoring, Data Collection, and Secondary Perkins Coordination
- Grants Management

Postsecondary

The Educational Grants Unit within the Division of Academic & Student Affairs at MnSCU administers Perkins III implementation at the postsecondary level. The unit includes:

- Associate Vice Chancellor, Academic Affairs, who serves as the State Director for Career and Technical Education for Minnesota

- System Director – responsible for all postsecondary Perkins related activity under the State Plan and, along with the State Director, responsible for communicating to internal and external stakeholders the progress of all Perkins-related activities in Minnesota
- Program Manager - responsible for the local application process and monitoring of local plans
- Program Manager - responsible for the administration of the nontraditional employment and training funds of Perkins III and partner activity focusing on special populations, welfare reform and the Workforce Investment Act
- Program Manager - Tech Prep implementation
- Administrative Support Staff (2) - administrative support
- Additional information regarding the Educational Grant Unit and staff responsibilities can be viewed at www.GrantsPlus.mnscu.edu.

Additional MnSCU staff outside of the Educational Grants Unit also share Perkins III administrative responsibilities:

- System Director, Budget Unit - Perkins III financial responsibilities
- System Director, Research – responsibilities include providing data for all CTE students, including employment placement and retention performance indicators
- Program Director, Research - responsibilities include providing data for all CTE students, working with colleges on data integrity issues related to Perkins and Tech Prep, and work with Tech Prep consortia to develop a unified Tech Prep database that includes information about articulation, credit transfer and student count
- System Director, Program Review - administers Perkins III Leadership funds for program approval and improvement
- Program Manager - administers Perkins III Leadership funds for new program development and program improvement
- System Director, Student Services - monitors and assists with Perkins III recipients provision of services to students with disabilities and related student services issues
- Program Manager – Information Technology – works to provide web based data for local access and supports all data related initiatives.

In addition, the Educational Grants Unit works with the MnSCU Office for Diversity and Equal Opportunity on Office of Civil Rights (OCR) college reviews and monitoring.

b. Report on State Leadership [Section 124]

Through careful analysis of Perkins III legislation, Minnesota identified twelve required and thirteen permissive activities of work under State Leadership. These areas are identified as *program activities* in Minnesota at both the state and local plan/application level. Also at both the state and local level, goals, strategies and budgets focus on the following question in order to improve performance:

What is it in the work that we do (program activities) that impacts our outcomes (core indicators)?

Some activities cut across several program activity areas as well as between the secondary and post-secondary division. Although MnSCU includes both two-year colleges and four-year universities, Perkins III State Leadership funds are applied to Perkins III related activity only. Currently, there are 51 Perkins secondary consortia, 25 colleges, and 32 Tech Prep consortia that receive Perkins and Tech Prep Funds. The table below shows required program activity separately for secondary and post-secondary. Additionally, the table shows permissive program activity as well as activities related to the core indicators, separately, for secondary and post-secondary. Finally, a separate section is devoted to Program Activity #12 – Collaboration.

Perkins Leadership Activities

Required Program Activity	Secondary	Post-Secondary
<p>1. Integration of academic and technical education</p>	<ul style="list-style-type: none"> • Office of Adult and Career Education (ACE) meetings/workshops related implementation of the Minnesota Graduation Standards for Career and Technical Education (CTE) instructors consistent with NCLB • Development of Curriculum Frameworks for CTE programs (5 program frameworks completed and all districts standards completed and are on file in districts) • ACE meetings on integrated/applied academics and technical education • Local District and Regional Training for Program Improvement and Approval • Two staff involved with the MDE Lighthouse project focusing on Academic and CTE Standards integration 	<ul style="list-style-type: none"> • Promoting a New Allied Health Curriculum for Community Health Workers (CHW) that would create a statewide curriculum, leading to a CHW Certificate Program • Continued implementation of applied academics within General Education curriculum meeting NCA standards and aligned with the Minnesota Transfer Curriculum http://www.MnTransfer.org/MnTC/MnTC.html A review process was established for Technical College General Education offerings. • Along with several Perkins colleges, the Health Education Industry Partnership (HEIP) www.heip.org, has taken the leadership to: <ul style="list-style-type: none"> ○ Implementing a Healthcare Curriculum Development Project which creates a common academic core in the areas of Science, Math, and English at the secondary level. The common academic core will be aligned to the National Skill Standards for Healthcare, the Minnesota Graduation requirements under NCLB, and the common pre-requisites for nursing and allied health within the Minnesota State Colleges and Universities. ○ Develop the use of simulation technology, which is a “hands-on” nursing skills curriculum
<p>2. All aspects of the industry</p>	<ul style="list-style-type: none"> • Co-sponsored one-day conference on all aspects of the industry (November 2004) • Training workshops delivered on "all aspects of the industry", included definitions, scope and application within curriculum. 	<ul style="list-style-type: none"> • Continued work with VTECS and career cluster initiatives, including Train-the-Trainer • AYES Automotive project in partnership with MDE

	<ul style="list-style-type: none"> • V-TECS workshops (2004-2005) • Skill Standards Implementation workshops statewide 	<ul style="list-style-type: none"> • Multi-phased Program Advisory Committee Initiative that seeks to help two-year college faculty and administrators improve the structure and use of advisory committees so that they become an effective tool for improving technical/occupational education • A taskforce on Polytechnic Education sought stakeholder input from education, business, and the state agencies regarding <ul style="list-style-type: none"> ○ The lack of preparation in mathematics and science education among K-12 students ○ Improving the pipeline from K-12 through post-secondary education and into the workforce ○ Careers in emerging industries such as bioscience and biotechnology <p>The following are some of the ways in which the recommendations have been implemented:</p> <ul style="list-style-type: none"> ○ Contributed the development of a Centers for Excellence in Engineering and Manufacturing (see below) ○ Development of a business and industry to advise the system's program effort in the biosciences
3. Technology	<ul style="list-style-type: none"> • Provided assistance in group purchasing of equipment and services for districts/consortia • Provided MDE Technology grants • Explored need, availability and equipment requirements of career and technical education teachers and prospective teachers related to accessing career and technical teacher education courses on-line • Secondary programs in Electronics are increasing for Cisco, A+, Net+, and Oracle • Secondary programs for Project Lead the Way and NATEF/Auto Yes programs are operating • Clarified inventory management and resale/replacement procedures 	<ul style="list-style-type: none"> • Provided enhancement funding for the Internet System for Education Employment and Knowledge (ISEEK) www.iseek.org • Continued pilot project training/application for use of Degree Auditing and Record System (DARS – the electronic student transcription system) • APPS (Accountability, Planning and Performance System) is a web-based system designed to develop a common and standardized platform to present indicators in the areas of Board of

