

Carl D. Perkins Act of 1998 - Consolidated Annual Report State of Minnesota, Fiscal Year 2006 - Executive Summary

Background

The Minnesota State Colleges and Universities system (MnSCU) and the Minnesota Department of Education (MDE) remained committed throughout Fiscal Year 2006 (FY2006) to fully implement the Perkins Act of 1998. Much of the year has been devoted to strengthening the linkages between secondary and postsecondary career and technical education (CTE) programs. This commitment has been demonstrated, not only in FY 2006, but in previous years as well, by providing high quality academic, vocational and technical skills to students in Minnesota high schools and colleges. These included college readiness efforts, career guidance and counseling, curriculum frameworks, program approval rubrics, 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. By strengthening partnerships among education, broad based community partners and the Minnesota Workforce Center system, efforts towards laying a foundation for a career pathway/program of study structure, which enables education and employment transitions for students and workers alike, but specifically for the underserved student and worker. Finally, both MnSCU and MDE have already begun joint preparation for developing a **second common** Perkins state plan under the recently authorized **2006 Carl D. Perkins Career and Technical Education Improvement Act (Perkins IV)**.

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 staff 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. For the academic year 2006-2007, MnSCU program staff developed a new form for reporting the annual performance within each eligible agency, tying it to elements within Perkins IV. It is anticipated that this form will be a source for developing the local application form under Perkins IV.

Program Performance

Much work took place during program year 2006 to address the data and performance requirements of Perkins III. Definitions were maintained from FY2000 through FY2006 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. In particular, effort has been concentrated on examining disaggregated data through close examination of factors influencing performance within the sub-indicator populations to determine the extent of and factors affecting differences in performance.

As MnSCU and MDE together begin working on a new state plan under Perkins IV, much work needs to be done on technical skill attainment and programs of study. Efforts are under way, through joint state and Perkins funded grants, to seek out ways in which valid and reliable technical skill assessments can be obtained, developing programs of study models, and connecting secondary Perkins data to post-secondary Perkins data.

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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 for 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 Adult and Career Education (ACE) Unit within the Minnesota Department of Education administers Perkins III implementation at the secondary level. ACE falls within the MDE division Academic Standards and High School Improvement. 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 ACE staff:

- ACE 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 (6)
- Administrative Support Staff (3)
- Grants Management (1)

MDE staff members in the ACE unit are assigned regions of the state for which they are responsible for serving as liaison for local Perkins recipients and 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 for Academic Affairs, who serves as the State Director for Career and Technical Education for Minnesota
- System Director – responsible for all postsecondary Perkins related activity along with administration of the nontraditional employment and training funds, accountability, monitoring, local plan development and annual performance review 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 special projects, Office of Civil Rights (OCR) college reviews and monitoring, and college queries regarding fiscal adherence to federal Perkins law
- Program Manager - responsible for partner activity focusing on special populations and non-traditional populations
- Program Manager – responsible for developing career pathways/programs of study framework, Tech Prep implementation, and high school to college transition activities within Perkins
- 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. These program activities were further grouped into three major focus areas: program improvement; serving the underserved, including special and non-traditional populations; and employer and community involvement. 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/focus areas) that impacts our outcomes (core indicators)?

For FY2006 in anticipation of the now approved Perkins Law, MnSCU and MDE has decided to focus on activities that cut across several program activity areas as well as between the secondary and post-secondary division. There are 51 Perkins secondary consortia, 25 colleges, and 30 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: Secondary

