

Carl D. Perkins Act of 1998 - Consolidated Annual Report State of Minnesota, Fiscal Year 2007 - Executive Summary

Background

The Minnesota State Colleges and Universities system (MnSCU) and the Minnesota Department of Education (MDE) remained committed throughout Fiscal Year 2007 (FY2007) to fully implement the Perkins Act of 1998 (Perkins III). Much of the year has been devoted to strengthening the linkages between secondary and postsecondary career and technical education (CTE) programs, particularly as MnSCU and MDE begin transitioning to the implementation of 2006 Career and Technical Education Act (Perkins IV). This commitment has been demonstrated, not only in FY 2007, 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. In general, MnSCU and MDE have made great strides in building, strengthening and sustaining partnerships between CTE, other state agencies including the Minnesota Department of Employment and Economic Development, the Minnesota Department of Human Services, Adult Basic Education Unit within MDE, the Minnesota Workforce Center system, and other broad based community partners in an effort to lay the foundation for a career pathway/program of study structure enabling 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 **third common** Perkins five-year state plan under Perkins IV. A **transition plan**, which was the **second common** Perkins plan, for the first year of Perkins IV has been submitted to, and approved by, the Office of Vocational and Adult Education (OVAE), US Department of Education. Under Perkins III, Minnesota submitted its **first common** Perkins plan in 1998.

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, under Perkins III, Minnesota has separately funded Tech Prep at the local level, state Tech Prep plan/application processes and procedures have been coordinated and aligned with the state Perkins local plan/application processes and procedures. Specifically, Minnesota intends to combine Tech Prep and Perkins programs under Perkins IV (but keeping them separate for the FY2008 transition year). Nevertheless, as indicated in the Minnesota Perkins IV Transition Plan (www.cte.mnscu.edu), combining the two programs has heightened the need to continue emphasizing high school to college transitions, dual enrollment strategies, articulation and career pathways, all of which were an integral part of the Tech Prep program under Perkins III.

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 is 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.

Program Performance

Much work took place during program year 2007 to address the data and performance requirements of Perkins III. Definitions were maintained from FY2000 through FY2007 for 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. It should be noted that MnSCU, under Perkins IV, has started developing a data collecting, reporting and analyzing CTE student enrollment and performance data using an entry cohort method. The first cohort will begin as far back as FY2005 and will be in place for three years. It is this cohort data that will be used to report CTE data in the 2008 consolidated annual report (CAR).

Carl D. Perkins Act of 1998 FY 2007 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. This authorization will continue under Perkins IV. Dr. Deena Allen, MnSCU Associate Vice Chancellor for Academic Affairs will continue to serve as Minnesota's State Director for Career and Technical 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
- Senior Planning, Accountability, Research and Evaluation Associate (vacant) – responsible for planning, accountability, research, and evaluation services to the colleges of the Minnesota State Colleges and Universities System Office and institutions, specifically, related to the local implementation of policy and processes related to all aspects described in the 2006 Carl D. Perkins Career and Technical Education Act (Perkins IV)
- 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.cte.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]

As Minnesota transitions from Perkins III to Perkins IV, both MDE and MnSCU have begun collectively emphasizing, both at the state and local levels, the importance of effective high school to college transitions. Nevertheless, other learner segments, particularly those who have typically entered post-secondary education through avenues other than the high school experience, are expected to be given equal prominence and importance under Perkins IV. In addition, state leadership has been revisiting its current administrative, monitoring and accountability procedures to prepare for the new law.

With Minnesota embarking on a new way to manage CTE under Perkins IV, both at the state and at the local level, Perkins staffs at MDE and MnSCU have been meeting regularly (at least once a month if not more frequently) for over two years to discuss, plan, develop and implement Perkins IV. Such joint planning has already resulted in a successful completion, submission, and acceptance of the Perkins IV State Transition Plan (www.cte.mnscu.edu) in April 2007. Similar efforts at joint planning continue for developing, completing and submitting the Minnesota Perkins IV State Plan for CTE.

While much of the program year has been directed to developing, completing and submitting the State Transition Plan, Minnesota continued 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 under Perkins III. As it had done in previous years, 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 two questions in order to improve performance:

What is it in the work that Minnesota does (program activities/focus areas) that impacts outcomes (not just core indicators but student performance)?

From the work that Minnesota does (program activities/focus areas) to impact outcomes (not just core indicators but student performance), which part of it will have the greatest relevance as Minnesota begins to fully operate under Perkins IV?