	for equipment purchased with federal funds	Trustees accountability , federal Carl D. Perkins Act, online education, system fact book and program planning
4. Professional Development	<ul style="list-style-type: none"> • Worked with Bemidji State University and the University of Minnesota to implement the on-line and CD ROM Teacher Education Courses • Provided funding to Bemidji State University, Winona State University, and the University of Minnesota for CTE Professional Teacher Development courses • Provided updates to CTE administrators through the Minnesota Association for Career and Technical Administrators (MACTA) and updates and professional development to Minnesota Association for Career and Technical Education (MnACTE) as well as the affiliate division partners 	<ul style="list-style-type: none"> • Vocational teacher licensure course offerings within the Teacher Education Sequence (http://www.licensure.mnscu.edu/) • Various state provided workshops/conferences (<i>Realizing Student Potential Annual Conference</i>) • National conference attendance (<i>ACTE, AACC, WDI</i>)
5. Program Evaluation 6. Continuous Improvement 7. Effective Services/Activities	<ul style="list-style-type: none"> • Provided workshops in the use of the self-assessment tool to evaluate alignment of program delivery with Program Standards and Measures for Career and Technical Education. • Into the second year of the regional 5-year program approval process for CTE programs • Promoted use of the self-assessment and the updated CTE Standards and Measures tools as bases for continuous program improvement and for meeting the requirements for program approval • Designated staff within specific career and technical education program fields to provide technical assistance to Perkins recipients. Program areas included: Family and Consumer Science, Business and Marketing Education, Agriculture/AgriBusiness Education, Technical Education, and Health and Human Services, and Work-Experience Disadvantaged and Handicapped programs. Over 108 Technical Assistance workshops were held, for over 7254 teachers and the 350 independent school districts served 4438 times (for program approval, curriculum integration, frameworks, and standards), and staff participated in over 68 National Conferences. 	<ul style="list-style-type: none"> • PQI: Peer Technical Assistance Network • Monitoring and accountability visits to all 30 colleges • Minnesota Future Work: http://scanners.tec.mn.us/~scanners/ • New Program Development (certificates, diplomas, degrees and redesigned programs) • Participation In OVAE Next Steps Work Group • Develop a statewide articulation and transfer agreement for the secondary Healthcare Core Curriculum and the common academic core courses. The project would enable students who have completed these set of courses to gain postsecondary credit throughout the system
8. Community Involvement	<ul style="list-style-type: none"> • Provided technical assistance to 51 Perkins partnerships related to the broad-based community support for Career and Technical Education secondary Perkins programs. 	<ul style="list-style-type: none"> • Technical assistance to colleges • Partner resources via website http://www.GrantsPlus.mnscu.edu/Partners/Partn

	<ul style="list-style-type: none"> Supported the inclusion of the Partnerships within the Local Volunteer Partnership Committees (Advisory Committees) Supported work-, service-, and community-based interaction Served over 80 students, 20 chaperones, 61 mentors, and 39 administrative and support personnel at the Camp Ripley National Guard Facilities in Little Falls, Minnesota. 	<ul style="list-style-type: none"> ers.html State level partnerships with statewide Non-Profit Organizations
9. Special population accommodation and support 10. Full participation of special populations	<ul style="list-style-type: none"> Designated a staff member to provide statewide technical assistance to local Perkins III recipients Perkins funds have been leveraged with state and other federal special needs funds to provide specialized equipment and meet other needs of career and technical education students Maintained the program approval process for Work Experienced Handicapped program Clarified and strengthened relationships with local and state special education personnel 	<ul style="list-style-type: none"> Targeted workshops, conferences Welfare Reform initiatives and collaboration (served on Human Services Commissioner's task force, website, one- and two-year program brochure) http://www.GrantsPlus.mnscu.edu/Partners/Partners.html Project work with Office of Diversity and Equal Opportunity (http://www.eod.mnscu.edu/) One year program offerings brochure
11. Nontraditional training and employment	<ul style="list-style-type: none"> Worked with MnSCU and local Perkins administrators/coordinators to identify needs and initiatives related to recruitment, retention and placement in nontraditional employment and training programs. 	<ul style="list-style-type: none"> Dissemination of nontraditional careers, science and technology recruitment/promotional posters, bookmarks and other promotional materials Science and Technology Summer Camp for Girls http://www.alextech.org/steps/ Conferences and workshops Inclusion of nontraditional training and employment information within ISEEK (http://www.iseek.org/sv/Frame?pg=10106) Worked with MDE and local Perkins administrators/coordinators to identify needs related to recruitment, retention and placement in nontraditional and training programs. Collaboration with other state initiatives within other state agencies
12. Collaboration	See Below	

	Secondary	Post-Secondary
Permissive Program Activities	<ul style="list-style-type: none"> • Career Counseling and Advising - Designated full-time staff member to provide statewide technical assistance to local Perkins III recipients • Career guidance w/Minnesota Career Information System materials 	<ul style="list-style-type: none"> • ISEEK projects (http://www.iseek.org/) • Career guidance w/Minnesota Career Information System materials (http://cfl3.state.mn.us/mcis/) • Vocational Student Organizations • New Program Development (http://www.GrantsPlus.mnscu.edu/GrantOpps/NewProgram.html) <ul style="list-style-type: none"> ○ Continued updating and development of the College and University Program Planning System (CUPPS) Tool
Core Indicator Related Activity	<ul style="list-style-type: none"> • Worked with local districts to identify data collection needs required for Perkins III • Implemented within MDE data systems to electronically collect the necessary data to report the Core Indicators Software Vendors developed the integrated data collection system for use since FY02. Data was collected from all districts throughout the state. We continue to upgrade the system for FY03, FY04 and in the future to have longitudinal data and more accurate placement data. • FY05 data provided us with the first year of a student three-year longitudinal data set. Review of these data provided an opportunity to review the validity and reliability of the programs being submitted. Changes in the FY06 data submission will be made due to the findings of the review and the data continues to improve. • Training continues for all Perkins consortia/district directors regarding using data for decision-making. 	<ul style="list-style-type: none"> • Building on the prior initiative of the OVAE-led <i>Using Data for Effective Decision-Making</i>, PQI continues to focus local colleges to use the Brio-Perkins data to: <ul style="list-style-type: none"> ○ Put data into the hands of those that use it ○ Improve Perkins data integrity ○ Use data for effective decision-making and planning when writing annual college Perkins applications ○ Use data for driving improved program quality and performance • Improve participation and completion in nontraditional programs: <ul style="list-style-type: none"> ○ Through examination of local application plans and annual performance reviews, identify successful (and not so successful) strategies and practices <p>Using a multi-year approach, researching trends in core indicator, and sub-indicator levels to isolate specific patterns in nontraditional participation and completion</p>

Collaboration Activities Funded Through Perkins Funds

Minnesota has placed an extremely high emphasis on collaboration both at the state and local level. For purposes of this required Perkins activity, collaboration is defined: *A mutually beneficial and well-defined relationship entered into by two or more organizations to achieve common goals. The relationship includes a commitment to a definition of mutual relationships and goals; a jointly developed structure and shared responsibility; mutual authority and accountability for success; and sharing of resources and rewards.*

A unique requirement of the Minnesota local application is that at least 10% of each recipient's eligible funds (not including targeted funds) must be reserved for collaboration (required activity #12). Listed below are the activities associated that speak to increased collaboration between MnSCU, MDE and other stakeholders:

- **Project Lead the Way (PLTW):**

Minnesota continues to use Perkins leadership funds to promote Project Lead The Way (PLTW) by:

- Providing statewide leadership for implementing Project Lead the Way (PLTW) activities in local school districts.
- Along with the University of Minnesota, the PLTW affiliate, MnSCU and MDE together are developing a long-term strategic plan for PLTW in Minnesota.