Program Improvement	Serving Special Populations	Employer & Community Involvement
<p>Integration of academic and technical education (Goal #1); Technology in CTE (Goal #3); Professional development (Goal #4); Evaluation of CTE programs (Goal #5); Continuous Program Quality Improvement (Goal #6); Effectiveness of services and activities (Goal #7)</p> <p><u>Integration of academic and technical education</u></p> <ul style="list-style-type: none"> Merging of the Office of Adult and Career Education (ACE) into the Academic Standards and High School Improvement Division Joint Division meetings, workshops, training, and professional development Adult and Career Education (ACE) meetings/workshops related to the implementation of the Minnesota Graduation Standards for Career and Technical Education (CTE) instructors consistent with NCLB ACE meetings on integrated/applied academics and technical education <p><u>Development of Program Approval Rubrics</u></p> <ul style="list-style-type: none"> Curriculum Frameworks for CTE programs (5 program frameworks completed and all districts standards completed and are on file in districts) Local District and Regional Training for Program Improvement and Approval Provided workshops in the use of the self-assessment tool and the new Program Approval Rubrics to evaluate alignment of program delivery for Career and Technical Education. Into the third year of the regional 5-year program approval process for CTE programs Promoted use of the self-assessment tool and the new Program Approval Rubrics <p><u>NGA Grant on Developing Secondary STEM Programs</u></p> <ul style="list-style-type: none"> Two staff involved with the MDE Lighthouse project focusing on Academic and CTE Standards integration Provided MDE Technology grants under the NGA Project 	<p>Special population learner accommodations (Goal #9); Full participation of special populations (Goal #10); Non-Traditional Populations (Goal #11)</p> <p><u>Directed Activities</u></p> <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 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. 	<p>All aspects of industry (Goal #2); Broad-based community involvement (Goal #8)</p> <p><u>Career Guidance Activities</u></p> <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 <p><u>Other Informational Activities</u></p> <ul style="list-style-type: none"> Co-sponsored one-day conference on all aspects of the industry (November 2005) Training workshops delivered on "all aspects of the industry," included definitions, scope and application within curriculum. Skill Standards Implementation workshops statewide <p><u>Community Outreach and Education</u></p> <ul style="list-style-type: none"> Provided updates to CTE administrators through the Minnesota Association for Career and Technical Administrators (MACTA) Updates and professional development to Minnesota Association for Career and Technical Education (MnACTE) as well as the affiliate division partners Provided technical assistance to 51

<p><u>Expanding Use of Technology in CTE</u></p> <ul style="list-style-type: none"> • Provided assistance in group purchasing of equipment and services for districts/consortia • 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+, Oracle, and Project Lead the Way • Secondary programs NATEF/Auto Yes programs are operating for equipment purchased with federal funds <p><u>Professional development</u></p> <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 funds to Bemidji State University and the University of Minnesota for professionals to evaluate teacher applicant education and work credentials to develop individualized programs leading to teacher licensure. • Professional development workshop on career guidance for Minnesota school counselors <p><u>Technical Assistance</u></p> <ul style="list-style-type: none"> • 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, Health and Human Services, and Work-Experience Disadvantaged and Handicapped programs. • Over 823 Technical Assistance workshops were held for over 4186 teachers and the 353 educational agencies served 823 times (for program approval, curriculum integration, frameworks, and standards), and staff participated in over 18 National Conferences/professional development. 	<p><i>[Continues from Program Improvement Column]</i></p> <p><u>Core Indicator Related Activity</u></p> <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, FY05, and FY06 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. • The basic requirements tests of Mathematics and Reading were not required for the graduating class of 2006 as the NCLB MCA testing is put into place. Our 1S1 data will not provide any reliable information due to low participation nor will it allow us to compare with prior years for study purposes. • Training continues for all Perkins consortia/district directors regarding using data for decision-making. 	<p>Perkins partnerships related to the broad-based community support for Career and Technical Education secondary Perkins programs.</p> <ul style="list-style-type: none"> • Supported the inclusion of the Partnerships within the Local Advisory Committees • Supported work, service, and community-based interaction Served over 75 students, 20 chaperones, 58 mentors, and 35 administrative and support personnel at the Camp Ripley National Guard Facilities in Little Falls, Minnesota. • Promoted career and technical education as a component of the state's workforce development system through active participation on the Governor's Workforce Development Council and committees.
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Perkins Leadership Activities: Post-Secondary