For FY2007, in anticipation of the overall planning required under Perkins IV, 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
Integration of academic and technical education (Goal #1); Technology in CTE (Goal #3); Professional development (Goal #4); Evaluation of CTE programs	Special population learner accommodations (Goal #9); Full participation of special populations	All aspects of industry (Goal #2); Broad-based community involvement (Goal #8)

(Goal #5); **Continuous Program Quality Improvement (Goal #6); Effectiveness of services and activities (Goal #7)**

Integration of academic and technical education

- 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
- Math in CTE training for 33 health and manufacturing teachers for 10 days throughout the year developing over 22 CTE/Math integration projects

Development of Program Approval Rubrics

- 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 fourth 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

NGA Grant on Developing Secondary STEM Programs

- Two staff involved with the MDE Lighthouse project focusing on Academic and CTE Standards integration
- Provided MDE Technology grants under the NGA Project

Expanding Use of Technology in CTE

- 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 with equipment purchased using federal funds

Professional development

- Worked with Bemidji State University and the University of Minnesota to implement the on-line and CD ROM Teacher Education Courses

(Goal #10); **Non-Traditional Populations (Goal #11)**

Directed Activities

- 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

[Continues from Program Improvement Column]

Core Indicator Related Activity

- 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, FY06 and FY07 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

Career Guidance Activities

- 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

Other Informational Activities

- Co-sponsored one-day conference on all aspects of the industry (November 2006)
- Training workshops delivered on "all aspects of the industry," included definitions, scope and application within curriculum
- Skill Standards Implementation workshops statewide

Community Outreach and Education

- 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 Perkins partnerships related to the broad-based community support for Career and Technical Education secondary Perkins programs
- 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

<ul style="list-style-type: none"> • 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>Technical Assistance</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. <p>Over 65 Technical Assistance workshops were held for over 4378 teachers, the state's 353 educational agencies served 823 times (for program approval, curriculum integration, frameworks, and standards), and staff participated in over 48 National Conferences/professional development</p>	<p>not required for the graduating class of 2006 or later 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.</p> <ul style="list-style-type: none"> • Training continues for all Perkins consortia/district directors regarding using data for decision-making 	<p>Workforce Development Council and committees</p>
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Perkins Leadership Activities: Post-Secondary

High School to College Transitions	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. A website has now been developed where any high school student can place their written work for grading by post-secondary faculty and get feedback electronically for ways to improve their writing ability. 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</p>	<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> Continuing from Program Year 2006, the project 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</p>	<p>All aspects of industry (Goal #2); Broad-based community involvement (Goal #8)</p> <p><u>Environmental Scanning to Improve Perkins Annual Plan:</u> Minnesota Future Work continues to use its expertise in helping the OOC, by using environmental scanning techniques to provide assistance in helping developing the state and local plans. 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>Based on environmental scanning, the following types of information were requested as part of the pilot. The topics are listed in rank order of importance.</p> <ol style="list-style-type: none"> 1. Models, projects, methods and trend analysis

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.

Core Indicator Related Activity: Building on the prior initiative of the OVAE-led *Using Data for Effective Decision-Making*, the Office of the Chancellor:

- Continues to encourage local colleges to use the Brio-Perkins data to:
 - 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:
 - 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.
- Colleges were required to use the new Annual Performance Review (APR) form, which focused on how well colleges are transitioning from Perkins III to Perkins IV. This information is being summarized and will be shared with colleges as part of local planning for FY09.

Additional Activities:

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

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.

Customizing the American Career Parent Resource Guide for Minnesota:

With the help of Career Communications Inc., 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. These magazines were distributed at several career and education fairs where the non-traditional careers were emphasized as a way of getting parents/adult guardians of secondary students to think about college and beyond for their children/wards.

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.

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.
- Developing professional development opportunities for PLTW in Minnesota through a collaborative that is made up of the University of Minnesota, the PLTW affiliate, MnSCU and MDE. A statewide PLTW professional development conference will be held in April 2008 for the network of PLTW teachers who have already been trained in the PLTW curriculum. Minnesota PLTW was finalist for the 2007 TEKNE Awards in the collaboration category.

- **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 33 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 (22 projects developed).
 - 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 MDE is attempting to improve data integrity every year. 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 Participant: Any student enrolled in a CTE program.

Postsecondary Participant: A student enrolled in one or more courses within a Perkins approved CTE program.

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 CTE program and who has completed 33% of the program requirements (credits completed).

Secondary Completer: Any concentrator who attains academic and technical knowledge and skills and graduates from high school.

Postsecondary Completer: A student awarded a certificate, diploma, An AAS, or an AS degree in a Perkins approved CTE program.

Secondary Tech Prep Student: A high school student who is enrolled in 86 - 169 hours of courses in an articulated Tech Prep program.