- **Training Incumbent Limited English Speaking Workers:**

- In 2004, Minnesota was awarded a \$750,000 WIA Incentive Grant. Several state agencies – MDE, MnSCU, and Department of Employment and Economic Development (DEED), along with non-profit training providers are developing a common training plan to serve one particular special population, limited English speaking workers. The grant's main objective is to increase the acquisition and understanding of English and is delivered using the language and context of the workplace.

- **Improving Foundational Math Skills:**

- In 2005, Minnesota was awarded an \$852,000 WIA Incentive Grant. Several state agencies – MDE, MnSCU, and Department of Employment and Economic Development (DEED), along with non-profit training providers are focusing the award on a single issue with widespread implications: strengthening foundational math skills in Minnesota's new and incumbent workforce through the implementation of contextual, demand-driven foundational mathematics instruction and teacher training.

- **Promoting high school to college transitions/career pathways through Tech Prep programs:**

- **Increasing** awareness of skills and competencies within curriculum and programs, the successful completion of which enable students to receive certificates
- **Advocating** high school to college transitions by developing local, regional and statewide formal 2+2+2 articulation agreements

- **The Centers for Excellence**

The 2005 Minnesota Legislature approved legislation to establish Centers of Excellence within the Minnesota State Colleges and Universities System www.centers.project.mnscu.edu. The Centers are expected to develop the pipeline for high-skill, high-wage, and high-demand occupations; create, promote and disseminate innovative curricula in new and emerging areas strategic to the Minnesota economy; and foster increased collaboration with national, regional and local businesses and industry. The four awardees are:

- The Center for Strategic Information Systems and Security
- The Center for Engineering and Manufacturing Excellence
- The Consortium for Manufacturing and Applied Engineering
- The Center for Integrated Health Science Education and Practice

II. Program Performance

a. **Definition of Vocational Concentrator and Tech Prep Students**

The following definitions have been incorporated into the secondary data system. The first run of this improved reporting system was with FY2002 data and data integrity issues are expected to surface. The postsecondary data system is in place to provide measurements for postsecondary vocational concentrators using the definitions below. Tech Prep measures are dependent upon the secondary data system, and the secondary data system interface with postsecondary, which is still under development.

Secondary Concentrator: Any student successfully enrolled in a single CTE program for more than 90 hours (successfully defined as a passing grade).

Postsecondary Concentrator: A student with a declared major in a Perkins approved vocational technical education program and who has completed 33% of the program requirements (credits completed).

Secondary Tech Prep Student: A high school student who is enrolled in 86 - 169 hours of courses in an articulated Tech Prep program. A Tech Prep *concentrator* has completed 170 hours or more of an articulated Tech Prep program.

Postsecondary Tech Prep Student: A secondary Tech Prep Concentrator who has transitioned to postsecondary education and declared a major in an articulated Tech Prep program.

These definitions have changed as a result of participation in the OVAE pilot project, the National Tech Prep Network participation and the OVAE Tech Prep information session held in Spring 2000. Specific thresholds have been set (number of completed hours) which accommodate schedule variations (term and course periods) within school districts. It was also determined that in order to report participation and completion on Tech Prep as a sub-indicator to core indicators, definitions for Tech Prep *student*, *concentrator* and *completer* were necessary at both secondary and postsecondary levels. However, the Tech Prep participant definition only applied to the secondary/entry level of a Tech Prep sequence.

The data provided for the FY2004 CAR utilized the following measurement definitions and measures:

Core Indicator	FY2005 Definition/Measure (as negotiated)	FY2005 Definition/Measure (as reported in CAR)
1S1	Numerator: the number of CTE concentrators, grade 12, who have passed the basic requirement tests of Math, Reading, and Writing Denominator: the number of CTE concentrators, grade 12, who were given the basic requirements tests of Math, Reading and Writing Measure: state academic assessment Data Source: MARSS system and Electronic Data System	Numerator: the number of CTE concentrators, grade 12, who have passed the basic requirement tests of Math, Reading, and Writing Denominator: the number of CTE concentrators, grade 12, who were given the basic requirements tests of Math, Reading, and Writing Measure: state academic assessment Data Source: MARSS and Electronic Data System
1S2	Numerator: the number of CTE concentrators Denominator: the number of CTE participants Measure: program concentration Data Source: MARSS system and	Numerator: the number of CTE concentrators Denominator: the number of CTE participants Measure: program concentration Data Source: MARSS system and Electronic Data System

	Electronic Data System	
2S1	Numerator: the number of CTE concentrators who have completed all requirements for graduation Denominator: number of 12 th grade students who have been identified as concentrators Measure: program completion, fiscal year, graduation Data Source: MARSS system and Electronic Data System	Numerator: the number of CTE concentrators who have completed all requirements for graduation Denominator: number of 12 th grade students who have been identified as concentrators Measure: program completion, fiscal year, graduation Data Source: MARSS system and Electronic Data System
3S1	Numerator: the number of CTE completers who provide data on the survey instruments as to their placement (baseline from 3-year follow-up study) Denominator: the number of CTE completers in the reporting year Measure: program completion, exit cohort, fiscal year Data Source: Post card follow up system will be used until a data match system can be developed with MnSCU and HESO	Numerator: the number of CTE completers who provide data on the survey instruments as to their placement (baseline from 3-year follow-up study) Denominator: the number of CTE completers in the reporting year Measure: program completion, exit cohort, fiscal year Data Source: Post card follow up system will be used until a data match system can be developed with MnSCU and HESO
4S1	Numerator: the number of students of under-represented gender groups participating in nontraditional CTE programs Denominator: the number of students who participated in nontraditional CTE programs Measure: nontraditional programs identified by CIP codes provided by OVAE Data Source: MARSS system and Electronic Data System	Numerator: the number of students of under-represented gender groups participating in nontraditional CTE programs Denominator: the number of students who participated in nontraditional CTE programs Measure: nontraditional programs identified by CIP codes provided by OVAE Data Source: MARSS system and Electronic Data System
4S2	Numerator: the number of students of under-represented gender groups who complete in a nontraditional CTE program Denominator: the number of students who complete a nontraditional CTE program in the reporting year Measure: nontraditional programs identified by CIP codes provided by OVAE Data Source: MARSS system and Electronic Data System	Numerator: the number of students of under-represented gender groups who complete in a nontraditional CTE program Denominator: the number of students who complete a nontraditional CTE program in the reporting year Measure: nontraditional programs identified by CIP codes provided by OVAE Data Source: MARSS system and Electronic Data System
1P1	Numerator: Number of vocational concentrators who have met program	Same

