



Minnesota 4-Year State Plan

Strengthening Career and Technical Education for the 21st Century (Perkins V)



MINNESOTA STATE
Career and Technical Education

m1 DEPARTMENT
OF EDUCATION

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Introduction

Strengthening Career and Technical Education for the 21st Century (Perkins V)

VISION

Advancing career and technical education empowers every learner to realize a rewarding career.

MISSION

Quality career and technical education ensures every learner has equitable access to career-connected learning through a network of knowledgeable partners.

The Carl D. Perkins Act was reauthorized by Congress as *the Strengthening Career and Technical Education for the Twenty First Century Act* (Perkins V). Perkins V went into effect July 1, 2019. Minnesota used fiscal year 2020 beginning on July 1, 2019 to transition to the new requirements of the law. The reauthorization presented an opportunity for Minnesota to reaffirm the commitment to career and technical education with the formation of a new vision and mission as documented above.

Minnesota has structured its implementation of federal Perkins funding through a trifecta model: Minnesota State Colleges and Universities, Minnesota Department of Education and local consortia. This model of governance and distribution of funds has provided a tradition of alignment of secondary and postsecondary partners that will continue with the *Strengthening Career and Technical Education for the 21st Century Act* (Perkins V). Minnesota State Colleges and Universities, the eligible agency, will continue to oversee the administration and implementation of the state's Perkins grant with our Minnesota Department of Education partners. Through the Perkins V state plan, the State has an opportunity to exercise a variety of leadership levers to advance the state's vision for Career and Technical Education (CTE).

Perkins V provides opportunities to model, incentivize support, and drive change. Key goals that comply with new federal legislation and state needs include:

- Align local/regional CTE work with the completion of a **comprehensive local needs assessment (CLNA)** at minimum, once every 2 years, requiring funding decisions to be driven by data including aligning programs of study with high-skill, high-wage and in-demand current and emerging occupations.
- Support the **recruitment, preparation, retention, training** and professional development of teachers and faculty, administrators, specialized personnel and

paraprofessionals to meet both traditional and alternative state certification and licensure requirements.

- Implement an equal **percent distribution of funds** to undergird equity of educational opportunity for both secondary and postsecondary learners at the local consortia level
- **Target innovation and improvement** by increasing reserve funding as allowed in Perkins V. This includes leveraging the reserve fund for rural and high CTE concentrated consortia to spur innovation, support programs of study, encourage alignment and collaboration and address equity gaps.
- Set separate and distinct **state-determined performance levels** for secondary and postsecondary partners. This necessitates additional focus areas and workflow at both the state and local level with technical assistance and support for local consortia.
- Support an expansion of data requirements and performance expectations for categories of **student groups and special populations as defined by ESSA**.
- Allow funding to support **CTE exploration with middle** school students.

Programs of study is a federal Perkins term that means “a coordinated, non-duplicative sequence of academic and technical content at the secondary and postsecondary level...” Section 3 of Perkins V. This requirement for programs of study is unique to Perkins law yet builds on the pathways work reference in the Workforce Innovation and Opportunity Act (WIOA).

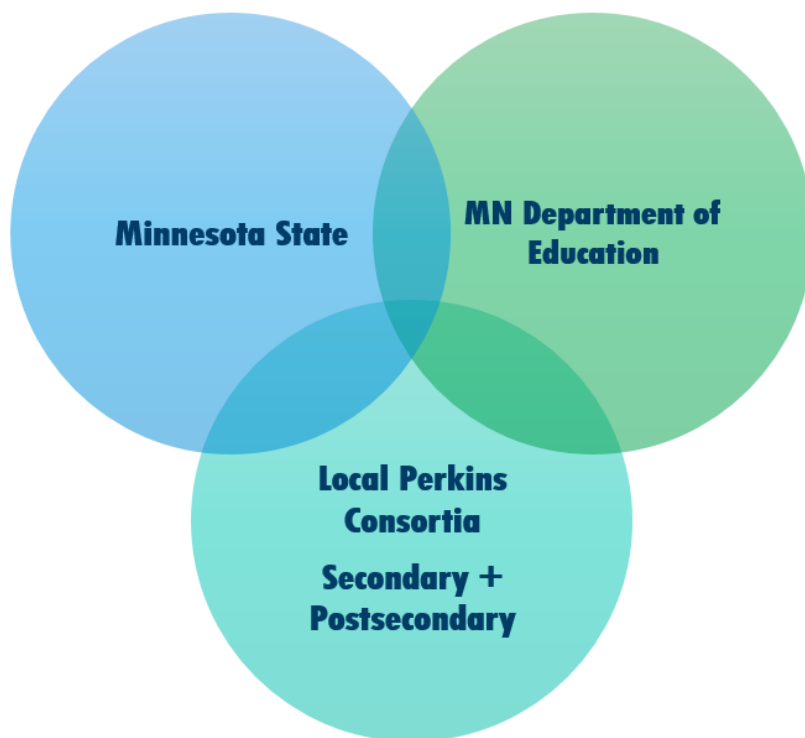
In general, there are finite fiscal resources to provide high-quality career and technical educational opportunities for Minnesota students. The *Strengthening Career and Technical Education for the 21st Century Act*, as dedicated federal funding, does provide leverage for supporting the critical role of the state in providing educational opportunities for our CTE students. However, the workload requirement of the CLNA, new performance indicators, the expansion of special population categories, the rising cost of equipment and supplies needed for CTE programming, and the scarcity of qualified instructors all necessitate that Perkins V will need to continue to seek partnership opportunities to ensure student career and college success. Partnerships with other state agencies, community based organizations, and other state initiatives such as Centers of Excellence or Career and College Readiness will continue to be part of the successful implementation of our CTE work. To quote Helen Keller, “Alone we can do so little; together we can do so much.”

NARRATIVE DESCRIPTION

What follows is the State's response to fulfilling the requirement for implementing Perkins V. The state of Minnesota is submitting this document in accordance with the US Department of Education's guide for the submission of state plans. The plan and all attachments are available at <https://minnstate.edu/system/cte/Strengthening-CTE/index.html>.

A. Plan Development and Consultations

1. Describe how the State plan was developed in consultation with the stakeholders and in accordance with the procedures in section 122(c)(2) of Perkins V. See Text Box 1 for the statutory requirements for State plan consultation under section 122(c)(1) of Perkins V.



As the eligible agency for the administration of Career and Technical Education in the state, Minnesota State Colleges and Universities, or Minnesota State, works closely in partnership with the Minnesota Department of Education's Career and College Success Division and local consortia to administer Perkins V throughout the state. Local consortia consist of participating

school districts and state colleges located within 26 distinct geographic areas encompassing the entire state. The three co-dependent partners collaborate to ensure the successful development of the state plan. Because of this partnership of three, career and technical education initiatives have historically been proactive in aligning activities between secondary and postsecondary CTE programs, promoting student success and seamless transitions from secondary to postsecondary educational opportunities. As an example of this alignment, Minnesota has a program of study rubric that promotes concurrent enrollment, articulation agreements, and demonstrated authentic work experiences between school districts and community colleges/technical colleges and community employers. Additionally, extensive professional development has been provided under Perkins IV and will be continued to support secondary and postsecondary partnerships, in particular for the development and continuous improvement of programs and Programs of Study, the recruitment and retention of educational professionals, and equity of access and services for every student.

One of the biggest challenges for Minnesota in the development of the 4-year Perkins V plan is providing the right timing and balance between the needs and requirements of the state and the needs of local consortia. To achieve that balance, Minnesota's Perkins V plan development and consultation is the result of a combination of state and local efforts. The primary components of the plan development consisted of an extensive collaboration among the state staff, secondary and postsecondary, business and industry, and community partners. Structurally, the work began with a facilitated broad-based planning group to set the vision, mission, principles, and identify five strategic work groups: Advancing CTE, Career-connected Learning, Integrated Network, Equity and Inclusion, and Knowledgeable Experts. All of the plan development and the strategic workgroups involved state executive leadership work, consultation with our consortia leaders, public meetings, and incorporation of local input.