Program Improvement	Serving Special Populations	Employer & Community Involvement
<p>Integration of academic and technical education (Goal #1); Technology in CTE (Goal #3); Professional development (Goal #4); Evaluation of CTE programs (Goal #5); Continuous Program Quality Improvement (Goal #6); Effectiveness of services and activities (Goal #7)</p> <p><u>The College-Readiness Alignment Project:</u> In order to define and assess college-ready writing and, in so doing, to help improve the alignment of high school and college writing expectations, a college-ready writing rubric has been developed. With further use and refinement by several Minnesota high schools and colleges, several hundred essays completed by high school seniors have been graded using the rubric and assessed for their college readiness. At each participating location, college/university faculty work with colleagues to foster close, sustained collaborations between a college and its feeder high schools to support improved college readiness. It is hoped that both projects can eventually be expanded statewide. Already, the project is helping to inform the development of college readiness standards in writing by a working group of the Minnesota P-16 Education Partnership.</p> <p><u>Pilot Study of Community College Strategic Planner Software:</u> The Academic Program Review and Approval unit has a contract this year with CCbenefits Inc. to use a web-based software called Community College Strategic Planner (CCSP). CCSP has customized its product to fit the needs of the Minnesota State Colleges and Universities system in order to assist at the system level and at the college level, to analyze industry, occupation, and demographic trends in their area and to tailor program offerings to effectively respond to expected economic changes in a pre-determined workforce area. It is our intention to try out this planning tool throughout the system CCSP software is being tested by 15 staff members from the Office of the Chancellor representing facilities, finance, planning and academic programs. In addition, three colleges —Rochester CTC, Century College, and Central Lakes College — have access to CCSP between now and the end of April.</p> <p><u>Core Indicator Related Activity:</u> Building on the prior initiative of the OVAE-led <i>Using Data for Effective Decision-Making</i>, the Office of the Chancellor:</p> <ul style="list-style-type: none"> • Continues to encourage 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 	<p>Special population learner accommodations (Goal #9); Full participation of special populations (Goal #10); Non-Traditional Populations (Goal #11)</p> <p><u>MindQuest Academy:</u> Specifically targets adults identified as academically disadvantaged and/or having limited English proficiency. A new educational service delivery model that helps these adults successfully transition to college has been developed and implemented at a community college. The aim of the project is to provide college preparatory services through a mix of online and classroom approaches with open access to assessment, educational planning, counseling, and instruction. The college provides on-campus classroom space and computer technology with teachers from Adult Basic Education (ABE) instructing the adult learners using the interactive Mindquest Academy online college prep curriculum. This delivery model gives MnSCU and ABE programs a new opportunity to work together collaboratively to create a seamless path into postsecondary education for adult at-risk learners.</p>	<p>All aspects of industry (Goal #2); Broad-based community involvement (Goal #8)</p> <p><u>Customizing the American Career Parent Resource Guide for Minnesota:</u> Producing easy-to-understand information for parents and their high school students about nontraditional career options. Additionally, the magazine, through a special four-page insert, has been customized for Minnesota to highlight key industries and occupations, specifically those that are in high demand.</p> <p><u>Environmental Scanning to Improve Perkins Annual Plan:</u> Minnesota Future Work was contracted to develop a scanning process to provide assistance to college staff members who are engaged in the Carl Perkins Annual Application. This project included determination of the variety of information resources desired by the planners to meet the new requirements of the Carl Perkins law and to continue improvement of future applications.</p> <p>To accomplish this task, Future Work staff designed an interview questionnaire that was used in a telephone discussion with seven selected colleges. The colleges were selected to represent the Twin Cities Metropolitan area and Greater Minnesota.</p> <p>Minnesota Future Work staff contacted selected participants and scheduled an interview. Prior to the interview, the 21 participants were mailed an interview questionnaire. Twenty individuals, including academic vice presidents, Carl Perkins Coordinators, and other staff members were interviewed during two weeks in September 2006.</p> <p>Following the interviews, Minnesota Future Work staff reviewed the results</p>

- Improve participation and completion in nontraditional programs:
 - Through examination of local application plans and annual performance reviews, identify successful (and unsuccessful) strategies and practices
- Using a multi-year approach, researching trends in core indicator and sub-indicator levels to isolate specific patterns in sub-indicator populations' participation and completion rates.
- Provide each college with a multi-year trend analysis of their performance indicators at the aggregate and disaggregated level. The tables were identical to what is submitted to the US Department of Education as part of the CAR.