	<p>defined standards (for certificates, diplomas, AAS or AS degrees) and have completed their program in the reporting year</p> <p>Denominator: Number of vocational concentrators in a reporting year</p> <p>Measure: program completion/graduates, fiscal year time frame</p> <p>Data Source: ISRS</p>	
1P2	Same as above	Same as above
2P1	Same as above	Same as above
3P1	<p>Numerator: Number of vocational completers reporting related placement, unrelated placement, continued education or military placement in reporting year</p> <p>Denominator: Total number of completers in reporting year</p> <p>Measure: program completion/graduates, fiscal year time frame</p> <p>Data Source: State designed, locally administered follow-up placement survey</p>	Same – FY2001 graduate data
3P2	<p>Numerator: number of vocational completers identified as employed within Unemployment Insurance wage detail records, 3rd quarter and 4th quarter out</p> <p>Denominator: total number of completers reporting placed in reporting year</p> <p>Measure: program completion, exit cohort, fiscal year time frame</p> <p>Data Source: ISRS and Unemployment Insurance records when agreement is reached with administering agency</p>	Same – FY2001 graduate placement data
4P1	<p>Numerator: Number of vocational participants in underrepresented gender groups who participated in a nontraditional vocational program during reporting year (as identified by CIP codes provided by OVAE)</p> <p>Denominator: All vocational participants in a nontraditional vocational program during reporting year (as identified by CIP codes)</p> <p>Measure: nontraditional programs</p>	Same

	identified by CIP codes provided by OVAE, fiscal year time frame Data Source: ISRS	
4P2	Numerator: Number of vocational concentrators in underrepresented gender groups who received a certificate, diploma, AAS or AS degree in a nontraditional program area (as identified by CIP) Denominator: number of vocational concentrators in a nontraditional program area who received a certificate, diploma, AAS or AS degree in the reporting year. Measure: nontraditional programs identified by CIP codes provided by OVAE, program completion, exit cohort, fiscal year time frame Data Source: ISRS	Same
Enrollment Report		Secondary: Statewide electronic data system Postsecondary: Integrated record system (note: Native Hawaiian and Pacific Islander are included within the Asia category) Tech Prep: Statewide electronic data system

b. Measurement Approaches and Data Quality Improvement

The chart that follows identifies approaches that are used to improve sub-indicator data. For each, a self-evaluation of data quality has been made (high, medium, and low) and improvement efforts identified. The data systems themselves offer a mechanism for valid and reliable data. The challenge is linking these systems to Perkins III programs and subsequently vocational participants, concentrators and completers. This challenge has been met by MnSCU and MDE. At the postsecondary level, a strict "no data - no funding" rule is enforced. MDE will follow the "no data - no funding" rule beginning in FY2005 and the further development of the electronic data collection system.

Sub-indicator	Self-evaluation of Quality	Improvement Effort
Gender <u>Secondary</u> : MARSS statewide data <u>Postsecondary</u> : College Admissions Applicant Data input into ISRS	<u>Secondary</u> : High, statewide data collection system <u>Postsecondary</u> : High -ISRS Standardized form and process, less than .05% of students are unidentified	<u>Secondary</u> : Work with districts to ensure accuracy <u>Postsecondary</u> : Work with admissions staff to promote completion of <i>male/female</i> identifier on form, work with college data entry staff to assure data input
Ethnicity <u>Secondary</u> : MARSS statewide data <u>Postsecondary</u> : College Admissions Applicant Data input into ISRS	<u>Secondary</u> : High, statewide data collection system <u>Postsecondary</u> : High - ISRS Standardized form and process. Approximately six percent unidentified, or unknown/other ethnicity for	<u>Secondary</u> : Work with districts to ensure accuracy <u>Postsecondary</u> : Work with admissions staff to continue to promote completion of ethnicity identifier on form, work with college data entry staff to assure data input. Follow changes in federal guidance for ethnic identifier categories to increase inclusivity and multi-ethnic designations

	FY2001. This is greatly improved from 26% as reported in the FY2000 CAR.	
Disability <u>Secondary:</u> MARSS statewide data <u>Postsecondary:</u> Self identified by students requesting special services. <u>Must</u> be a documented disability.	<u>Secondary:</u> High, statewide data collection system <u>Postsecondary:</u> High - ISRS Students who seek and are qualified for accommodation services are identified as disabled	<u>Secondary:</u> Work with districts to ensure accuracy <u>Postsecondary:</u> Promote access to services for students with disabilities on MnSCU college campuses by those with documented needs. Work with student services staff to assure data input
Economically Disadvantaged <u>Secondary:</u> MARSS statewide data <u>Postsecondary:</u> Documented financial needs as qualify for financial aid (Pell, State Grant). Financial Aid information is part of ISRS.	<u>Secondary:</u> High, statewide data collection system <u>Postsecondary:</u> High - ISRS	<u>Secondary:</u> Work with districts to ensure accuracy <u>Postsecondary:</u> Continue to review processes and procedures for inputting financial aid data into ISRS. Determine if there is a "data gap" and require complete data input. Recognize summer session "headers and trailers" in a consistent manner in regard to fiscal reporting year
Nontraditional <u>Secondary:</u> MARSS statewide data <u>Postsecondary:</u> Program inventory includes OVAE identified nontraditional programs by CIP code. Inventory is merged with ISRS to identify students in nontraditional programs.	<u>Secondary:</u> High, statewide data collection system <u>Postsecondary:</u> High Data base driven using ISRS	<u>Secondary:</u> Work with districts to ensure accuracy <u>Postsecondary:</u> The concern is with current definitions, not data. Minnesota utilizes national labor data matched to CIP code as provided by OVAE. A more discreet CIP code identification would promote targeting nontraditional employment and training efforts at the "job" level, rather than the broad occupational cluster level currently identified
Limited English Proficiency <u>Secondary:</u> MARSS statewide data <u>Postsecondary:</u> Self-identified through admissions process, incoming student assessment, or through supplemental data gathering scan forms. Data received recorded in ISRS	<u>Secondary:</u> High, statewide data collection system <u>Postsecondary:</u> Medium - Self-identified	<u>Secondary:</u> Work with districts to ensure accuracy <u>Postsecondary:</u> Work with colleges to improve self-identification process/format
Academically Disadvantaged <u>Secondary:</u> MARSS and the Basic Requirements Test Results statewide data will identify students who have/have not passed required basic skill tests <u>Postsecondary:</u> Identification as per definition (performance at or less than 25 th percentile on entry assessments), during the admissions process. Data input into ISRS.	<u>Secondary:</u> High <u>Postsecondary:</u> High - ISRS	<u>Secondary:</u> Work with districts to ensure accuracy. <u>Postsecondary:</u> Work with colleges on data entry of academically disadvantaged indicator on student records. Build "bridge" program to populate academically disadvantaged data cells from data base of college basic skill placement test scores