While consultations occurred at the state level with interested community representatives, advisory groups, superintendents, postsecondary academic administrators, teachers and faculty, the governor's office through the educational liaison, the Tribal Nation Education Council, and business groups, both engagement and consultation also occurred at the regional and local level through the consortia completion of the comprehensive local needs assessment work. Again, frameworks, critical questions, continuous improvement rubrics, equity plans-required components of the Perkins V plan- were developed at the state level, with consultation and customization at the local level to address local students, community and workforce needs. To facilitate the consultation process, Minnesota began its Perkins V work with the development of that comprehensive local needs assessment.

The Advancing CTE strategic work group was charged with developing frameworks for the comprehensive local needs assessment (CLNA) and was also responsible for accountability, outreach, and for promoting the CTE story through awareness and communication. The Career Connected Learning group reviewed and revised the state's career pathways projects with a priority on development of shared standards and definitions of program quality and the integration of work-based learning. The career preparation aspects of career connected

learning also fell into the work of the group. The integrated network group was intended to provide more intentionality in our relationships with the multiple federal, state, and local networks necessary for successful CTE work. Equity and Inclusion, an integral part of the work of all the strategic work groups, focused on service partnerships, providing resources, and data management. The Knowledgeable Experts group oversees the critical professional development and technical assistance role of the Act. Teacher licensure preparation programs and minimum qualifications, the mentor/mentee project, consortia leadership, and responding to local requests are the tasks of this group.

Much research, stakeholder input and development went into the creation of Minnesota's Comprehensive Local Needs Assessment (CLNA) Guide and Framework. We view this needs assessment as one of the most significant lever for change introduced with Perkins V. Literally, the CLNA changes the dynamics and habits of Perkins IV with the requirement to base budget development on its outcomes. Aligning business priorities has always been an essential component of the Perkins work with an increasing need to make that connection through the comprehensive local needs assessment. The Comprehensive Local Needs Assessment Guide and Framework are available at <https://minnstate.edu/system/cte/Strengthening-CTE/index.html>.

Through day-long workshops, webinars, face-to-face meetings and virtual mentoring, professional development has been occurring since October of 2018 to prepare local consortia leaders and work-groups for the relevancy of, and work required, to complete the CLNA. The CLNA Guide provides Minnesota Perkins Consortia Leaders with context on how to conduct the CLNA and translates language of the law into concrete, actionable steps for conducting a rigorous needs assessment that meets the Strengthening Career and Technical Education for the 21st Century Act requirements. When the CLNA is complete, a consortium will have findings that provides an accurate picture of local CTE programs and learners. It creates an incredible opportunity to:

- better help students achieve career success,
- align Perkins budgets with priorities and ensure that programs are aligned with and validated by local/regional workforce needs and economic priorities,
- ensure that consortium programs are serving all learners equitably and to focus resources toward programs that lead to high-skill, high-wage, or in-demand occupations while addressing disparities or gaps in performance,
- build on other process improvement efforts such as ESSA, WIOA, World's Best Workforce and others, and
- provide a structured way to engage key stakeholders regularly around the quality and impact of consortium CTE programs and systems.

Ultimately, the local needs assessment process is about helping applicants make a formal shift from merely collecting and reporting information to using information strategically to drive decisions about consortium CTE programs that help create success for students, employers, and

the community. The graphic below emphasizes the link from the CLNA to the actions developed at the local level to address opportunities and challenges. The actions, drawn from the CLNA there are reflected in the budget request of the applicant.



To mentor consortia in the implementation of the CLNA, Minnesota adopted a six-step process. Those six steps are to prepare, explore, assess, prioritize, communicate and evaluate. It is the intention of the Perkins state executive team to provide structure and processes so that local consortia can complete their work efficiently and effectively. The gathering of the stakeholder groups and the prioritization of local or regional work will come from these local efforts. From the CLNA data gathering and analysis, consortia will formulate actions to address gaps or enhance successes. Resources needed to implement those actions are the basis for the development of the local budget request.

After submission of the first round of the 2-year CLNA, May 1, 2020, the planning team will solicit input for needed changes in process, professional development and implementation of the CLNA in anticipation of the 2022 assessment.

The information obtained from both the CLNA and the full set of consortia applications includes the reflection of local consultations. This information will be reviewed by the state leadership team. Final strategies and actions for the work of the state will be finalized using feedback from that submission. With this information, final directions will be given to the Strategic Work Groups: Advancing CTE, Career Connected Learning, Integrated Network, Equity and Inclusion, and Knowledgeable Experts. The information will also inform state leadership regarding professional development and technical assistance needs.

The current cycle of having local applications submitted May 1 is problematic as the state leadership team needs to use the CLNA and application information to inform details of the state-level work plan. As the state plan, submitted with WIOA, is due in March, the opportunity

to use local insights is limited. Future plans include moving the submission date for the 2-year local application to February 1.

- 2. Consistent with section 122(e)(1) of Perkins V, each eligible agency must develop the portion of the State plan relating to the amount and uses of any funds proposed to be reserved for adult career and technical education, postsecondary career and technical education, and secondary career and technical education after consultation with the State agencies identified in section 122(e)(1)(A)-(C) of the Act. If a State agency, other than the eligible agency, finds a portion of the final State plan objectionable, the eligible agency must provide a copy of such objections and a description of its response in the final plan submitted to the Secretary. (Section 122(e)(2) of Perkins V)**

Minnesota has structured its implementation of federal Perkins funding through a three-pronged model: Minnesota State Colleges and Universities, Minnesota Department of Education, and the local consortia. This model of governance and distribution of funds has provided a tradition of alignment of secondary and postsecondary partners that will continue with the *Strengthening Career and Technical Education for the 21st Century Act* (Perkins V). Minnesota State Colleges and Universities, the eligible agency, will continue to oversee the administration and implementation of the state's Perkins grant with our Minnesota Department of Education partners. Through the Perkins V 4-year state plan, state staff have an opportunity to exercise a variety of leadership levers to advance Minnesota's vision for Career Technical Education (CTE). Those levers include the changes in the fiscal split secondary to postsecondary; increasing the incentive for innovation through the increase in reserve funding and the utilization of data-driven decisions through the CLNA process.

The major responsibility for postsecondary career and technical education resides with the Minnesota State Colleges and Universities (Minnesota State) Workforce Division of Academic and Student Affairs (ASA). The work is done in partnership with other ASA units, specifically, research, educational innovations, and student affairs. These ASA units support CTE work for such initiatives as early college opportunities, program approvals and transfer, data research and reporting, accessibility services, faculty credentialing, and financial aid--all essential for the success of our learners. The CTE unit also works closely with the Equity and Inclusion division of Minnesota State, especially in the execution of the federal OCR requirements and overall professional development committed to support, protect, and encourage inclusive opportunities through the system.

In a parallel manner, the Minnesota Department of Education, Career and College Success Division houses the work of Career and Technical Education for secondary education. The CTE

unit advances educational initiatives in collaboration with other Divisions including Indian Education, School Support, Academic Standards and Instructional Effectiveness, Research and Assessment, Equity and Achievement, Early Learning and State Library Services. Initiatives have included: Farm to Table Culinary Curriculum; CTE Safety Protocol development; collaboration with PELSB to implement the Tiered Licensing System; CTE Levy technical support for school districts; CTE curriculum framework development for all CTE program areas; Integration of quality program assessment measures in school district Program Approval processes; and data research reporting and analysis support for local school districts. The CTE Unit also participates as part of the Minnesota Department of Education Academic Success Team that is a team comprised of curriculum and instruction, school support, assessment, and other agency divisions.

Minnesota received approximately \$18 million in FY 2019-20. Minnesota State is the fiscal agent for the grant and, as such, utilizes 5% of the allocation for Administration.