Additional Activities:

- New Program Development (certificates, diplomas, degrees and redesigned programs)
- Technical assistance to colleges
- Partner resources via website
<http://www.GrantsPlus.mnscu.edu>

Using Electronic Career Guidance Tools for Raising Interest in Nontraditional Careers:

The purpose of the project is to encourage young students to explore electronic resources by using the Internet System for Education Employment and Knowledge (ISEEK) www.iseek.org, to research more useful information about career options available in non-traditional careers. The end result will be the creation of a white paper report based on student feedback of existing electronic tools that can be utilized as guidelines throughout the Minnesota State Colleges and Universities system.

and determined the rank order of the desired information helpful to Perkins Planning.

Based on the interviews, the following types of information were requested as part of the pilot. The topics are listed in rank order of importance.

1. Models, projects, methods and trend analysis
2. Methods to encourage students to enroll and succeed in rigorous courses in core academic subjects
3. Providing industry - recognized credentials
4. Evaluation studies to promote continuous improvement

Articles that meet these criteria are posted on the Research Corner page of the Minnesota Career and Technical Education website.

<http://www.cte.mnscu.edu/>

Other Career Guidance Activities:

- Career guidance w/Minnesota Career Information System materials
- Participation In OVAE Next Steps Work Group
- Collaboration on other state initiatives led by other state agencies
- Continued work with VTECS and career cluster initiatives, including Train-the-Trainer
- Provided enhancement funding for the Internet System for Education Employment and Knowledge (ISEEK) www.iseek.org
- Vocational teacher licensure course offerings within the Teacher Education Sequence (<http://www.licensure.mnscu.edu/>)
- Various state provided workshops/conferences (*Realizing Student Potential Annual Conference*) National conference attendance (*ACTE, AACC, WDI*)
- Minnesota Future Work
<http://www.cte.mnscu.edu>

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 as: *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 professional development opportunities 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. The project ended June 30, 2006.

- **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. The dollars were used to support 4 competitive grants to Perkins/workforce center consortia to develop strategies, curriculum, and integration of contextual Mathematics in the CTE programs. The project ends June 30, 2007.

- **Advancing Sector Strategies:**

- Promote cooperation, collaboration and alignment among the partner programs and agencies in order to develop: 1) a data collection system for the MN Adult Basic Education program, which will link to the State's federal data reporting system; and 2) advance skills sector initiatives in Minnesota.

- **Minnesota Math in CTE Project:**

- MDE and MnSCU, in collaboration with the National Research Center for Career and Technical Education (NRCCTE) have partnered to institute the Minnesota Math-in-CTE professional development training for high school CTE teachers. Secondary CTE instructors from health and manufacturing, along with their math partners, have been working throughout the year to implement the Math-in-CTE pedagogic model for enhancing the math that naturally occurs in their CTE curricula. The Minnesota Math-in-CTE state assistance team has provided CTE teachers and math partners with a process of professional development in which teachers mapped the math in their own curriculum and subsequently created and taught sets of math-enhanced CTE lessons.

- **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

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. These definitions will continue to be used through the Perkins III collection process and will change to the new-standard definitions established by OVAE for Perkins IV.

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.

The data provided for the FY2006 CAR utilized the following measurement definitions and measures:

Core Indicator	FY2006 Definition/Measure (as negotiated)	FY2006 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 The basic requirements tests of Math, Reading, and Writing are no longer required for graduation as we move to the NCLB MCA required testing in 2008. Baselines will be established once we have data from the NCLB assessments for Perkins IV.
1S2	Numerator: the number of CTE concentrators Denominator: the number of CTE participants Measure: program concentration	Numerator: the number of CTE concentrators Denominator: the number of CTE participants Measure: program concentration Data Source: MARSS system and Electronic Data System

	Data Source: MARSS system and 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 MOHE (Minnesota Office of Higher Education)	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 MOHE (Minnesota Office of Higher Education) We followed the recommendation from MPR Associates (Steve Kline) provided by a technical assistance opportunity from OVAE to have an on-line follow-up system for FY2005 to help increase the probability of responses. Postcards were sent to all 2005 graduates listing a URL site to enter individual data into. Our response rate was lower than the previous post-card response rate so we are revisiting this indicator to see what we can do to improve our data collection for 3S1.
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 a nontraditional CTE program Denominator: the number of students who complete a nontraditional CTE program in the reporting year Measure: nontraditional programs	Numerator: the number of students of under-represented gender groups who complete 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