Secondary Tech Prep Concentrator: A student 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 a Perkins approved CTE program.

The data provided for the FY2007 CAR utilized the following measurement definitions and measures:

Core Indicator	FY2007 Definition/Measure (as negotiated)	FY2007 Definition/Measure (as reported in CAR)
1S1	<p>Numerator: the number of CTE concentrators, grade 12, who have passed the basic requirement tests of Math, Reading, and Writing</p> <p>Denominator: the number of CTE concentrators, grade 12, who were given the basic requirements tests of Math, Reading and Writing</p> <p>Measure: state academic assessment</p> <p>Data Source: MARSS system and Electronic Data System</p>	<p>Numerator: the number of CTE concentrators, grade 12, who have passed the basic requirement tests of Math, Reading, and Writing</p> <p>Denominator: the number of CTE concentrators, grade 12, who were given the basic requirements tests of Math, Reading, and Writing</p> <p>Measure: state academic assessment Data Source: MARSS and Electronic Data System</p> <p>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 2010. Baselines will be established once we have data from the NCLB assessments for Perkins IV.</p>
1S2	<p>Numerator: the number of CTE concentrators</p> <p>Denominator: the number of CTE participants</p> <p>Measure: program concentration</p> <p>Data Source: MARSS system and Electronic Data System</p>	<p>Numerator: the number of CTE concentrators</p> <p>Denominator: the number of CTE participants</p> <p>Measure: program concentration</p> <p>Data Source: MARSS system and Electronic Data System</p>
2S1	<p>Numerator: the number of CTE concentrators who have completed all requirements for graduation</p> <p>Denominator: number of 12th grade students who have been identified as</p>	<p>Numerator: the number of CTE concentrators who have completed all requirements for graduation</p> <p>Denominator: number of 12th grade students who have been identified as concentrators</p> <p>Measure: program completion, fiscal year, graduation</p>

	<p>concentrators</p> <p>Measure: program completion, fiscal year, graduation</p> <p>Data Source: MARSS system and Electronic Data System</p>	Data Source: MARSS system and Electronic Data System
3S1	<p>Numerator: the number of CTE completers who provide data on the survey instruments as to their placement (baseline from 3-year follow-up study)</p> <p>Denominator: the number of CTE completers in the reporting year</p> <p>Measure: program completion, exit cohort, fiscal year</p> <p>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)</p>	<p>Numerator: the number of CTE completers who provide data on the survey instruments as to their placement showing involvement in further education, the military, or employment (baseline from 3-year follow-up study)</p> <p>Denominator: the number of CTE completers in the reporting year responding to survey instruments</p> <p>Measure: program completion, exit cohort, fiscal year</p> <p>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)</p> <p>We followed the recommendation from MPR Associates under 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 2006 graduates listing a URL site to enter individual data into. Again as in 2006, our response rate was lower than the previous post-card response rate. Upon recommendation from the State P-16 Council and the MN Commissioner of Education, beginning with the graduating class in June 2008, school districts will be asked to place the MARSS student identification number on student transcripts for students who are graduating to be used for identification/matching purposes at the postsecondary systems (MnSCU and MOHE).</p>
4S1	<p>Numerator: the number of students of under-represented gender groups participating in nontraditional CTE programs</p> <p>Denominator: the number of students who participated in nontraditional CTE programs</p> <p>Measure: nontraditional programs identified by CIP codes provided by OVAE</p> <p>Data Source: MARSS system and Electronic Data System</p>	<p>Numerator: the number of students of under-represented gender groups participating in nontraditional CTE programs</p> <p>Denominator: the number of students who participated in nontraditional CTE programs</p> <p>Measure: nontraditional programs identified by CIP codes provided by OVAE</p> <p>Data Source: MARSS system and Electronic Data System</p>
4S2	<p>Numerator: the number of students of under-represented gender groups who complete a nontraditional CTE program</p> <p>Denominator: the number of students who complete a nontraditional CTE program in the reporting year</p> <p>Measure: nontraditional programs identified by CIP codes provided by</p>	<p>Numerator: the number of students of under-represented gender groups who complete a nontraditional CTE program</p> <p>Denominator: the number of students who complete a nontraditional CTE program in the reporting year</p> <p>Measure: nontraditional programs identified by CIP codes provided by OVAE</p> <p>Data Source: MARSS system and Electronic Data System</p>

	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	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
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	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
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	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
4P1	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)	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) Denominator: All vocational participants in a nontraditional vocational program during reporting year (as

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

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 career and technical education 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 did follow the "no data - no funding" rule beginning in FY2006 and continued the further development of the electronic data collection system.