Using Perkins V funding levers to help drive meaningful change, Minnesota's Perkins V plan demonstrates that the consortia model empowers equal partnerships to make joint decisions to collaboratively plan and implement CTE programs and services. The Perkins V state plan will reflect changes in the funding distribution model as follows:

- 1) Distribution of the 85% of the state allocation provided to the local consortia applicants:
Basic Revenue (decreased from 90% in Perkins IV): 85% (of the 85%) will be distributed utilizing the current formula process
Reserve Revenue (increased from 10% in Perkins IV): 15% (of the 85%) will be distributed between rural and high numbers of CTE concentrators
Secondary/postsecondary split: 50:50 in all calculations, basic and reserve
- 2) State Leadership: the secondary/postsecondary split of state leadership funds will be distributed as 42% secondary and 58 % postsecondary.
State Institutions and Nontraditional will continue to be part of the leadership funds allocated to postsecondary. Minnesota State also will continue to fund major state-wide work such as the annual conferences, communication and software supporting the local applications with that higher percentage of leadership funds.

While planning teams and Perkins state leadership researched and considered utilizing the RFP process to distribute the 15% reserve funding to provide potentially larger investments feedback gathered was not supportive of that change at this time. We will continue to work to review the feasibility of this potential change. The perception is that larger consortia would be at an advantage over smaller, rural consortia in an RFP process has polarized the discussion. Therefore, the state will continue the formula distribution model at this time. Any changes in

the current distribution of funds formula will be submitted as part of a future revision to the Perkins V State Plan.

No comments, concerns, or objections were submitted relating to the amount and uses of any funds proposed to be reserved for adult career and technical education, postsecondary career and technical education, and secondary career and technical education after consultation with the State agencies identified in section 122(e)(1)(A)-(C) of the Act.

3. Describe opportunities for the public to comment in person and in writing on the State plan. (Section 122(d)(14) of Perkins V)

Opportunities for public comment in person and in writing were provided through face-to-face meetings and webpages with questions, state documents, and provisions to allow individuals to provide written comments. Multiple public meetings were held at various times and locations to provide a wide range of opportunities for individuals to attend. A neutral contractor was hired to facilitate the public hearings to avoid any perception of control of the discussion by state leadership. Comments were collected and routed to the state leadership team for actions. Direct comments were provided to state leadership through email correspondence. These were sent to the facilitator for inclusion in the feedback report.

Notifications of public hearings and the webpage address for input, including the performance indicators, were provided electronically to the following:

Adult Basic Education

Association of School District Homeless Liaisons

Business and Industry Groups:

Minnesota Precision Manufacturing Association

Minnesota Hospital Organization

Minnesota Construction

Hospitality Minnesota

Minnesota High Tech Association

Minnesota Bankers Association

General Public through Facebook, twitter (www.minnstate.edu/CTEHearing)

Minnesota Business Professionals of America (BPA) board

Minnesota Centers of Excellence: distribution to industry partners through the centers

Minnesota Chambers of Commerce

Minnesota Distributive Education Club (DECA)

Minnesota Governor's Office

Minnesota State Academic and Student Affairs personnel including:

Administrators

Faculty Development

Academic Advisors

Accessibility Coordinators
PSEO and concurrent enrollment directors
Veterans
Students

Minnesota State Board of Trustees
Minnesota Superintendents
Perkins consortium Leaders and coordinators
Professional Associations: MnACTE, MACTA
Secondary Teacher List by MDE specialists
SkillsUSA MN Board
Special Education Directors
Student Organization Advisors
Variety of community organizations and foundations
WIOA Partners:
Department of Labor
Department of Employment and Economic Development
Department of Human Services
Department of Corrections
Adult Basic Education

In addition, the front banner of the Minnesota State Colleges and Universities webpage highlighted the public hearing and provided a space for general and specific comments. The text provided is the following:

Minnesota State and Minnesota Department of Education invite you and the members of the community to attend and participate in public hearings to discuss the changes to the *Strengthening Career and Technical Education for the 21st Century Act* (Perkins V). The focus of Perkins V is the alignment of systems and program improvement (Section 122:(a)(3) State Plan requirement of The Act).

We are seeking your input on:

- proposed state determined performance levels,
- the alignment of programs of study to industry needs,
- financial distribution of funds
- increasing student access to high-quality education, and
- supporting the full continuum of offerings from career exploration through preparations to meet the changing needs of learners and employers.

Public Comment and Hearing Update

Thank you for participating in these public hearing sessions. We are still accepting general comments and feedback on performance levels through Nov. 30, 2019.

[Submit general comments](#)

[Submit comments on performance levels](#)

During the public meetings, Minnesota State Staff provided an overview of the Perkins V plan and a neutral facilitator solicited feedback through a series of questions. Responses to the questions and an overview of discussion points have been collected in report form.

In addition to the series of public comment meetings, state staff met with Minnesota Tribal Nations Education Committee (TNEC) whose mission is to “strengthen, protect, and advance the overall education experiences and opportunities for all tribal (American Indian) students, families, and communities of Minnesota.” The notes of that discussion are included in the comment report attached. At the recommendation of that group, Tribal Nation contacts were cross-walked to current Perkins consortia so that Perkins leaders, in their CLNA work, would be inclusive of the Tribal Nation leadership.

Stakeholder engagement for accountability factors occurred in a parallel but separate process, coming together in the public hearings and the posting of the full 4-year plan.

Secondary

Secondary and postsecondary accountability involves a collaboration between two agencies; each with its own data systems and internal processes. Therefore, transition planning for secondary accountability required a dual decision-making process. The process for identifying and defining secondary performance indicators occurred in two phases.

Phase one included an extensive information gathering process as well as documenting feedback from internal state staff. The purpose was to thoughtfully compile information and identify meaningful and specific questions to pose to stakeholders during phase two. State CTE specialists attended five two-hour long in-person meetings in which they reviewed data files, policy documents, and ESSA requirements in addition to considering existing data collection

system and other available data sources. Staff considered all information and materials they reviewed through the lens of our state's recently updated mission and vision for Career and Technical Education as well as the following questions.

Does this data and information:

- 1) advance our statewide goals for CTE?
- 2) support *all* of our CTE students and approved programs?
- 3) support the needs of our Business and Industry partners as well as local communities?
- 4) align with the Perkins V legislation?
- 5) align with other existing state legislation?

Products from the phase one internal secondary CTE state staff meetings included a refined list of key decision-points, discussion questions to pose to the advisory group, and a list of materials and resources that would assist in building stakeholder capacity.

Phase 2 involved sharing the previously identified information with secondary stakeholders in order to collect and compile their recommendations. Representatives from each of the following categories were invited to participate in the "Perkins V Secondary Accountability: Technical Advising Committee": secondary consortia leaders, postsecondary partners, local CTE policy and advocacy groups, school counselors, work-based learning coordinators, high school teachers, principals, and superintendents from rural, suburban, and large metro districts, business and industry leaders from each sector of the CTE Career wheel, Workforce Center staff, and Tribal leaders. During spring 2019, approximately thirty advisory group members engaged in three four-hour in-person meetings. All resources and materials were made available within a secure site so stakeholders could access the information at any point. During the facilitated in-person meetings, advisory group members discussed data sources, reviewed simulated historical data, and considered policy and legislative documents in small groups. Advisory group members were asked to consider all information through the lens of the questions listed above as well as the following questions – are all performance indicators definitions/measures: valid, reliable, meaningful, and possess a high degree of integrity and transparency? Equitable across all student groups? Following each meeting, stakeholders were encouraged to discuss options and implications with their constituents and gather additional feedback that would ultimately inform their recommendations to the state.

Stakeholder recommendations for specific performance indicator definitions were collected using an online survey tool, recommendations for the CTE Concentrator definition and program quality measures were collected using paper and pencil so that stakeholders' full thoughts and ideas could be documented. There were clear recommendations to the state regarding performance indicator definitions, updated CTE Concentrator definition, and the program quality indicator that was preferred.