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

	CIP codes provided by OVAE) Denominator: All vocational participants in a nontraditional vocational program during reporting year (as identified by CIP codes) Measure: nontraditional programs 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 FY2006 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 ensure data input
Ethnicity	<u>Secondary</u> : High, statewide	<u>Secondary</u> : Work with districts to ensure accuracy

<p><u>Secondary</u>: MARSS statewide data <u>Postsecondary</u>: College Admissions Applicant Data input into ISRS</p>	<p>data collection system <u>Postsecondary</u>: High - ISRS Standardized form and process. Approximately six percent unidentified, or unknown/other ethnicity for FY2001. This is greatly improved from 26% as reported in the FY2000 CAR.</p>	<p><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</p>
<p>Disability <u>Secondary</u>: MARSS statewide data <u>Postsecondary</u>: Self identified by students requesting special services. <u>Must</u> be a documented disability.</p>	<p><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</p>	<p><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</p>
<p>Economically Disadvantaged <u>Secondary</u>: MARSS statewide data <u>Postsecondary</u>: Documented financial needs as qualification for financial aid (Pell, State Grant). Financial Aid information is part of ISRS.</p>	<p><u>Secondary</u>: High, statewide data collection system <u>Postsecondary</u>: High - ISRS</p>	<p><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</p>
<p>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.</p>	<p><u>Secondary</u>: High, statewide data collection system <u>Postsecondary</u>: High Data base driven using ISRS</p>	<p><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. Working with NAPE, this data had been updated to FY2005 and continues to be analyzed as a precursor for determining appropriate targets for each college.</p>
<p>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</p>	<p><u>Secondary</u>: High, statewide data collection system <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-identification process/format</p>
<p>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</p>	<p><u>Secondary</u>: High <u>Postsecondary</u>: High - ISRS</p>	<p><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>

<p>per definition (performance at or less than 25th percentile on entry assessments), during the admissions process. Data input into ISRS.</p>		
<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. Minnesota continues to explore a single student ID as part of the legislative mandate given to the P-16 committee.</p> <p>Building upon the work done by MPR Associates, as part of an overall OVAE technical assistance effort, in the paper entitled <i>Overcoming State and Local Obstacles to Collecting Quality Perkins Data in Minnesota: Recommendations To Improve Data Sharing Across State Agencies</i>, the Minnesota State Colleges and Universities system began a pilot project that mapped Tech Prep secondary graduates into the ISRS. (see Page 16 below).</p>

ISRS: Integrated Statewide Record System - single data system for all MnSCU colleges and universities

MARSS: Minnesota Automated Reporting Student System

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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. The second round of negotiations began spring 2001 and established levels for the final three years of Perkins III implementation. Negotiations on the federally-approved unified performance levels (FAUPL) have been held each spring of the program year (see below).

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, FY2005, and FY2006 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 the ability of an electronic data collection system will need to be reviewed as to retention and placement data within the data privacy issues.

An electronic data collection was in place for FY2003 data for career and technical education. The FY2006 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/URL site 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 secondary Perkins agreed upon core indicator targets, performance levels, and grades for FY06.

Secondary Indicators								
Core Sub-Indicator		Final Agreed Upon Baseline	Performance Levels For Years 3, 4, 5, 6, 7 and 8					
			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	7/1/05-6/30/06
1S1 Secondary Academic Attainment	Target	90.63%	90.63%	90.63%	90.63%	90.63%	83.54%	80.21%
	Performance		90.58%	71.06%	95.04%	84.51%	<u>83.14%</u>	<u>14.73%</u> ¹
	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%	70.97%
	Performance		90.58%	46.79%	84.06%	87.61%	<u>88.05%</u>	<u>89.71%</u>
	Grade		97.91%	86.65%	152.84%	156.45%	<u>120.91%</u>	<u>126.41%</u>
2S1 Secondary High School Completion	Target	90.63%	90.63%	90.63%	90.63%	90.63%	85.88%	82.72%
	Performance		90.58%	86.47%	80.61%	81.07%	<u>85.49%</u>	<u>79.01%</u>
	Grade		99.94%	95.41%	88.94%	89.45%	<u>99.55%</u>	<u>95.51%</u>
3S1 Secondary Placement	Target	79.65%	80.65%	74.00%	74.50%	75.50%	75.50%	95.00%
	Performance		80.00%	95.22%	94.43%	96.78%	<u>98.18%</u>	<u>97.73%</u> ²
	Grade		99.19%	128.68%	126.75%	128.19%	<u>130.04%</u>	<u>102.87%</u>