Sub-indicator	Self-evaluation of Quality	Improvement Effort
<p>Gender</p> <p><u>Secondary:</u> MARSS statewide data</p> <p><u>Postsecondary:</u> College Admissions Applicant Data input into ISRS</p>	<p><u>Secondary:</u> High, statewide data collection system</p> <p><u>Postsecondary:</u> High -ISRS Standardized form and process, less than .05% of students are unidentified</p>	<p><u>Secondary:</u> Work with districts to ensure accuracy</p> <p><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</p>
<p>Ethnicity</p>	<p><u>Secondary:</u> High, statewide</p>	<p><u>Secondary:</u> Work with districts to ensure accuracy</p>

<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>

per definition (performance at or less than 25 th percentile on entry assessments), during the admissions process. Data input into ISRS.		
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.	<u>Secondary</u> : Low Limited information, county numbers - not linked to high school enrollment <u>Postsecondary</u> : Medium – self identified	<u>Secondary</u> : Work with districts to ensure accuracy <u>Postsecondary</u> : Work with colleges to improve self-report process/format
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.	<u>Secondary</u> : NA <u>Postsecondary</u> : Medium – self report	<u>Secondary</u> : NA <u>Postsecondary</u> : Work with colleges to improve self-report process/format
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.	<u>Secondary</u> : High <u>Postsecondary</u> : Medium	<u>Secondary</u> : Work with districts to ensure accuracy <u>Postsecondary</u> : Based on techniques developed in a 2006 pilot study, the Minnesota State Colleges and Universities system can now collect information on the transition of secondary students to the post-secondary (see Page 16 below). The technique now has generalized applicability as Minnesota moves to a single secondary/post-secondary local consortium for all CTE students. Minnesota continues to explore a single student ID as part of the legislative mandate given to the P-16 committee.

ISRS: Integrated Statewide Record System - single data system for all MnSCU colleges and universities
MARSS: Minnesota Automated Reporting Student System

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, FY2006 and FY2007 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 FY2007 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 set 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. Gaps still exist among MnSCU, MOHE and MDE for placement data and sharing of data (Core Indicator 3). This will change over time with the student identification number being placed on student transcripts (for students who are graduating) to be used for identification/matching purposes at the postsecondary systems (MnSCU and MOHE) admissions offices.

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. In addition, we are collecting data from the NCLB/AYP tests of the Minnesota Comprehensive Assessments (MCA) data in Mathematics and Reading for baseline data and Core Indicator Data that will be available for Minnesota in 2010.

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 FY07.

Core Sub-Indicator		Final Agreed Upon Baseline	Performance Levels For Years 3, 4, 5, 6, 7, 8, and 9						
			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	7/1/06-6/30/07
1S1 Secondary Academic Attainment	Target	90.63%	90.63%	90.63%	90.63%	90.63%	83.54%	80.21%	84.24%
	Performance		90.58%	71.06%	95.04%	84.51%	83.14%	90.59%	87.54%
	Grade		99.94%	78.41%	104.87%	93.25%	99.52%	112.9%	103.92%
1S2 Secondary Technical Attainment	Target	92.51%	92.51%	54.00%	55.00%	56.00%	72.82%	70.97%	84.72%
	Performance		90.58%	46.79%	84.06%	87.61%	88.05%	89.71%	86.33%
	Grade		97.91%	86.65%	152.84%	156.45%	120.91%	126.41%	101.90%
2S1 Secondary High School Completion	Target	90.63%	90.63%	90.63%	90.63%	90.63%	85.88%	82.72%	82.72%
	Performance		90.58%	86.47%	80.61%	81.07%	85.49%	79.01%	69.06%
	Grade		99.94%	95.41%	88.94%	89.45%	99.55%	95.51%	83.48%
3S1 Secondary Placement	Target	79.65%	80.65%	74.00%	74.50%	75.50%	75.50%	95.00%	95.00%
	Performance		80.00%	95.22%	94.43%	96.78%	98.18%	97.73% ¹	96.30%
	Grade		99.19%	128.68%	126.75%	128.19%	130.04%	102.87%	101.37%
4S1 Secondary Nontraditional Participation	Target	21.19%	21.44%	21.00%	22.00%	23.00%	25.00%	34.48%	35.41%
	Performance		23.42%	33.60%	32.62%	36.65%	36.37%	45.53%	38.75%
	Grade		109.24%	160.00%	148.27%	159.35%	145.48%	132.05%	109.43%
4S2 Secondary Nontraditional Completion	Target	17.33%	17.58%	17.58%	17.58%	17.58%	18.00%	33.92%	34.38%
	Performance		23.42%	34.88%	31.34%	35.54%	36.28%	47.05%	38.47%
	Grade		133.22%	198.41%	178.27%	202.16%	201.56%	138.71%	111.90%

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

¹ 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 listing a URL site to enter individual data were sent to all 2006 graduates. Our response rate was lower than the previous post-card response rate. Upon recommendation from the State P-16 Council and the MN Commissioner of Education, beginning with the graduating class in June 2008, school districts will be asked to place the MARSS student identification number on student transcripts for students who are graduating to be used for identification/matching purposes at the postsecondary systems (MnSCU and MOHE).