Subsequent to the roll out of the full scope of the Perkins accountability system and performance level methodology, through listening to consortia leadership and conduction further analysis, recommendations made by the original work group came under review. Group members, district leaders, local partners and state leadership staff probed the implications of

each potential program quality indicator. Further discussion and questions, data, and state level priorities were analyzed. These discussions resulted in MDE leadership carefully reviewing initial recommendations and making changes to the indicators. Original members of the stakeholder advisory group as well as all secondary consortia leaders were invited to provide feedback on whether the state should move forward with the previously recommended optional “Other” indicator or if other solutions should be considered at the state level. Additional comments and feedback were gathered regarding the optional program quality performance indicator via a survey tool. Results of that feedback survey prompted MDE leadership to make changes based on the deeper research. The new indicators were posted and the comment period extended to meet the 60-day requirements.

Postsecondary

In developing postsecondary operational definitions and identifying data sources for participants, concentrators, and each indicator, the state created an accountability workgroup consisting of state research staff for secondary and postsecondary, the State Director of Career Technical Education, and the Interim Associate System Director of Career Technical Education. The workgroup met as needed, generally at least once a month, to provide updates regarding ongoing work, brainstorm solutions to issues that arose, and clarify any questions around process and timelines. Members of the workgroup then consulted with regional partners and determined our operational definitions and data sources were substantively similar. Consortia coordinators were given the opportunity to review and comment on legislative definitions and proposed operational definitions at the MACTA meeting in April (2019). Throughout May and June, as work on revising operational definitions, identifying data sources, and developing datasets progressed, key consortia coordinators and institutional research staff were engaged in phone calls and online meetings to provide feedback. In July, at a meeting of all consortia coordinators, the final draft of definitions and data sources used to develop the accountability datasets was presented and discussed. Finally, consortia coordinators and institutional research staff were presented with the final details regarding the accountability indicators in September.

State Determined Performance Levels (Secondary and Postsecondary)

In developing state determined performance levels, in addition to the regular workgroup meetings, we consulted with regional partners in June and August and determined our methodology for establishing performance levels is relatively similar. We also consulted with DEED throughout June specifically to better understand the statistical adjustment model used for the WIOA Performance Accountability System and discuss how it might apply to Perkins accountability indicators. An online meeting was held in September with consortia coordinators and institutional research staff where questions and feedback were discussed. In October, the state determined performance levels were presented at regional public hearings and published on the Minnesota State website, with a form that allows the public to submit comments. The

state determined performance levels, with revision from the public comment, were presented at a meeting with all consortia coordinators in November.

Sensitive to the lack of public input, Minnesota also leveraged existing meetings and communications to solicit unstructured input such as:

- CTE Consortia Leadership meeting
- Governor's Workforce Development Board meeting
- Local Program Advisory Committee meetings
- Governor's Workforce Development Board meeting
- State CTE staff planning meetings
- Manufacturing Cluster meetings
- Minnesota Centers of Excellence meetings
- Minnesota State Academic and Students Affairs webinars, conferences, unit meetings
- One-on-one outreach
- Regional and local Comprehensive Local Needs group meetings
- Regional Superintendents meetings
- State CTE staff planning meetings,
- WIOA State plan partnership meetings

Though multiple dates, times, and methodologies for input were presented, the State received few comments or suggestions. A neutral third party who also provided a summary overview of this consultation work collected. Three separate documents are available for review:

Minnesota Perkins V, EXECUTIVE SUMMARY, Public Comment Report; Minnesota Perkins V Secondary & Post-Secondary Indicator Report Summary; and Complete Discussion Notes. The conversation with the Tribal Nation Education Council did not follow the questions used in the public hearing but rather became a more general conversation about better communication and alignment with career and technical education initiatives. These documents are posted here: <https://www.minnstate.edu/system/cte/Strengthening-CTE/index.html>.

B. Program Administration and Implementation

1. State's Vision for Education and Workforce Development

- a. Provide a summary of State-supported workforce development activities in the state, including the degree to which the State's career and technical education programs and programs of study are aligned with and address the education and skill needs of the employers in the State identified by the State workforce development board. (Section 122(d)(1) of Perkins V)**

The State of Minnesota continues to support workforce development activities through the collaborative work led by the Governor's Workforce Development Board (GWDB), the Minnesota Workforce Council Association (MWCA) and the Minnesota Department of Employment and Economic Development (DEED) through the unified public workforce system under the name CareerForce. In addition, specific grants through the Minnesota Department of Labor and Industry (DLI) and the Office of Higher Education support career pathways, teacher recruitment, and students directly. Both Minnesota State and the Minnesota Department of Education are also partners in this work. Below are examples of the most recent major activities.

- 1) CareerForce: In a collaborative effort led by the GWDB, MWCA, and DEED, a unified public workforce system is being created under the name CareerForce to unify Minnesota's workforce development services at the almost 50 CareerForce locations (formerly WorkForce Centers) around the state and the online labor exchange, career services and resources. CareerForceMN.com features innovative career planning tools, workforce development resources, and customized labor market information for career seekers, businesses, and workforce staff and partners. The site supports the CareerForce mission to facilitate thriving career solutions for individuals, employers, communities and Minnesota, promoting equitable access to prosperity for all. With a CareerForce MN account, users can set career goals; like, save, and share content; and initiate CareerForce Connections.
- 2) Governor's Workforce Development Board: GWDB heard the call to action in response to the current workforce shortage and submitted the following recommendations:
 - Prioritize funding in the 20-21 budget that reduces economic disparities and economic inequalities based on race, disability, disconnected youth or gender.
 - Continue funding from the Minnesota State Legislature to support individuals with the most significant disabilities who are eligible for services through Vocational Rehabilitation Services at DEED.
 - Align state education and skills training investments with the vision, goals and strategies of the GWDB's and Minnesota's Strategic Plan and the local and

regional workforce development systems' plans for the federal Workforce Innovation and Opportunity Act (WIOA) to ensure Minnesota remains a national leader in employment, skills training, education and economic growth.

- Promote adult career pathways and career advancement strategies. Apprenticeships are a proven and affordable earn-while-you-learn skills training model leading to stable jobs, career advancement, and family sustaining wages and benefits. Apprenticeships help bridge racial, ethnic, gender and disability equity gaps within a growing span of industry sectors and in-demand occupations. Apprenticeship programs provide employers with skilled, credentialed and experienced workers.
- Reskill and upskill incumbent workers to meet industry demands for new skills, higher overall skills levels, and advanced skills to prepare the workforce for technological advancements.

- 3) Workforce Development Scholarships: In the 2018-2019 academic year, nearly 400 Workforce Development Scholarships of \$2,500 were awarded to students entering Minnesota State colleges as part of a pilot program funded by a \$1 million appropriation from the Minnesota Legislature during the 2017 session. The scholarships were made available to new students entering associate degree, diploma, or certificate programs in high-demand sectors of Minnesota's economy at any of the 30 Minnesota State community and technical colleges. The qualifying programs included advanced manufacturing, agriculture, health care, and information technology. The scholarships covered approximately half the cost of tuition and fees for the required credits.

To serve future students, legislation that came out of the 2019 legislative session substantially expands the \$1 million pilot program by making \$2 million available for FY2020 and a total of \$6 million for FY2021. With the additional funding, the number of available scholarships will increase to an estimated 668 in FY2020. The legislation also expanded the program to include two additional programs of study: early childhood education and transportation. In addition, the seven Minnesota State universities will be eligible to award scholarships for FY2021 to students who received scholarships from a Minnesota State college and transfer into a corresponding bachelor's program.

Referring to the workforce scholarships, Devinder Malhotra, chancellor of Minnesota State Colleges and Universities stated, "As I have traveled around the state, a theme that I consistently hear from employers is that Minnesota is facing a critical shortage of workers with the skills needed for high-demand occupations. Workforce Development Scholarships have proven to be an effective tool for attracting students into these fields and helping them find a path toward a satisfying and well-paying career. We are grateful to the Legislature and the Governor for this opportunity, and we look forward to awarding these scholarships to help meet Minnesota's workforce needs."