<p>Single Parent/Single Pregnant <u>Secondary:</u> MARSS statewide data where students are identified <u>Postsecondary:</u> Self-identified through admissions process, at point of service, or through supplemental data gathering scan forms. Data received recorded in ISRS</p>	<p><u>Secondary:</u> Low Limited information, county numbers - not linked to high school enrollment <u>Postsecondary:</u> Medium – self identified</p>	<p><u>Secondary:</u> Work with districts to ensure accuracy <u>Postsecondary:</u> Work with colleges to improve self-report process/format</p>
<p>Displaced Homemaker <u>Secondary:</u> Not Applicable <u>Postsecondary:</u> Self identified through admissions process, at point of services received, or through supplemental data gathering scan forms. Data received recorded in ISRS</p>	<p><u>Secondary:</u> NA <u>Postsecondary:</u> Medium – self report</p>	<p><u>Secondary:</u> NA <u>Postsecondary:</u> Work with colleges to improve self-report process/format</p>
<p>Tech Prep <u>Secondary:</u> MARSS and statewide data <u>Postsecondary:</u> Currently the Minnesota Data Privacy Act prohibits the transfer and use of data across agencies. Hence, no post-secondary Tech Prep data is currently available, either in the aggregate or at the sub-indicator level</p>	<p><u>Secondary:</u> High <u>Postsecondary:</u> Low</p>	<p><u>Secondary:</u> Work with districts to ensure accuracy <u>Postsecondary:</u> Working on sharing data from secondary Tech Prep to MnSCU in order to do a match on student matriculating into MnSCU institutions one year after leaving grade 12. ISRS includes postsecondary student data for Tech Prep College Credit (TPCC), though limited. The Degree Auditing Record System (DARS) continues to pilot a process that will inventory all TPCC courses and enhance recognition of active agreements.</p> <p>Steve Kline of MPR held multiple discussions with secondary and post-secondary staff to discuss data transferability and prepared a paper entitled <i>Overcoming State and Local Obstacles to Collecting Quality Perkins Data in Minnesota: Recommendations To Improve Data Sharing Across State Agencies</i>. Along with these recommendations, Minnesota is exploring a single student ID as part of the legislative mandate given to the P-16 committee</p> <p>Tech Prep and Perkins leadership funds are currently being used to develop several regional electronic and web-based systems to account for Tech Prep credit certificates and exploring ways to share such information between secondary and post-secondary. The ultimate goal is to have in place in program year 2006 a mechanism by which the number of post-secondary Tech Prep students, in the aggregate and by sub-indicator, could be estimated.</p>

c. State Performance Summary

Title I – Vocational and Technical Education Assistance to the States, Section 111. (a) (1) (c) in conjunction with the Workforce Investment Act of 1998, Public Law 105-220, Section 503, provides authority to the Secretary of Education to award a grant to each State that exceeds the State adjusted levels of performance for title I, the expected levels of performance for title II, and the levels of performance for programs under Public Law 88-210 (as amended; 20 U.S.C. 2301 et seq.), for the purpose of carrying out an innovative program consistent with the requirements of any one or more of the programs within Title I, Title II, or such Public Law, respectively.

Implementation of Perkins III began July 1, 1999 (Fiscal Year 2000) in Minnesota. Performance levels were established for baseline (FY2000) and FY2001 implementation. Second round of negotiations began spring 2001 and established levels for the final three years of Perkins III implementation. Negotiations were held spring 2004 for year six of the Perkins III continuing resolution, and spring 2005 for year seven of the Perkins III continuing resolution.

Secondary Performance

Modifications were made to the original definitions of participant, concentrator, and completer through focus group input and learning derived from OVAE sponsored workshops. Course configuration originally provided a problem (e.g., quarter, trimester, semester, yearlong). It was determined that in order to provide a consistent measure regardless of configuration, an hourly measure would be used. Consensus was reached for this decision. Work began in early 2001 to have all CTE programs complete the approval process providing hourly measures that would provide the participant/concentrator definitions. Technical assistance to all districts continued through FY2003, FY2004, and FY2005 for the Program Approval process and for use of data for decision-making. A new rubric to determine program quality will be used with the Program Approval process in the future. The staff has diligently worked to develop a framework for the rubric and will complete the rubric for FY2006 implementation.

Data that existed within secondary career and technical programs during FY2000 and FY2001 was inadequate to use as the basis of any analysis, except to point to the urgent need for a revised data collection system. Prior to Perkins III, local recipients were required to report on participation, but there was no method to identify students as completers or concentrators. A slight improvement was made through the application of Tech Prep Identifier forms (teacher administered and student completed information forms). However, data remained incomplete due to inconsistent administration and program definitions. Program performance could only be considered using total secondary student aggregate data. A similar problem occurred when attempting to review placement data. State funding for the high school follow-up system was eliminated and an electronic data collection system will need to be reviewed as to retention and placement data. This process was not in place for FY2002 data but was in place for FY2003 data for career and technical education completers. The FY2005 data continued to provide us with information on enrollment by hourly participation and provides the necessary parameters to determine the placement and retention of CTE students. In addition, the FY2005 data was expanded to include the recording of actual course data that aggregates up to the program data. Having this course data now provides us with the ability to maintain a more accurate measure of student retention and placement in programs through the course enrollment data sub-set. We are still unable to electronically obtain the placement data and continue to use a self reported, post-card system to all CTE students who graduated the prior spring.

The major software vendors who supply local districts with student information systems worked with the local districts using MDE specifications for collecting data required for Perkins III. Through the specified additions to the basic vendor software, districts were able to integrate the local student course scheduling programs, the state individual student data systems (MARSS), the state teacher assignment codes (STARS), along with the Basic

Requirements Testing (BST) data bases to report the core indicator data. Gaps still exist among MnSCU, MOHE and MDE for placement data and sharing of data (Core Indicator 3).

Additionally secondary collected all data using the federal OE codes related to the 16 federal career clusters. Secondary added four academic clusters, five CTE work-based programs, and one administrative program to ensure that all OE coded programs were included in the data collection. The four academic clusters were used in data collection for the Tech Prep program only. The work-based programs are largely for students who are in transition disabled/handicapped programs or in a general diversified work-based program and for whom specific occupational cluster information is not available. Data collected for the administrative program area show students being served in evaluation and placement programs.

Listed below, are the MDE Perkins agreed upon core indicator targets, performance levels, and grades for FY05.