¹The Minnesota Department of Education has phased out the Basic Requirements Tests (BSTs) for 8th grade Reading and Mathematics and 10th grade writing. Only a few students (by 6,549 students out of 49,008) participated in the BST (cumulative scores for all tests) from 2002 through 2005, which would represent the 8th graders who would be reported as part of the 2006 cohort. The new Minnesota Comprehensive Assessments (MCAs) in Mathematics (MCA 11) and Reading (MCA 10) will be introduced in 2007 in accordance with NCLB requirements. The MCA tests were piloted last year and baseline data was collected in Spring of 2006 are phased out for the 2007 NCLB Required Minnesota Comprehensive Assessments (MCA) in Mathematics (11) and Reading (10). The passing rate for Mathematics (MCA 11) was 30% and the passing rate for Reading (MCA 10) was 65%. Minnesota will establish baseline data on these two individual assessments during our negotiation process in March 2007 under Perkins IV.

² We followed the recommendation from MPR Associates (Steve Kline) provided by a technical assistance opportunity from OVAE to have an on-line follow-up system for FY2005 to help increase the probability of responses. Postcards were sent to all 2005 graduates listing a URL site to enter individual data into. Our response rate was lower than the previous post-card response rate so we are revisiting this indicator to see what we can do to improve our data collection for 3S1.

4S1 Secondary Nontraditional Participation	Target	21.19%	21.44%	21.00%	22.00%	23.00%	25.00%	34.48%
	Performance		23.42%	33.60%	32.62%	36.65%	<u>36.37%</u>	<u>45.53%</u>
	Grade		109.24%	160.00%	148.27%	159.35%	<u>145.48%</u>	<u>132.05%</u>
4S2 Secondary Nontraditional Completion	Target	17.33%	17.58%	17.58%	17.58%	17.58%	18.00%	33.92%
	Performance		23.42%	34.88%	31.34%	35.54%	<u>36.28%</u>	<u>47.05%</u>
	Grade		133.22%	198.41%	178.27%	202.16%	<u>201.56%</u>	<u>138.71%</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 population 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. A pilot project that mapped FY2005 secondary Tech Prep graduate data to the post-secondary ISRS Two types of information were collected on students taking Tech Prep courses in high school for college credit: the redemption of credits at the college and the subsequent enrollment of those students in MnSCU institutions. Redemption of Tech Prep credits in post-secondary was measured using the credits identified as Tech Prep transfer credits in ISRS. Credits are counted based on their being entered during the year; the credits may have been earned at various points in time. The subsequent enrollment data looks at enrollment in a state college and/or university by students who graduated the previous year and who had earned Tech Prep college credits while in high school. Consortia data on Tech Prep college credit certificates earned by students in the previous fiscal year was matched to current year college and university enrollment data. There is no common student identifier across secondary and post-secondary thus matching was done by name and, when available, date of birth. All students who subsequently enrolled in a state college or university were included, regardless of whether the Tech Prep credits had been redeemed yet. While admittedly a small sample with significant measurement drawbacks, it was estimated that 37.1% of the Tech students entered the MnSCU system two-thirds of this group entered two-year colleges and a third entered universities. Of those entering colleges, one-half of the students continued in CTE.

Performance data from FY2000 to FY2006 reflect a continually improved data system with higher data collection and reporting standards. With 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 analyses is being conducted to assist colleges who begin their planning not only for FY08 but for the Perkins IV as well.

Listed below are the post-secondary Perkins agreed upon core indicator targets, performance levels, and grades for FY06.