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 DEED that allowed the sharing of MnSCU completion data and DEED wage detail data between the two state agencies. Whereas the lack of postsecondary Tech Prep information was a major missing element in the gauging state performance, that has been rectified in recent years, and such information is now available and has been entered in the CAR.

Listed below are the post-secondary Perkins agreed upon core indicator targets, performance levels, and grades for FY07.

Core Sub-Indicator		Final Agreed Upon Baseline	Performance Levels For Years 3, 4, 5, 6, 7, 8, and 9						
			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	7/1/06-6/30/07
1P1 Post-Secondary Academic Attainment	Target	19.29%	19.79%	22.00%	23.00%	24.00%	24.50%	28.33%	29.66%
	Performance		23.12%	25.46%	28.36%	31.18%	29.43%	30.67%	29.22%
	Grade		116.83%	115.73%	123.30%	129.92%	120.12%	108.26%	98.52%
1P2 Post-Secondary Technical Attainment	Target	19.29%	19.79%	22.00%	23.00%	24.00%	24.50%	28.33%	29.66%
	Performance		23.12%	25.46%	28.36%	31.18%	29.43%	30.67%	29.22%
	Grade		116.83%	115.73%	123.30%	129.92%	120.12%	108.26%	98.52%
2P1 Degree Credential	Target	19.29%	19.79%	22.00%	23.00%	24.00%	24.50%	28.33%	29.66%
	Performance		23.12%	25.46%	28.36%	31.18%	29.43%	30.67%	29.22%
	Grade		116.83%	115.73%	123.30%	129.92%	120.12%	108.26%	98.52%
3P1 Post-Secondary Placement	Target	82.55%	83.55%	85.00%	85.00%	86.00%	87.00%	95.00%	95.00%
	Performance		97.63%	97.41%	96.90%	96.28%	96.24%	95.60%	95.77%
	Grade		116.85%	114.60%	114.00%	111.96%	110.62%	100.63%	100.81%
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%	91.96%
	Performance		93.08%	91.32%	91.10%	93.40%	91.34%	93.30%	94.25%
	Grade		116.35%	114.15%	113.88%	116.75%	112.77%	101.46%	102.44%
4P1 Post-Secondary Nontraditional Participation	Target	20.66%	20.80%	20.80%	20.80%	21.00%	21.00%	22.31%	22.31%
	Performance		23.42%	22.81%	22.06%	22.05%	21.89%	20.89%	21.26%
	Grade		112.60%	109.66%	106.06%	105.00%	104.24%	93.64%	95.29%

4P2 Post- Secondary Nontraditional Completion	Target	13.70%	<i>14.20%</i>	<i>14.70%</i>	<i>15.70%</i>	<i>16.70%</i>	16.70%	17.27%	<i>17.27%</i>
	Performance		15.38%	16.45%	17.65%	17.70%	15.96%	15.50%	15.39%
	Grade		108.31%	111.90%	112.42%	105.99%	95.57%	89.75%	89.11%

The following inferences can be drawn when observing the 2006-2007 program year data (as shown in the 2007 CAR). One, more women are generally engaged in CTE (defined as participants, concentrators, and completers) than men, and that generally is the case across all ethnic groups except for Hawaii/Pacific Islanders. The same is true for all special populations as well. Two, for Degree Credential² (2P1), except for the sub-indicator group “Unknown,” performance levels are below target but it appears there is no single group that can be singled out. 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, with regard to non-traditional participation (4P1), females in non-traditional programs are significantly below the target levels, while for males in non-traditional programs, the opposite is true. When observing the same indicator by ethnic groups, it is the white students that are not achieving performance targets. Other than limited English students, who far exceed non-traditional participation targets, all other special population groups do not meet set target levels. The same set of inferences that are being said about non-traditional participation can also be said about non-traditional completion, except that the rate of attrition from participation to completion lowers the actual performance targets.