Secondary Indicators							
Core Sub-Indicator		Final Agreed Upon Baseline	Performance Levels For Years 3, 4, 5 & 6				
			7/1/00-6/30/01	7/1/01-6/30/02	7/1/02-6/30/03	7/1/03-6/30/04	7/1/04-6/30/05
1S1 Secondary Academic Attainment	Target	90.63%	90.63%	90.63%	90.63%	90.63%	83.54%
	Performance		90.58%	71.06%	95.04%	84.51%	<u>83.14%</u>
	Grade		99.94%	78.41%	104.87%	93.25%	<u>99.52%</u>
1S2 Secondary Technical Attainment	Target	92.51%	92.51%	54.00%	55.00%	56.00%	72.82%
	Performance		90.58%	46.79%	84.06%	87.61%	<u>88.05%</u>
	Grade		97.91%	86.65%	152.84%	156.45%	<u>120.91%</u>
2S1 Secondary High School Completion	Target	90.63%	90.63%	90.63%	90.63%	90.63%	85.88%
	Performance		90.58%	86.47%	80.61%	81.07%	<u>85.49%</u>
	Grade		99.94%	95.41%	88.94%	89.45%	<u>99.55%</u>
3S1 Secondary Placement	Target	79.65%	80.65%	74.00%	74.50%	75.50%	75.50%
	Performance		80.00%	95.22%	94.43%	96.78%	<u>98.18%</u>
	Grade		99.19%	128.68%	126.75%	128.19%	<u>130.04%</u>
4S1 Secondary Nontraditional Participation	Target	21.19%	21.44%	21.00%	22.00%	23.00%	25.00%
	Performance		23.42%	33.60%	32.62%	36.65%	<u>36.37%</u>
	Grade		109.24%	160.00%	148.27%	159.35%	<u>145.48%</u>
4S2 Secondary Nontraditional Completion	Target	17.33%	17.58%	17.58%	17.58%	17.58%	18.00%
	Performance		23.42%	34.88%	31.34%	35.54%	<u>36.28%</u>
	Grade		133.22%	198.41%	178.27%	202.16%	<u>201.56%</u>

Postsecondary Performance

As a result of participating in the OVAE postsecondary pilot project, in FY2000, changes were made to the Perkins definitions and measures as originally proposed in the State Plan. Preliminary FY2000 data was presented to colleges at the November 2001 Perkins Coordinators meeting. Coordinators received training on Perkins III data requirements, expectations and applications. From November 2001 through December 2001, colleges were able to examine and analyze their data and identify where data gaps occurred. College and state level data was made available for FY2001 for reporting on degree major participants, concentrators and completers for FY2001 in a preliminary data run. Program level data on all participants, in addition to

concentrators and completers was put in place FY2002. With the creation and the continued modification of the Perkins Brio database (the source of which is ISRS), since FY2002, except for Placement (3P1) and Retention (3P2), data on all core indicators and each core sub-indicator can be accessed from a single source –Perkins Brio database. It should be noted that special populations data is collected separately from ISRS, and entered into the Perkins database. The data for Placement (3P1) and Retention (3P2) is obtained from the MnSCU-WIA database, which became possible as a result of a joint powers agreement between MnSCU and the DEED that allowed the sharing of MnSCU completion data and the DEED wage detail data between the two state agencies.

The lack of postsecondary Tech Prep information is a major missing element in the gauging state performance. The major barrier to reporting Tech Prep, once the secondary reporting system is in place, is data linkage between secondary and postsecondary levels. In this regard, two data-related projects, one dealing with transcribing Tech Prep credits at the postsecondary level, and the other relates to the creation of a uniform database that should permit all Tech Prep consortia to collect all relevant data in an identical fashion, are underway (see also p. 15 above).

Performance data from FY2000 to FY2003 reflect a continually improved data system with higher data collection and reporting standards. Although several more years are necessary to fully examine trends in performance in core indicator data, with the increased data integrity, analysis of the Perkins Brio data is now being undertaken to better understand patterns among the core indicators and sub-indicators. In this regard, a multi-year “data book” has been developed for use by colleges specifically to examine their individual accountability and continuous improvement practices.

Post-Secondary Indicators							
Core Sub-Indicator		Final Agreed Upon Baseline	Performance Levels For Years 3, 4, 5 & 6				
			7/1/00-6/30/01	7/1/01-6/30/02	7/1/02-6/30/03	7/1/03-6/30/04	7/1/04-6/30/05
1P1 Post-Secondary Academic Attainment	Target Performance	19.29%	19.79%	22.00%	23.00%	24.00%	24.50%
	Grade		23.12%	25.46%	28.36%	31.18%	<u>29.43%</u>
1P2 Post-Secondary Technical Attainment	Target Performance	19.29%	19.79%	22.00%	23.00%	24.00%	24.50%
	Grade		23.12%	25.46%	28.36%	31.18%	<u>29.43%</u>
2P1 Degree Credential	Target Performance	19.29%	19.79%	22.00%	23.00%	24.00%	24.50%
	Grade		23.12%	25.46%	28.36%	31.18%	<u>29.43%</u>
3P1 Post-Secondary Placement	Target Performance	82.55%	83.55%	85.00%	85.00%	86.00%	87.00%
	Grade		97.63%	97.41%	96.90%	96.28%	<u>96.24%</u>
3P2 Post-Secondary Placement	Target Performance	Currently Unavailable; Data privacy issues to be resolved	80.00%	80.00%	80.00%	80.00%	81.00%
	Grade		93.08%	91.32%	91.10%	93.40%	<u>91.34%</u>
4P1 Post-	Target Performance	20.66%	20.80%	20.80%	20.80%	21.00%	21.00%
	Grade		23.42%	22.81%	22.06%	22.05%	<u>21.89%</u>

Secondary Nontraditional Participation	Grade		112.60%	109.66%	106.06%	105.00%	<u>104.24%</u>
4P2 Post-Secondary Nontraditional Completion	Target Performance	13.70%	14.20%	14.70%	15.70%	16.70%	16.70%
	Grade		15.38%	16.45%	17.65%	17.70%	<u>15.96%</u>
			108.31%	111.90%	112.42%	105.99%	<u>95.57%</u>

d. Effectiveness of Improvement Strategies in Previous Program Year

Minnesota implemented Perkins III beginning July 1, 1999 (FY2000). The FY2000 program year activities were focused on first year implementation, redefining core indicator measures, developing corresponding data systems for collecting and reporting complete, valid and reliable data, and, assisting Perkins III recipients with second year implementation under the new law. Much progress has taken place in understanding and implementing Perkins III at both the secondary and postsecondary levels, and within MnSCU (system office and colleges) and MDE (state office and school districts).

Secondary

Secondary baseline data is being re-established through improved data sources over a four-year transition as presented below. There is no historical data to make comparisons. Data will be reported utilizing a fiscal year *snapshot* for FY02 and carry forward from this baseline.

Fiscal Year	Data Source
FY2000	All Student Records in Aggregate (vocational and non-vocational)
FY2001	Tech Prep Identifiers (low level of validity and reliability, but better than aggregate data)
FY2002	Data system in place to identify and follow vocational participants, concentrators and completers. Baseline developed and system enhanced for additional data needs for FY03.
FY2003	Data system in place for year two data. System developed to review FY02 and FY03 data.
FY2004	Data system in place for year three data. System developed to review FY02, FY03, and FY04 data.
FY2005	Data system in place for year four data. System developed in FY02 reviews data for the three years the student is enrolled in grades 10-12 and provides cumulative reporting.