- 4) Continued support of the DEED Training Grant Programs: The Minnesota Jobs Skills Partnership (MJSP) provides short-term training for long-term employment and offsets training-related expenses. Grants include the Partnership Program, which provides up to \$400,000 to educational institutions that partner with businesses to develop job training or retraining for existing employees, and the Job Training Incentive Program which provides up to \$200,000 to new or expanding businesses (<https://mn.gov/deed/business/financing-business/training-grant/>).
- 5) Dual Training Grant: In support of the implementation of the [Minnesota Dual-Training Pipeline](#) administered by the MN Department of Labor and Industry (DLI), the 2015 Minnesota Legislature established the Dual Training Grant administered by the MN Office of Higher Education (OHE). The Dual Training Grant (Minnesota Statutes 136A.246) is a funding source that generates collaborative and strategic educational solutions between employers and related-instruction providers across Minnesota. It pairs on-the-job training with related instruction to generate a comprehensive platform for learning. Employers, or organizations of employers, may apply for grants to reimburse expenses related to instruction toward attaining an industry-recognized degree, certificate, or credential for their employees.
- 6) Concurrent Enrollment Grant Program: The Office of Higher Education administers the Concurrent Enrollment Grant Program for development of new concurrent enrollment courses and expansion of existing concurrent programs. Concurrent enrollment courses are college courses taught in high school by qualified high school teachers during the regular school day and offered through a partnership between a high school and a college or university.
The grant program was established by the 2015 Minnesota Legislature. The 2019 higher education omnibus bill provided \$225,000 each year of the 2020-2021 biennium to support development of new concurrent enrollment courses in career and technical education. It also provided \$115,000 each year for the expansion of existing concurrent enrollment programs by postsecondary institutions currently offering a concurrent enrollment course.
- 7) Get Ready Program: [Get Ready](#) helps students from low-income backgrounds, indigenous communities, and communities of color realize their aspirations through education and career advancement. Get Ready operates in middle and high schools across multiple districts in Minnesota.
Get Ready is funded primarily by the U.S. Department of Education through a federal GEAR UP grant (Gaining Early Awareness and Readiness for Undergraduate Programs). The Program is administered by the Minnesota Office of Higher Education.
The federal GEAR UP program has two objectives: 1) student graduation from high school, and 2) student transition into college (includes all types of postsecondary institutions)

upon high school graduation. For more information about Get Ready, please visit:

www.GetReady.state.mn.us

b. Describe the State's strategic vision and set of goals for preparing an educated and skilled workforce (including special populations) and for meeting the skilled workforce needs of employers, including in existing and emerging in-demand industry sectors and occupations as identified by the State, and how the State's career and technical education programs will help to meet these goals. (Section 122(d)(2) of Perkins V)

Preparing people for career and life success and meeting the skilled workforce needs of the state requires a close connection among the entities that recruit, support, educate, train, and develop youth and adults. It means ensuring that all individuals possess the knowledge and skills to enter the workforce and have options for strengthening these capabilities over the course of their careers. This preparation and support requires a network of educators, employers, and service providers to make up a local, regional, and state-wide network.

Formulated as part of the transition year's work, Minnesota developed specific statements to guide the Perkins V work. The vision, mission and principles that were developed are in alignment with the State's WIOA strategic vision, goals, and strategies. This underscores the partnership between the state agencies who are partners in this workforce development space.

Below are the vision, mission, principles and strategic directions for the Minnesota Perkins plan.

Our Vision: Advancing career and technical education empowers every learner to realize a rewarding career.

Our Mission: Quality career and technical education ensures every learner has equitable access to career-connected learning through a network of knowledgeable partners.

Our Principles: We are committed to ensuring:

- An equity lens for all decision-making
- Inclusion of all stakeholders
- Being bold, innovative, and focused on continuous improvement
- Responsiveness to the evolving labor market

The five strategic directions developed by Minnesota State, Minnesota Department of Education and the full planning team were validated by stakeholder groups and will direct the work of the Perkins V plan. These Work Groups have designed and implemented the

framework, structure and guidance for the initial submission of the state 4-year plan as well as preparing and supporting the local applicants. Based on the input from the initial local 2-year applications, the work groups will customize their work plan to meet the challenges and needs of the local consortia. The Strategic Directions are the following:

Advancing Career and Technical Education

- Comprehensive Needs Assessment
- Accountability
- Outreach
- Awareness and Communication

Career-Connected Learning

- Career Pathways
 - Programs of Study
- Career Preparation
 - Work-based Learning

Integrated Network

- Business and Industry
- State and federal programs; state agencies
- Educational Partners
- Consortia/Minnesota State/Minnesota Department of Education

Equity and Inclusion

- Service Partnerships
- providing resources
- Data/data management

Knowledgeable Experts

- Professional development/technical assistance
- Licensure Preparation Programs

- Mentor/mentee relationships
- Consortia leadership

Our Minnesota focus is on increasing student success by:

- Providing high quality programs of study connected to high-skill, high-wage, in-demand careers
- Increasing the focus on service to special populations including the use of statewide Perkins leadership funds and an expansion of community partnerships
- Requiring data-informed decision making regarding local programs, services and spending
- Supporting local innovation and program of study improvement through increased reserve funding
- Providing focus and support to recruiting, training, and retaining educational professionals

Preparing students for post-high school graduation opportunities has long been the priority of school districts across the nation; however, the past few decades have generally aimed at “college for all,” with the assumption that “college” means a four-year degree. Our reality is now driven by global economic needs and the challenge to meet domestic and global workforce demands for jobs that require a combination of academic knowledge and technical skills. Of the careers requiring some type of education, a significant number of them are now requiring a two-year technical degree and/or credential or certification. Additionally, occupations need a workforce of life-long learners to keep abreast with technology and career area knowledge changes. Current trends are breaking down the silos in which education and workforce sectors often operate, thus leading the Minnesota Department of Education (MDE) to strengthen support to schools and districts in creating the World’s Best Workforce (WBWF).

MDE has identified the skills and accountability measures of the WBWF, Every Student Succeeds Act (ESSA), and Career and Technical Education (CTE) and crafted a new vision for career and college readiness with due emphasis on career readiness domains and competencies. This vision has guided the development of the Minnesota Career and College Readiness Resource Guide for schools, students and stakeholders to use to support student learning in this area.

Embracing a well-rounded view of education is needed to drive educational and workforce goals and policies. Taking many perspectives into consideration, along with stakeholder feedback, MDE developed a holistic vision of career and college readiness:

A sufficiently prepared student is one who has the knowledge, skills, mindset, and experiences in the academic, workplace, and personal/social domains to keep learning and, beyond secondary school, to successfully navigate toward and adapt to an economically viable career.

For the purposes of preparing an educated and skilled workforce, including special populations, and for meeting the skilled workforce needs of employers, including both existing and emerging in-demand industry sectors and occupations as identified by the State, the CCR Resource is one resource to guide schools and districts through holistic school or district program planning decisions. It can be used either as a systematic guide, or as individual pieces which best fit with the current phase of planning or improvement efforts. Four domains and competencies represent Minnesota's vision of career and college readiness: Employability Skills, Mindsets and Social Awareness, Career Development and Transitional Knowledge.

MDE is committed to establishing coherence between Perkins, the state CTE Vision, the state CCR Vision, WBWF, and ESSA. For example, one can view the "big picture" of all students being prepared for education, training, and careers and where the secondary Perkins performance indicators fit within the identified CCR Resource career readiness indicators are measured in the secondary system. All of the measures are grounded in the commitment and subsequent measures of equity access, participation, representation, and outcomes for all students.