In general, Minnesota was not as successful at meeting target levels in several indicators and sub-indicators as it had been in previous years. There are several reasons. First, the statistical quirk of using three-year moving averages of past performance as the following year’s target “caught up” with Minnesota since actual performance exhibited downward trends in many of the indicators. Two, the Minnesota economy has considerably slowed (performing below the national average) and the slowing economy may have made some technical programs less attractive than before, particularly old-line vocational programs. Third, the shift to more in-demand programs, such as health care, biotechnology and engineering is proceeding much more slowly since the requirements to enter these programs have been raised and streamlined, making participating, concentrating and completing such programs even more difficult. Four, tuition rates in Minnesota colleges and universities have risen substantially in the past couple of years and the impact of this rise is now being felt on student participation and performance. The impact of rising tuition is much more severe for students in minority groups and special populations. Five, the challenge of raising the non-traditional participation (4P1) and completion (4P2) rates still remains, at the overall level, and at the sub-indicator level. In particular, with the shift towards programs that have traditionally attracted women (health care), and the inability to raise the non-traditional participation of men in such programs, the cumulative impact on these two indicators is getting more severe, specifically for colleges located outside the Twin Cities Metro Area.

d. Effectiveness of Improvement Strategies in Previous Program Years (including FY2007)

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 in subsequent years with local implementation under Perkins III. Data has been reported on all secondary and post-secondary indicators utilizing a fiscal year *snapshot* for FY02 and carry forward from this baseline. Over the previous program years, 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).

² Minnesota uses the same performance levels for academic attainment (1P1), technical attainment (1P2), and, degree credential (2P1).
 Minnesota Consolidated Annual Report
 Carl D. Perkins Act of 1998
 FY2007

Secondary

The following table outlines the progress of secondary data collection over previous program years.

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. Cumulative data is now available for reporting purposes, grades 10-12.
FY2007	Data system in place for sixth year of data collection. Baseline data for the Perkins IV Core Indicators is being gathered and will be reported in FY2008.

Despite several staff changes in previous program years, continually training the incoming staff, by assigning them regionally and to a specialty area, 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.

Work that began as far back as FY2001, program standards and measures have been completely revised for all program areas and updated in FY2004. MDE has continued to apply a regionally-based program approval schedule/format, with a new cycle that began in FY2005. New program approval rubrics have been developed and will be used for all applications beginning with fall 2006 and beyond.

Starting in FY2002, a new statewide data collection system was developed and implemented to support the performance and accountability requirements of Perkins III. Working collaboratively with the MDE data management team, the Office of Adult and Career Education began the process in FY2002, with data collection, enhancements and corrections continuously being made in FY2003 and FY2004, with the final system in place in FY2005. Data can now be reported on all indicators, except **1S1** and **3S1**, utilizing a fiscal year *snapshot* and carry forward from this baseline. For **1S1** and **3S1**, the following is noted:

- **1S1** - The basic requirements tests of Math, Reading, and Writing are being phased out and will no longer be required for graduation for the 8th grade class of 2006 (graduating in 2010) and the requirement of new comprehensive state tests under NCLB has been put in place starting 2007. Preliminary baselines have been established for all Perkins IV NCLB indicators and will be readjusted under the ongoing State Plan Development process.
- **3S1** – Following the recommendation from MPR Associates, provided through a technical assistance opportunity from OVAE, an on-line follow-up system for FY2006 to help increase the probability of responses was implemented. Postcards were sent to all 2006 graduates listing a URL site to enter individual data. The response rate was even lower than the previous post-card response rate. As a result,

how this measure will be defined, collected and reported will need to be reassessed. An alternative form of reporting this indicator is being proposed (see below p. 21).

By enhancing and refining the data collection to provide data on student course enrollment, MDE is able to now generate and aggregate data at the 16 federal career clusters and all CTE program areas. Action to continue improving secondary, statewide data systems to ensure accurate, timely data for measuring both the program activities and core indicators under Perkins IV has been undertaken, specifically as planning for secondary CTE begins to become more intertwined with planning for CTE at the post-secondary level.

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 FY2007 reflect a continually improved data system with higher data collection, data integrity, and reporting standards. The multi-year analysis of the Perkins Brio data that has been undertaken over the past three years has led, not only, to a better understanding of the patterns among the core indicators and sub-indicators, but their relationship to the student performance measures that have been adopted at the overall system level as well. Moreover, it is becoming more and more apparent that the *snapshot* approach to measuring CTE student performance is not working as well leading to MnSCU adopting an entry-level cohort approach to measuring CTE student performance. The entry-level cohort approach to measuring CTE student performance has been validated by a recently established post-secondary state accountability task force made up of college institutional research staff, Perkins coordinators, and research and programming staff at the Office of the Chancellor, MnSCU. The group has recommended the modification of the BRIO system that houses most of the Perkins post-secondary CTE data to build this entry-level cohort

approach to measuring CTE student performance. Details of how Minnesota proposes to establish an entry-level cohort data system can be found in the State Transition Plan (www.cte.mnscu.edu).

e. Improvement Strategies for Next Program Year (FY2008)

Given that a new Perkins Law is now in place, improvement strategies in FY2008 are focused on aligning them to the ongoing state plan development process, as the State Plan for CTE begins to 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.