The Office of Adult and Career Education experienced many staff changes during FY2000, in FY2001, FY2002, FY2003, FY2004, and FY2005. Training of all staff and assignment to a regional configuration has had a positive impact. Committees, focus groups and individuals knowledgeable about Perkins III provided information necessary to build the capacity required ensuring that MDE is able to provide the technical assistance

to districts including provision of updated information and materials. Program Standards and Measures have been completely revised for all program areas (revised January 2004). MDE developed a new program approval schedule/format that districts began to work on in January 2001 and completed fall of 2002 with a regional five-year cycle that began in FY2005. This program approval is on its second year and has been an improvement for all districts knowing where on the five-year cycle they need to reapply and how to work with the continuous program improvement process. A process for self-evaluation for program improvement has been enhanced and is working for the districts. The major on-going project for FY2002 was to develop and implement a new statewide data collection system to support the performance and accountability requirements of Perkins III. The MDE data management team is working collaboratively with the Office of Adult and Career Education on this important effort. The system was finally in place for FY2002 data collection and enhancements and corrections were made for the FY2003 data collection, the FY2004 data collection, and the FY2005 data collection. We have enhanced and refined the data collection to provide data on student course enrollment and are able to now generate data upwards to the 16 federal career clusters and all CTE program areas.

Reauthorization of Perkins III itself has been viewed as the driver for efforts toward major improvement, which began in FY2001. Action has been taken to begin to improve secondary, statewide data systems to ensure accurate, timely data for measuring both the program activities and core indicators.

Postsecondary

Postsecondary data also utilizes a fiscal year reporting system, or a *snapshot* in time from July 1 to June 30. Perkins III requires a different methodology for looking at vocational student data for MnSCU, which has in the past utilized IPEDS (first time, full time) for analysis.

The learning that took place during this first year of Perkins III implementation (FY2000) definitely has had a major impact on the data collection and activities in subsequent fiscal years. The greatest impact at the MnSCU system level was in administration of Perkins related to establishment of data systems and measurement approaches for the core indicators. The redefinition of Perkins III measures and the application of ISRS to measure core indicator performance provided adequate baseline data in FY2001 with subsequent improvement in data integrity in successive years. Major efforts were taken at the local level to improve the inputting of data and its integrity. As state produced ISRS reports were returned to the local level, colleges checked the data for accuracy. Discrepancies were closely investigated resulting in improved data systems and increased data integrity. Major effort continued with improvements to the individual student record and identification of student major CIP codes, links to financial aid/PELL awards, links to disability services to identify students with disabilities (must be documented disability to be included in the disability count, not self-identified), and, development of processes to collect self-report information (including ethnicity, single parent and displaced homemaker).

At the local level, data can now be accessed through a web-based tool, BRIO. BRIO provides a home for a Perkins Data Warehouse, a database containing management information collected on Perkins programs, students, and for determining progress on core indicator performance. The selected data has been extracted from the production systems and re-formatted to be easily understood and utilized. It represents replicated data from the production data and is updated on a regular basis. Perkins college staff was provided training on the use and application of the data warehouse, both in technical applications and for annual planning and evaluation applications. The impact of the project is evident in the evaluations of the project by participants. More importantly, while there is substantial room for improvement, impact can be seen in the college's local application plans, which are much more data driven and better aligned to Perkins III and institutional goals.

e. Improvement Strategies for Next Program Year (FY2006)

With the anticipation of a new Perkins Law, improvement strategies in FY2006 are primarily a continuation of FY2005 improvement strategies as outlined in the Program Year 2004 CAR narrative and outlined below are some specific strategies that are an enhancement of the FY2005 improvement strategies.

Data Integrity, Monitoring and Accountability

At the secondary level, with the new statewide data collection system finally in place, consistent data collection for comparative purposes is now possible. Technical assistance is being provided to local recipients through the State Leadership program specialists, both for their respective state region and as needs relate to their respective program specialty. An improvement goal for the secondary data system is to work with the data systems and reporting capabilities to provide "just in time" data reports. Just in time reports of current data can minimize the lag time and track progress *within* a fiscal year. Adjustments to plans can then take place within the fiscal year, as current data becomes available to monitor improvement strategies and provide timely direction for the next round of planning.

At the post-secondary level, a "data book" for the years 2002-2004 has been created for internal use by Perkins specialists at colleges for developing continuous improvement plans for not just Perkins but college wide as well. State Leadership staff has committed to visit all 30 colleges and update them on both current accountability processes as well as on the new accountability framework under a reauthorized Perkins Law.

Given the downward trend in the post-secondary non-traditional indicator performance (4P1 and 4P2), a project that involves all colleges in the metropolitan Twin Cities area is in place to develop a cooperative plan s to recruit and retain more women, men and underrepresented students in nontraditional careers. The project focuses on: cooperative efforts to represent Metro Alliance institutions at community events that involve nontraditional careers for men, women and underrepresented populations; developing a comprehensive shared mailing list of community organizations and agencies to allow institutions to provide information; prepare and publish promotional literature and news releases focused on nontraditional careers; and, developing a network to share best practices and programs.

With an improved and enhanced secondary and post-secondary data systems now in place, and using trend data just now becoming possible, school districts and colleges are beginning to evaluate performance over time. MnSCU and MDE staff will continue to monitor the quality of data. Improvement strategies, including technical assistance were integrated into the data projects at both MDE and MnSCU through the MPR study. In particular, efforts will be focused on the sharing of data across the secondary and post-secondary spectrum, including developing methodology for estimating post-secondary tech prep data.

The resources (time and/or staff funding) that had been directed to analyze Perkins III data continues. The Perkins Brio data used for reporting core indicator measures has been transformed into a research oriented database that is now be used for studying high school to college transitions of CTE students and developing comparative analysis for such students. Staff have presented research findings at various national conferences.

Administrator/Coordinator Training

As a result of training, both MnSCU and secondary Perkins administrators/coordinators have become better equipped to analyze local application and core indicator performance. The capacity to conduct an analysis, however, varies among the administrators/coordinators, ranging from very basic to the very advanced. This is an area where additional training continues to be needed.

Local Plan Structure and Format

Local Perkins administrators/coordinators will continue to be provided technical assistance in the analysis of their local data in order to increase alignment of program activities to core indicators, and/or modify local Perkins plans to target performance improvement efforts.

At the post-secondary level, the review of the FY06 local plans was done by a team of MnSCU Office of the Chancellor staff and suggestions and recommendations for improvement were made. A written version of these suggestions and recommendations are being shared with colleges when Perkins post-secondary leadership staff makes monitoring and accountability visits.