In summary, MDE recruits and prepares students in CTE through a progression of education opportunities for students, teachers, and support staff. Minnesota State continues that progression through the goals of Perkins V including providing support of the CLNA in the development of local or regional strategies to develop workforce solutions; support the recruitment, preparation, retention and training of educational professionals; provide incentives for innovation and improvement of POS. These provisions and support are aligned with the recognition that rural consortia and consortia with high numbers of CTE students may need additional support to meet the state determined performance indicators and provide equity of access for the students.

c. Describe the State's strategy for any joint planning, alignment, coordination and leveraging of funds between the State's career and technical education programs and programs of study with the State's workforce development system, to achieve the strategic vision and goals described in section 122(d)(2) of Perkins V, including core programs defined in section 3 of the Workforce Innovation and Opportunity Act (29 U.S.C. 3102) and the elements related to system alignment under section 102(b)(B) of such Act (29 U.S.C. 3112(b)(B)); and for programs carried out under this title with other Federal programs, which may include programs funded under the Elementary and Secondary Education Act of 1965 and the Higher Education Act of 1965. (Section 122(d)(3) of Perkins V)

As a partner of Minnesota's Combined State WIOA plan, CTE is actively engaged in workforce development planning, coordination and alignment activities with leadership from both

Minnesota State and MDE serving on the Governor's Workforce Development Board (GWDB). The board has a responsibility to advise the Governor on Minnesota's workforce system and represents key leaders from business, education, labor, community-based organizations, and government. The GWDB has statutory responsibility under the federal Workforce Innovation and Opportunity Act (WIOA), which provides leadership on opportunities and key workforce strategies for the state. The Board provides a venue for workforce stakeholders building on a shared vision and mission. The GWDB is mandated and funded by the federal Workforce Innovation and Opportunity Act (WIOA) and further defined by Minn. Stat., Sect. 116L.665.

In addition, state staff serves on the career pathways, equity, and inclusion work groups. At the regional and local levels, there is cross planning, alignment and coordination with Perkins leaderships serving on workforce boards and regional workforce personnel serving on the Perkins leadership teams. These relationships are essential to effective and authentic work in the completion of the comprehensive local needs assessments. As a strong local-control state, that local or regional work will be essential in achieving the core programs and elements related to system alignment described in Perkins V and WIOA.

MDE's Office of Adult Education oversees services to learners who have left the education system without graduating from high school. Many Minnesota two-year colleges have been selected as providers for adult education programs, providing services that include supports to help learners transition into CTE programs upon attainment of their GED. It is anticipated that Adult Education completers are likely to continue with their postsecondary education in CTE programs available at postsecondary institutions.

Perkins V reinforces Minnesota State and MDE's shared common efforts when it comes to engaging with the State's Workforce Board (GWDC) and other partners to prepare learners to successfully transition to employment or postsecondary opportunities. . The Perkins V initiative along with other partners, including industry associations and business collations such as chambers of commerce and Minnesota State's Centers of Excellence, engage business and industry for work-based learning opportunities, participate in and expand sector partnership efforts championed by business and industry, assist with the design of career pathways, and support collaboration with business and industry to increase opportunities for industry recognized credentials. The shared interests and overlapping goals between CTE, ESSA ensure responsibility for secondary student success is shared between the two federally funded programs. Additionally, Perkins V and WIOA share the goal of recognized postsecondary credential attainment for learners.

d. Describe how the eligible agency will use State leadership funds made available under section 112(a)(2) of Perkins V for each of the purposes under section 124(s) of the Act.

Minnesota will use leadership funds to support professional development and provide technical assistance aligned with the CLNA of local applications. Continuing best practice from prior CTE work and incorporating the Perkins V general authority, state leadership activities will include the required uses of funds of the Act.

Supporting preparation for non-traditional fields in current and emerging professions, programs for special populations, and other activities that expose students, including special populations, to high-skill, high-wage, and in-demand occupations will continue. Support will be offered in the form of professional development, technical assistance specific to consortia needs, and awarding incentive grants to eligible recipients with promising practice for addressing the success of our non-traditional and special populations students.

Building on the recent activities with juvenile justice facilities and our history working with correctional institutions, leadership funds will be used to support individuals in state institutions including juvenile justice facilities and correctional institutions. The award for the distribution of these funds will continue to be implemented through the request for proposal (RFP) process. Recipients will be encouraged to share promising practices at the CTE Work! state-wide conference.

Funds will be used for professional development and to recruit, prepare and retain career and technical education teachers, faculty, specialized instructional support personnel, or paraprofessionals. Initiatives will be conducted at the state-wide level through focused efforts to build additional venues for teachers to meet the CTE and work-based learning licensure and certification requirements. Perkins V leadership funds will also support other state and federal grant programs specifically designed to bring solutions to the critical challenge of meeting the state's needs for qualified CTE professionals. Minnesota State's Perkins team has been researching, incentivizing, and providing recommendations to meet the demand for CTE teachers. The current report *CTE Teacher Education Initiatives* (https://minnstate.edu/system/cte/professionaldevelopment/documents/MN_CTE_Teacher_Pr_ep_Report-March2020.pdf) documents the state of our CTE teacher supply and demand equation and provides recommendations for initiatives moving forward. This work will require Perkins V leadership funds as well as state and local resources to make both a short-term and long-term impact on our teacher shortage. Minnesota aspires to replicate a full plan such as the national TEACH AG program.

Technical assistance will be provided as eligible recipients request and/or state staff predict the need in the implementation of Perkins V plans. The delivery of technical assistance may be virtual or a physical site-visit as requested by consortia. As appropriate, the team of secondary and postsecondary state staff will respond to requests.

In addition, leadership funds will support staff time and resources to:

- a. Provide templates, rubrics and technical assistance for the development or refinement of State Recognized POS

- b. Support the development of frameworks, career exploration materials, guidance, and advisement activities for CTE
- c. Facilitate work-based learning experience guides, models and training
- d. Promote the integration of academic standards, relevant technical knowledge and skills, and employability skills
- e. Provide programming and support to increase the ability of teachers, faculty and specialized instructional support personnel to stay current with industry standards and earn industry-recognized credentials as appropriate
- f. Support state staff to establish or participate in existing statewide industry partnerships among local educational agencies, institution of higher education, adult education provides, Native Tribes and Tribal organizations, employers and community organizations.

B. 2. Implementing Career and Technical Education Programs and Programs of Study

B.2.a. Describe the career and technical education programs or programs of study that will be supported, developed, or improved at the State level, including descriptions of the programs of study to be developed at the State level and made available for adoption by eligible recipients. (Section 122(d)(4)(A) of Perkins V)

Minnesota's Perkins V Plan will build on the solid foundation of development and review processes implemented through Perkins IV. Minnesota established a collaborative system focused on the assessment of technical skills in the State's high school and college Career and Technical Education programs. The current system is organized into 26 local consortia. The consortia model brings together secondary teachers and postsecondary faculty and staff along with business and industry partners, to guide the development, implementation, and continuous improvement of programs of study. At its implementation, this collaborative system put in place technical skills assessments (TSA) as a measure of program quality and a tool for teachers/faculty to improve curricula. The TSA has evolved into a benchmark for the individual student and has directed attention to industry recognized credentials and postsecondary credentials in general. Perkins V is an opportunity for our collaborative system to continue ensuring open communication lines between secondary and postsecondary institutions, as well as balancing the labor market needs of the community, region or State.

The diversity of Minnesota's economy is a success story. Analysis of current economic growth points to strengths across a number of sectors—from national competitiveness in agriculture and manufacturing to impressive growth in healthcare and professional business services. Minnesota's resilient economy provides momentum for continued support of career and

technical education programs including programs of study in all 16-career clusters. The framework for this continued work includes:

- Marketing
- Business, Management and Administration
- Hospitality and Tourism
- Finance
- Agriculture, Food, and Natural Resources
- Arts, Audio/Video Technology, and Communication
- Information Technology
- Transportation, Distribution, and Logistics
- Architecture and construction
- Manufacturing
- Science, Technology, Engineering and Mathematics
- Health Science
- Education and Training
- Human Services
- Government and Public Administration
- Law, Public Safety, Corrections and Security.

Comprehensive local needs assessment will assist the local consortium in the prioritization and validation of the economic cluster and related programs of study that meet local or regional needs. These plans will be based on data-driven decisions made with their local and regional partners.