Post-Secondary Indicators								
		Final Agreed Upon Baseline	Performance Levels For Years 3, 4, 5,6, 7 & 8					
			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	7/1/05-6/30/06
1P1 Post-Secondary Academic Attainment	Target	19.29%	19.79%	22.00%	23.00%	24.00%	24.50%	28.33%
	Performance		23.12%	25.46%	28.36%	31.18%	<u>29.43%</u>	<u>30.67%</u>
	Grade		116.83%	115.73%	123.30%	129.92%	<u>120.12%</u>	<u>108.26%</u>
1P2 Post-Secondary Technical Attainment	Target	19.29%	19.79%	22.00%	23.00%	24.00%	24.50%	28.33%
	Performance		23.12%	25.46%	28.36%	31.18%	<u>29.43%</u>	<u>30.67%</u>
	Grade		116.83%	115.73%	123.30%	129.92%	<u>120.12%</u>	<u>108.26%</u>
2P1 Degree Credential	Target	19.29%	19.79%	22.00%	23.00%	24.00%	24.50%	28.33%
	Performance		23.12%	25.46%	28.36%	31.18%	<u>29.43%</u>	<u>30.67%</u>
	Grade		116.83%	115.73%	123.30%	129.92%	<u>120.12%</u>	<u>108.26%</u>
3P1 Post-Secondary Placement	Target	82.55%	83.55%	85.00%	85.00%	86.00%	87.00%	95.00%
	Performance		97.63%	97.41%	96.90%	96.28%	<u>96.24%</u>	<u>95.60%</u>
	Grade		116.85%	114.60%	114.00%	111.96%	<u>110.62%</u>	<u>100.63%</u>
3P2 Post-Secondary Placement	Target	Currently Unavailable; Data privacy issues to be resolved	80.00%	80.00%	80.00%	80.00%	81.00%	91.96%
	Performance		93.08%	91.32%	91.10%	93.40%	<u>91.34%</u>	<u>93.30%</u>
	Grade		116.35%	114.15%	113.88%	116.75%	<u>112.77%</u>	<u>101.46%</u>
4P1 Post-Secondary Nontraditional Participation	Target	20.66%	20.80%	20.80%	20.80%	21.00%	21.00%	22.31%
	Performance		23.42%	22.81%	22.06%	22.05%	<u>21.89%</u>	<u>20.89%</u>
	Grade		112.60%	109.66%	106.06%	105.00%	<u>104.24%</u>	<u>93.64%</u>
4P2 Post-Secondary Nontraditional Completion	Target	13.70%	14.20%	14.70%	15.70%	16.70%	16.70%	17.27%
	Performance		15.38%	16.45%	17.65%	17.70%	<u>15.96%</u>	<u>15.50%</u>
	Grade		108.31%	111.90%	112.42%	105.99%	<u>95.57%</u>	<u>89.75%</u>

While not shown as a separate table, in observing trend data (2004-2006) across disaggregated populations, the following inferences may be drawn when observing the 2004-2006 trend data. One, the percentage of female CTE students is higher than in the general population (16% to 13%); the percentage of minority CTE students is higher than in the general population (16% to 13%); and the percentage of students with CTE students with disabilities is slightly higher (3% to 2%); Two, for Degree Credential³ (2P1), except for two sub-indicator

³ Minnesota uses the same performance levels for academic attainment (1P1), technical attainment (1P2), and, degree credential (2P1).
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groups (American Indian or Alaska Native and Black, non-hispanic), performance levels have exceeded for all others. Three, without exception, when it comes to total placement (3P1), which includes further education, and retention (3P2), all sub-indicator groups exceed performance levels. Four, other than all females, white females, displaced homemakers and single parents, the remaining sub-indicators exceed performance levels in non-traditional participation (4P1). Nevertheless, it should be noted that performance levels that are barely exceeded imply that several colleges are having substantial difficulty in attaining the non-traditional participation performance levels.

Five, within in each of the three major categories, for non-traditional completion (4P2), gender, ethnicity and special populations, only about half of the sub-indicators achieve or exceed performance levels.

The primary challenge has been non-traditional participation (4P1) and completion (4P2), both at the overall level at the sub-indicator level. In particular, the contrast between male and female performance levels for both 4P1 and 4P2 is striking. In turn, the lack of performance for females can be attributed to displaced homemakers and single parents, which appear to be significantly below other sub-indicators.