MDE continues to refine the collected data and revise the formulas to reflect valid and reliable CTE data. For example, to better improve the reporting of the core indicator 3S1, a suggested possibility is the recommendation from the State P-16 Council and the MN Commissioner of Education that permits, with the graduating class in June 2008, school districts to place the MARSS (secondary) student identification number on student transcripts for students who are graduating to be used for identification/matching purposes at the postsecondary systems (MnSCU and Minnesota Office of Higher Education). This recommendation is being discussed under the State Plan development process.

At the post-secondary level, although a comprehensive and integrated CTE 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. The Perkins Brio data will be continuously examined for patterns and trends, mainly to set the stage for local negotiations, an aggregation 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 various areas like programs of study, efforts will be focused on the sharing of data

across the secondary and post-secondary spectrum. While Minnesota will combine Tech Prep and the Basic programs under Perkins IV, it is well-posed to develop methodology, data systems and analysis of secondary to post-secondary transitions. A similar effort is underway to link students in adult basic education (ABE) to the post-secondary system

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. Local Perkins administrators/coordinators, with this training, have continued to analyze 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. 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. Nevertheless, the fact that such training has been continually occurring under Perkins III, has permitted MDE and MnSCU to jointly seek out Perkins administrators/coordinators as key informants in the State Plan development process.

Local Plan Structure, Format and Review

Since the start of Perkins III, the local plan format, submitted under the Perkins III State Plan for Minnesota, was continually reexamined and minor changes made for FY2003, 04, 05, 06, and 07. These revisions of the local plan included data usage leading to further alignment of core indicator performance, measurement of student learning (academic and technical) and delivery of quality program services. Additionally, emphasis on accountability continued to be given serious consideration and have the local Perkins plans align themselves more tightly to the overall state-level strategic and continuous improvement initiatives.

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 under Perkins IV the local plan structure and format was revised (in April 2007). In preparation for Perkins IV and the new consortium structure, Minnesota began developing in program year 2007, a single local plan that focused on broad goals rather than several individual required and permissive activities. Similar to the one described above (pp.4-8), a matrix linking the Perkins IV required and permissive activities to the five Minnesota Perkins IV goals was identified for the FY2008 (July 1, 2007 to June 30, 2008) local plan, which incidentally was the first local plan local recipients were asked to develop under Perkins IV. The five transition plan goals were:

- ➔ *Improve and expand high school to college transitions for career and technical education students,*
- ➔ *Examine and expand collaborative practices to support career and technical education programming,*
- ➔ *Effectively use employer, community and education partnerships to support career and technical education,*
- ➔ *Provide access to services for special populations, including under-represented students, in career and technical education programs, and*
- ➔ *Create a new consortium structure of high schools and colleges.*

For the FY08 planning year, each secondary basic, post-secondary basic and tech prep recipient was required to complete and submit the common local application plan addressing the above goals and describe how each recipient will address CTE programming, accountability, administration and fiscal requirements within the context of these five goals.

Planning

MDE staff will continue to review and approve CTE programs using the new regional five-year program approval cycle that began in FY2005 as well as the new rubric for determining program quality for FY2008 CTE program approvals. Teacher licensing will remain a priority for MDE with support from the teacher education institutions for on-line and CD-ROM courses. With the Minnesota Board of Teaching expanding the scope of

CTE licensure from 10-12 to 7-12, Minnesota Rules for expanding the definition of CTE from 10-12 to 9-12 will be reviewed in FY2008. Development of Curriculum Frameworks for the integration of academics and technical education also remains a priority for MDE.

In an effort to smooth the transition from Perkins III to Perkins IV, Perkins staff at MDE and MnSCU have been meeting frequently first to develop and submit the Minnesota Perkins transition plan, and then to put in place a strategy for developing the State Five-Year Plan for CTE. Since July 1, 2007, staff from MDE and MnSCU has, jointly and separately, presented at various stakeholder events Minnesota's intent on implementing Perkins IV, both at the state and local levels. 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.