Minnesota has defined a Program of Study (POS) as a coordinated, non-duplicative sequence of academic and technical content at the secondary and postsecondary levels that:

- incorporates challenging State academic standards,
- includes both academic and technical knowledge and skills that are aligned with State-approved frameworks including employability skills,
- is aligned with local and regional needs of current and emerging occupations,
- progresses in specificity (beginning with all aspects of an industry or career cluster) and leads to more occupation-specific instruction,
- has multiple entry and exit points that incorporates credentialing, and
- culminates in the attainment of a recognized postsecondary credential.

The development and distribution of the career and college readiness guides, along with professional development resources provided by the state, is worthy of attention. In Minnesota, career and college readiness has been elevated as an educational support and vital component of programs of study. In March 2016, the Office of Career and College Success, in collaboration with the Regional Educational Laboratory (REL) Midwest and the Midwest

Comprehensive Center (MWCC), brought together a group of stakeholders to articulate what career and college readiness means for Minnesota students.

Support for the development and implementation of programs of study at the local consortia level is provided through state-approved frameworks, career and college readiness resources, work-based learning guides, and intentional professional development with teacher, faculty and Perkins leadership. In addition, individual technical assistance is provided through state staff of Minnesota State and Minnesota Department of Education. Building on the considerable work of Perkins IV in which each program of study was reviewed by teachers and faculty for competencies and appropriate technical skill assessment on a rotational basis, work will now have closer alignment with the timing of the secondary programs review scheduled by MDE. The first of this new continuous review process is set to begin January of 2020.

B.2.b. Describe the process and criteria to be used for approving locally developed programs of study or career pathways (see Text Box 3 for the statutory definition of career pathways under section 3(8) of Perkins V), including how such programs address State workforce development and education needs and the criteria to assess the extent to which the local application under section 132 will—

- i. promote continuous improvement in academic achievement and technical skill attainment;**
- ii. expand access to career and technical education for special populations; and**
- iii. support the inclusion of employability skills in programs of study and career pathways. (Section 122(d)(4)(B) of Perkins V)**

Minnesota's school districts and the two-year colleges of Minnesota State were self-formed into Perkins consortia under Perkins IV to promote collaborative planning and implementation of Career and Technical education programs within their regions. Benefits of the consortia model include bringing all stakeholders together in a given region to ensure all voices are heard as decision are made to determine which programs of study would best address the workforce needs of the communities.

In identifying initial membership in the State's Perkins consortia, Career and Technical Education leaders were asked to consider the following for their region of the state:

- Career and Technical Education program improvement
- Anticipated Programs of Study
- Dual and concurrent enrollment opportunities
- Collaborative history and culture
- High school to college matriculation patterns

- Geographic proximity
- Continuation of effective collaborative activities that promote high school to college transition
- A decision-making model that would equitably and effectively address Career and Technical Education programming.

For the past several years under Perkins IV the consortia structure has worked well in Minnesota, but as circumstances change over time due to economic, population-related, or other reasons, consortia structure needs to be re-examined to ensure consortia are achieving the goals they were formed to meet. As such, State leaders are requesting that Perkins consortia in Minnesota take a critical look at whether their current configurations best meet the career and technical education needs of students in these regions. This process will be on-going throughout the next four years as Perkins consortia research and plan governance changes to meet State guidelines for size, scope, and quality of programs going forward into Perkins V. As the state implements the Strengthening Career and Technical Education in the 21st Century Act(Perkins V) the consortia model will continue to be the system of delivery for quality Career and Technical education including addressing State workforce development needs and education goals and assessing quality programs of study.

In the planning year, Minnesota formed five strategic direction work groups to guide our transition to Perkin V: Advancing CTE, Career-Connected Learning, Integrated Network, Equity and Inclusion, and Knowledgeable Experts. The purpose of the Career-Connected Learning Work Group is to provide recommendations and decisions that re-set/guide the state in career pathway development from career exploration to employment. Career Connected Learning provides context to core academics through integrated, applied and experiential learning with an exposure to Career and Technical Education and a balanced secondary and postsecondary experience. One of the goals of the group included the development of a checklist and two rubrics that define the minimum criteria for State-recognized programs of study, the second to identify strengths or potential opportunities in their State-recognized Programs of Study, and the third to provide measures for continuous improvement for all programs of study. The minimum criteria rubric advances and refines the previous Rigorous Program of Study checklist that Minnesota implemented in 2012, the MDE program approval guidelines, and the quality standards from the research of national organizations including Advance CTE.

The elements of the rubric (available at <https://minnstate.edu/system/cte/Strengthening-CTE/index.html>) to meet the minimum standard for a State-recognized CTE program of study include the following:

1. **Course standards accurately align to the academic, technical, and employability skills learners must master for entry and success in a given career pathway:** Content standards, frameworks and competencies that define what students are expected to know and be able to do to enter and advance in college and/or careers comprise the foundation of a POS.

2. **Program of Study incorporates active involvement from an integrated network of partners:** Ongoing relationships among education, business, and diverse community stakeholders bolster POS design, implementation, evaluation and maintenance.
3. **Secondary program(s) meets MDE program approval requirements and incorporates courses that lead to postsecondary credits/credentials:** Secondary programs have appropriately-licensed teachers, advisory committees, develop and ensure access to equitable student leadership opportunities, and provide career exploration activities leading to postsecondary credits/credentials.
4. **Postsecondary academic program meets Minnesota State board policy and Higher Learning Commission requirements:** A cohesive arrangement of college-level credit courses and experiences, designed to accomplish predetermined objectives, lead to the awarding of a degree, diploma, or certificate.
5. **Materials, Equipment and Resources:** Facilities, equipment, technology and materials used in the program of study reflect current workplace, industry and/or occupational standards and practices for installation, use, maintenance, and safety.
6. **Incorporates authentic work experiences at the secondary and/or postsecondary level that are valued by industry:** POS engages students in authentic work-based learning experiences that demonstrate progressive occupational learning aligned to industry workforce needs.
7. **Program of Study development, improvement and advocacy are supported by findings from a comprehensive local needs assessment:** Systems and strategies for gathering, analyzing, and disseminating needs assessment data are effective for guiding the improvement of POS, and available in plain language to enhance use by stakeholders for POS advocacy.

A consortium will have a minimum requirement of six programs of study by the submission of their second 2-year local application. The process includes program approvals at the secondary level (Minnesota Department of Education program approval and 5-year program review) and the postsecondary level (initial program by Minnesota State system office and then local program review according to their accreditation standards). The consortia's POS will be submitted and reviewed on an annual basis as part of the application for funds. The continuous improvement efforts of the local consortia will be documented through the use of the POS Continuous Improvement rubric which is now in final draft.

Postsecondary

The Minnesota State program approval policy:

Board of Trustee Policy 3.36 Academic Programs Part 5.

Academic Program Approval. Approval of the chancellor is required for new academic programs, changes to existing academic programs, suspension of academic programs, and closure of academic programs at system colleges and universities.

An approved academic program shall include curricular requirements for earning an academic award, such as credits in general education, a major and/or minor, and all prerequisite courses. The chancellor shall maintain the academic program inventory and annually report to the Board of Trustees on the status of the inventory. The annual report to the Board will include data and analysis of programs measured against program goals established by the Chancellor. The goals will be based on aligning program offerings to workforce needs statewide, regionally and locally in collaboration with the Department of Employment and Economic Development and the Governor's Workforce Development Council (GWDC), and including data from the State Demographer. Only academic programs approved by the chancellor as recorded in the academic program inventory may be offered by system colleges and universities.

(Retrieved from <https://www.minnstate.edu/board/policy/336.html>)

Secondary

Minnesota Department of Education Program Approval

Districts, Cooperatives, and Charter Schools submit a Program Approval Form to the Minnesota Department of Education (MDE) if they are:

- Applying for a new program.
- Making updates to an existing program.
- A Carl D. Perkins consortia region that is up for five-year renewal.

The programs and courses listed within a district's Program Approval Database are the programs and courses that will be reported to MDE in the P-file (Perkins data submission). Retrieved from (<https://education.mn.gov/MDE/dse/cte/progApp/>)

All programs receive review conducted by the Minnesota Department of Education on a five-year cycle.