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. With the exception of the following data fields:

- o **1S1** - The basic requirements tests of Math, Reading, and Writing are no longer required for graduation as we move to the NCLB required testing in 2008. Baselines will be established once we have data from the NCLB assessments for Perkins IV.
- o **3S1** - We followed the recommendation from MPR Associates provided by a technical assistance opportunity from OVAE to have an on-line follow-up system for FY2005 to help increase the probability of responses. Postcards were sent to all 2005 graduates listing a URL site to enter individual data into. Our response rate was lower than the previous post-card response rate so we are revisiting this indicator to see what we can do to improve our data collection for 3S1.

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.
FY2006	Data system in place for year five with continuous improvements on the collected data from the districts and the analysis/refinements of the data collected. We continue to have cumulative data available for reporting purposes, grades 10-12.

The Office of Adult and Career Education experienced many staff changes during FY2000, FY2001, FY2002, FY2003, FY2004, FY2005, and FY2006. 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. New program approval rubrics were developed and will be used for all applications beginning with fall 2006 and beyond. 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.

Post-secondary performance data from FY2000 to FY2006 reflect a continually improved data system with higher data collection, data integrity, and reporting standards. As a result multi-year analysis of the Perkins Brio data is now being undertaken to better understand patterns among the core indicators and sub-indicators. In this regard, the multi-year "data book" that was developed in FY2005 for use by colleges specifically to examine their individual accountability and continuous improvement practices, will be updated and made useful not just for compliance but continuous improvement.

e. Improvement Strategies for Next Program Year (FY2007)

Given that a new Perkins Law is now in place, improvement strategies in FY2007 are focused on aligning them to the ongoing state plan development process and they outline some specific strategies that include local plan development, technical skill attainment and programs of study.

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. We continue to refine the collected data and revise the formulas to reflect valid and reliable CTE data.

At the post-secondary level, the Perkins Brio data is being continuously examined for patterns and trends, mainly to set the stage for local negotiations, an agglomeration of which will constitute the federal state negotiation on the FAUPL. In this regard, each college was provided trend data that mirrored the state data submitted to OVAE as part of the annual CAR. Additionally, Perkins unit staff has been working with several state and national agencies on issues related to reporting, accountability and continuous improvement. Also, the availability of trend unit record data has enabled staff to research and analyze subsets of the Perkins data to explain similarities and differences of CTE students with other population groups, which has led to staff presenting research findings at various national conferences. Finally, several projects within the Office of the Chancellor have included Perkins as one of the many subsets when explaining performance in student success and other system-level accountability measures.

With improved and enhanced secondary and post-secondary data systems now in place, and using trend data is 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. In particular, in the light of increasing requirements to collaborate in a various areas like programs of study, 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.

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 performances. 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, specifically when local eligible agencies need to understand the state-to-local negotiation process with regard to the accountability indicators.

Local Plan Structure and Format

Local Perkins administrators/coordinators will continue to be provided with 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. In this regard, at the post-secondary level a new annual performance review (APR) form was introduced and colleges were asked to complete this new form along with the existing APR.

Planning

Secondary and post-secondary state leadership and staff have been meeting regularly to discuss the requirements under Perkins IV. 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 2007

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).
 - 1S1 - The basic requirements tests of Math, Reading, and Writing are no longer required for graduation as we move to the NCLB required testing in 2008. Baselines will be established once we have data from the NCLB assessments for Perkins IV.
 - 3S1 - We followed the recommendation from MPR Associates (Steve Kline) provided by a technical assistance opportunity from OVAE to have an on-line follow-up system for FY2005 to help increase the probability of responses. Postcards were sent to all 2005 graduates listing a URL site to enter individual data into. Our response rate was lower than the previous post-

card response rate so we are revisiting this indicator to see what we can do to improve our data collection for 3S1.

- 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.
- 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 a common student identifier, career information, college readiness and college admissions entrance testing. This committee will have a report to share with the Minnesota Legislature during the 2008 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 has been developed and being used for the FY2007 Program Approvals
- Teacher licensing remains a priority for MDE with support from the teacher education institutions for on-line and CD-ROM courses. Minnesota HOUSS 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 Perkins IV

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.

Minnesota has started exploring an enhanced collaborative secondary/post-secondary model that encompasses the alignment of career technical education programs, accountability and finance by building a more 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 under Perkins IV, Minnesota is moving forward to develop a transition plan for FY2008 with a new five-year State Plan that would begin in FY2009.