Several regional meetings throughout Minnesota were held in April 2007 to explain to local Perkins Basic and Tech Prep recipients the parameters, conditions and options under which a local recipient will have to function in FY2008 (the first program year under Perkins IV). Additionally, all current (Perkins III) local recipients were asked to provide their objectives, strategies, outcomes and measures, and projected budgets under each of the above five goals, and submit a completed FY08 local plan by May 31st, 2007. Using a common rubric, these local application plans (over 100) were jointly reviewed by Perkins staff at MDE and MnSCU. In effect, by modifying the local plan structure, format and review for FY2008, Minnesota is fully prepared to have in place a more aligned local planning process that is consistent with the overall state plan development efforts for CTE.

f. Looking Ahead: Implications for Fiscal Year 2009

Much work has already been undertaken, as part of the Transition Plan development, for building the various parts of the State CTE plan under Perkins IV. As a result, Minnesota, is well poised to begin implementing in earnest, starting July 1, 2008 (when fiscal FY09 begins), the State Plan for CTE that is now being developed. As stated above, secondary and post-secondary state leadership and staff have been meeting regularly to discuss the requirements under Perkins IV.

Minnesota's move from transition to a full five-year plan has been made much easier because of the following pre-conditions:

- Early attention to a systematic data collection process, ensuring the integrity for those data, and a formalized local planning process that made these data central to meeting core indicator target levels,
- A unique requirement of the Minnesota Perkins III local application that at least 10% of each recipient's eligible funds be reserved for collaboration,
- A state CTE structure in which secondary and post-secondary Perkin staff and leadership are closely aligned, and
- An FY2008 local application plan that has already emphasized, *for all students*, the building career pathways using dual enrollment, improved Math and Science performance in high schools, and targeting high-skill, high-wage, or high-demand jobs as strategies for local improvement.

To promote a heightened expectation of collaboration between secondary and postsecondary CTE at the local level (p. 22), the following *guiding principles* are considered instrumental in moving CTE forward in Minnesota under Perkins IV:

1. CTE and academic education must be integrated in a more comprehensive way.
2. College and work readiness skills are one and the same.
3. Each student needs at least some education or advanced training past high school, whether 2-year college, 4-year university, industry certification, or advanced training through work.
4. Federal Perkins funding for CTE is not an entitlement at either the state or local level.

5. All education spending must be connected with student success outcomes.
6. High schools and colleges should continue CTE programs and activities that have worked well.
7. CTE must be strategically placed within the broader vision, mission and goals for education within the state of Minnesota.

The Minnesota CTE Five-Year Plan begins with the following four goals:

- ⇒ Provide access to services for the underserved including under-represented students, in career and technical education programs
- ⇒ Build a Career Pathway/Programs of Study Structure that includes:
 - High school to college transitions for career and technical education students
 - Adult student transitions in high skill, high wage or high demand occupations
- ⇒ Effectively use employer, community and education partnerships to support career and technical education
- ⇒ Examine and expand collaborative practices to support CTE programs at the secondary and post-secondary levels to ensure a continuum of service provision from multiple entry points to multiple exit points

A key new feature of the Minnesota CTE required each consortium of high school and college partners to submit a single local plan in FY09. Achieving the above goals is designed to lead Minnesota CTE students to employment success in high-skill, high-wage or high-demand occupations. At the same time, it enables the state to achieve its vision of having a seamless CTE education system through a sustained consortium structure based on implementing the following strategies:

To achieve the above goals, a fully-developed State CTE Plan for Minnesota will recommend the following *strategies*:

- Develop collaborative partnerships that support the identification of a new consortium structure of colleges and high schools
- Use programmatic career pathways and programs of study to strengthen linkages between and within secondary and postsecondary education
- Establish a differentiated system of accountability that distinguishes between technical skill proficiency and conventional graduation outcomes

Successful implementation of the above strategies, high schools and colleges must focus collaboratively to achieve improvement in the following *objectives*:

- ➔ High school graduation of CTE students
- ➔ College readiness prior to entering the postsecondary CTE system
- ➔ Technical skill proficiency of high school and college students in CTE programs
- ➔ Postsecondary credential attainment of students in CTE programs
- ➔ Narrowing the high school and college CTE student success achievement gap, particularly for underserved students and those in special population groups

Accomplishing the goals, objectives and strategies in the Minnesota Perkins IV CTE Plan will enable MDE, OOC, Perkins secondary school districts/consortia, Tech Prep consortia, and postsecondary institutions (colleges) receiving Perkins funds, to all begin laying the foundation for a long-term alignment between high schools and colleges regarding administration, funding, accountability, and, most importantly, programming of CTE. Even more broadly, the Minnesota State CTE Plan should create a seamless environment for connecting education and employment, in which all learner segments (not just high school students) can engage with, achieve within, and transition in and out of, a CTE system in Minnesota at various places and at all times.