The local plan format was reexamined and minor changes made for FY2003, 04, 05, 06, and 07. Revision of the local plan required data usage leading to further alignment of core indicator performance, measurement of student learning (academic and technical) and delivery of quality program services. However, given the additional emphasis on accountability under the new Perkins Law, serious consideration is being given to having the local Perkins plans align themselves more tightly to the overall state-level strategic and continuous improvement initiatives.

Planning

Secondary and post-secondary state leadership have been meeting regularly to discuss the impending Perkins legislations. Discussions have been focused on building career pathways e.g. using the national Project Lead the Way (PLTW) program and on high school to college. More broadly speaking, the larger goal of Perkins state leadership has been to explore ways to create a seamless environment for effective enabling of high school to college transitions.

f. Looking Ahead: Implications for Fiscal Year 2006

Since the implementation of Perkins III, which began in July 1, 1999 (Fiscal Year 2000), Minnesota continues to sustain CTE program activity under the current Perkins law. Nevertheless, Minnesota has begun the initial planning for the new Perkins law. In addition, state leadership has been revisiting its current administrative, monitoring and accountability procedures to prepare for the new law.

Data Integrity, Monitoring and Accountability

- Secondary data collection and data system development continues to be a priority for MDE even though the first, second, and third years of the statewide data collection system had minor bugs that need to be cleaned from the system. Data will continue to improve, as we are able to more accurately define our student population(s).
- Although the data system is in place within MnSCU, additional focus must be made to increase communication and training on complete, accurate, valid and reliable data collection at the college level. Data input and reporting must be monitored. In this regard, it is important to continue maintaining Information Technology staff at MnSCU.
- Data linkages are not yet made between MDE, MnSCU, and Minnesota Office of Higher Education (MOHE) to follow up on placement of secondary completers in higher education.
- Data linkages are not yet made between MDE and MnSCU to follow up on placement and retention in employment, though data transfer between MnSCU and the Department of Employment and Economic Development does occur.
- MDE and MnSCU, along with other state agencies, participated in the National Governor's Association Conference on Data Sharing and Warehousing in September 2005.

- The current local plan structure and format was developed under an era of compliance with meeting performance targets the prime consideration. However, with increased local accountability anticipated in the impending reauthorized new Perkins law, the local plan structure and format needs revisiting
- The Commissioner of MDE is chairing a P-16 committee looking at the data sharing as one of its issues along with articulation and a variety of high school to college transition programs. Several staff from the Perkins Leadership team, both at the secondary and post-secondary level, are participating in several P-16 subcommittees relating to career information, college readiness and college admissions entrance testing. This committee will have a report to share with the Minnesota Legislature during the FY2006 short session.

Administrator/Coordinator Training

- MDE may reconsider allocation of 85% of its local funds, in particular, the application of the 10% Reserve to economically depressed areas in Greater Minnesota.
- MDE Staff reviewed and approved new and/or changes in Program Approvals from all school districts in Minnesota. The new regional 5-year cycle began in FY2005.
- A new rubric to determine program quality will be used with the Program Approval process in the future. The staff has diligently worked to develop a framework for the rubric and will complete the rubric for FY06.
- Teacher licensing remains a priority for MDE with support from the teacher education institutions for on-line and CD-ROM courses. Minnesota HOUSSE Rules under NCLB are being defined and implemented. The Minnesota Board of Teaching expanded the scope of CTE licensure from 10-12 to 7-12. Minnesota Legislation for expanding the eligibility for CTE from 10-12 to 9-12 will be reviewed in the next legislative session.
- Development of the Curriculum Frameworks for the integration of academics and technical education was a priority. The rollout of the frameworks and development of a Quality Teacher Network was a priority for FY2005 and districts were to have their local, CTE standards on file by September 1, 2005.
- New local Perkins coordinators/administrators are being provided with a thorough orientation and training session. Secondary provided four new local directors with on-site technical assistance. MnSCU provided technical assistance to an additional four new Perkins coordinators.

State Leadership:

- Use the reported accountability and monitoring outcomes to guide subsequent state-level Perkins data-driven planning, particularly in key statewide focus areas such as high school to college transitions, recruitment and retention of underserved students, and non-traditional participation and completion
- Connect and align the now separate application processes within the Basic Grant, Tech Prep, and Non-traditional program activities, link each of these to annual program reviews (APRs) within the separate programs, and use the currently available data more strategically to improve student outcomes with regard to participation, concentration and completion of CTE programs.
- Conduct multi-year analyses of Perkins post-secondary data focusing around issues that have emerged because of the impending reauthorization of the Perkins Law. These include focus areas such as career pathways, dual enrollment, improved Math and Science performance in high schools, and high skill high wage jobs.

Planning for a Newly Reauthorized Law

Under Perkins III, Minnesota directs the federal investment in career and technical education in the following four areas:

- Improving the academic skills of vocational and technical education students;
- Strengthening connections between secondary and postsecondary education;
- Requiring the concentration and completion of post-secondary certificates, diplomas and degrees; and,
- Preparing individuals for high skill high demand occupations that pay family-supporting wages

Minnesota's performance has generally exceeded the respective targets for all core indicators. Much of this can be attributed to Minnesota's early attention to a systematic data collection process, ensuring integrity for that data, and a formalized local planning process that made this data central to the meeting core indicator target levels. A unique requirement of the Minnesota local application is that at least 10% of each recipient's eligible funds must be reserved for collaboration; Minnesota is the only state in the nation that has this requirement which has established us as a leader in supporting secondary and postsecondary partnerships. In FY2006, local application collaboration planning has emphasized focusing on activities relating to as career pathways, dual enrollment, improved Math and Science performance in high schools, and high skill high wage jobs. To make all of this possible, Minnesota is starting to explore building a more common efficient administrative structure and planning process that allows both secondary and postsecondary education to strategically use the Perkins federal funds to focus on continually improving overall student performance.

As part of the requirement of a reauthorized Perkins Law for career and technical education, Minnesota is moving forward to develop new a six-year State Plan. Besides reviewing the allocation and distribution of Perkins funds between secondary and post-secondary education, the following questions must be addressed. Currently, MDE and MnSCU are engaged in statewide input session from key informants, primarily Perkins and Tech Prep Coordinators from both the secondary and postsecondary level, on these six questions:

- How should the state negotiate performance targets with local recipients?
- What are the methods that Minnesota should use to demonstrate student academic/ technical proficiency?
- What would be the characteristics of a system that encourages successful high school to postsecondary transition in Minnesota?
- How should Minnesota use career clusters/pathways to organize CTE programming?
- If Minnesota were to start over in designing a structure for Perkins Basic and Tech Prep, what would it look like?
- How can the local planning process be better used as a strategic tool to focus on continually improving student performance?

Over the next few months, the data collected so far will be analyzed to set the stage for a more formal process for stat plan development. It is hoped that this early preparation will result in Minnesota receiving unconditional approval, as it did under Perkins III, for its Common State Plan.