B.2.b (ii) expand access to career and technical education for special populations;

While economic indicators for the Minnesota are headed in a very positive direction, a number of other indicators highlight the educational and employment disparities that continue to persist. As the disaggregated unemployment data is analyzed, it documents that unemployment and poverty rates for communities of color continue to increase. This research shows that people with disabilities experience over twice the rate of unemployment as those without a disability. The State's WIOA plan states, "Youth are becoming increasingly disconnected from education and the labor market. Minnesota's future economic prosperity requires a workforce development system that provides greater employment opportunities for those experiencing barriers to employment and meets the skill needs of employers."

The Perkins V strategies to meet the challenges of our special populations will come from the analysis at the local or regional level derived from the CLNA. Local consortia are required to document and evaluate how their intentional activities will expand access to Career and Technical Education (CTE) for special populations as identified in the comprehensive local needs assessment. The State will continue to provide professional development to consortia including understanding the expansion of special populations as defined by the Strengthening Career and Technical Education for the 21 Century Act, consortia data review and analysis, applicable national research projects, and recommendations for interventions.

A component of providing *access for all* to programs is the Office of Civil Rights compliance requirements. Minnesota has demonstrated a long-standing commitment to equity and ensuring that members of special populations are provided equal access to programs. Each year the Minnesota State conducts a minimum of four Office of Civil Rights (OCR) compliance reviews. The major purposes of the OCR Compliance Review are to ensure that community colleges are providing equal access to CTE through vigorous enforcement of Title VI of the Civil Rights Act of 1964, Title IX of the Education Amendments of 1972, Section 504 of the Vocational Rehabilitation Act of 1973, and Title II of The Americans with Disabilities Act (ADA). In addition to conducting a minimum of four local OCR On-Site Compliance Reviews each year, Minnesota State provides ongoing technical assistance to community college staff members on equal access.

The Minnesota Department of Education is required to submit to the United States Department of Education, Office for Civil Rights (OCR), a Biennial Civil Rights Compliance Report. It is MDE's responsibility to conduct comprehensive on-site reviews of school districts to address issues of discrimination on the basis of race, color, national origin, sex and disability in vocational education programs. The strategies that have been undertaken under Perkins IV will continue under Perkins V. Specialists with the Compliance and Assistance Division within the Minnesota Department of Education will review Minnesota school districts on a cyclic time frame.

B.2.b. iii. support the inclusion of employability skills in programs of study and career pathways.

Employability skills are increasingly a component of curriculum and instruction in all career and technical programs, and are addressed and validated through the inclusion of work-based learning (WBL) experiences within programs of study and career pathways and all aspects of MDE's Career and College Readiness work.

Work-based learning provides students the opportunity to become engaged with occupations, employers and career pathways. There is a significant importance for both secondary and post-secondary students to participate in work-based learning opportunities. The experience gives students a first-hand look into prospective or chosen careers as well as experience in developing employability skills. Students have the opportunities to participate in career exploration to full immersion either in or outside of the traditional school setting. This is rich experience for students and helps guide them to well-suited career choices. The state supports the local consortium's implementation for work-based learning in the programs of study. One of the minimum requirements for State-recognized Program of Study recognition by the state is the inclusion of a work-based learning opportunity for students. The state supports work-based learning at the consortium level by providing funding to the consortium to both develop and improve these opportunities for students, professional development, and technical assistance.

Opportunities to build career awareness, explore careers, and develop employability, critical thinking and problem solving skills are provided through work-based learning experiences. Local consortium have a range of WBL strategies to include in programs of study, including instructor-led experiences such as simulation, portfolio development, and capstones or employer-aligned WBL such as internships, project work, or field experience. WBL is an instructional strategy within the experiential learning continuum wheel (p. 6, A Reference Guide to Minnesota Work-Based Learning Programs, <http://education.state.mn.us/MDE/dse/cte/tl/wbl/>) which involves an appropriately licensed teacher (through the Minnesota Professional Educator Licensing and Standards Board (PELSB), formerly the Board of Teaching) who closely supervises the worksite activities, convenes an advisory committee, and is responsible for the required Training Plan, Training Agreement, safety training, seminar class, evaluation of competencies and recordkeeping.

The work-based learning experience is to be connected to career pathway CTE classes and the career technical student organizations (when available) of the career pathway, including, but not exclusively, the work-based learning career seminar. Training Plans for a particular work experience detail the scope and sequence of occupational competencies and employability skills for entering an occupation or postsecondary education. If a student completes multiple work experiences, the training plan should include a progression of acquisition of higher-level competencies. Each student participating in an employer-aligned work-based learning

opportunity must have a training plan prepared by the work-based learning coordinator and the employer, with competencies identified by the team. These identified competencies must match proposed deliverables/outcomes specified in a vendor contract for an identified employment opportunity. Training plans are required to be kept on file at the local school district and be available for review upon request.

This array of opportunities provides Minnesota students with the strategies to become career ready. Students with disabilities have opportunities to participate in work-based learning, however, there may be times when students with disabilities will require specially-designed instruction to meet their educational needs. If an IEP team determines that need, accessing Minnesota's CTE for Students with a Disability may be an appropriate service. The WBL experience provides students with opportunities to build career awareness, explore careers, employability skills, and develop critical thinking and problem-solving skills.

Minnesota has codified employability skills within its definition of career and college readiness. Career and college readiness is defined by Minnesota Statutes, section 120B.30, as:

“For purposes of statewide accountability, ‘career and college ready’ means a high school graduate has the knowledge, skills, and competencies to successfully pursue a career pathway, including postsecondary credit leading to a degree, diploma, certificate, or industry-recognized credential and employment. Students who are career and college ready are able to successfully complete credit-bearing coursework at a two- or four-year college or university or other credit bearing postsecondary program without need for remediation.”

B.2.c.

B.2.c.i. Availability of Career Pathways Information

At the state level, career pathway inventories are available through MN Programs of Study (<http://www.mnprogramsofstudy.org/mnpos//>). Currently information on college credit options, career exploration resources and the full listing of programs of study by high school, career or pathway or college are available. The pathways can also be sorted by consortium name. However, as the system makes changes to its own software platforms and the new State-recognized Programs of Study checklist is implemented the State is researching new options to transition our delivery of this information in more user friendly, compliant and diverse language platforms. Local consortia have print and website information available to students, parents, teacher and faculty.

B.2.c.ii. Career Pathway Multiple Entry and Exit Points

The State is committed to providing support to local consortia and partners and to build career pathways that demonstrate the opportunity for multiple entry and exit points. The availability of multiple entry and exit points provides the opportunity for students to enter a career

pathway at various stages in their educational experience. The State does not have the authority to mandate to colleges or high schools the structure of the programs and the creation of degree options. However, the State does collectively encourage programs to structure the credential attainment in a stackable format. This allows students to enter and stop-out at various life points without losing previously obtained experience as well as provide opportunities for students to gain both experience in the industry and educational experiences. This includes the ability of singular institutions to offer only portions of a program because of limited physical or human resources. The state encourages collaboration and partnerships between educational institutions to provide credential attainment in a variety of ways and encourages institutions to honor transfers, articulations, dual enrollment agreements, and award credits for prior learning experiences, or competency-based education.

Some circumstances are beyond the control of the Career and Technical Education units and are governed by other regulatory agencies such as Regional Accreditation (HLC), State Statute, or Board of Trustee Policy. Programs of study provide students with opportunities to stack their credentials and earn credits for prior educational or work experiences. Programs are developed for people to gain professional development and/or leadership responsibilities in a chosen career pathway. This may be a degree completion or preparation for completion of an industry recognized credential or re-certification. Institutions are developing programs that have smaller parsed courses that allows for students to enroll in courses (or parts) that are needed to complete credentials without having to “re-enroll” and participating in programs that are not needed because of experience or educational completions.

The state will review all the State-recognized Programs of Study and career pathways and provide supports for technical assistance to programs to re-design so that various entry and exit points exists. The creation of the Continuous Improvement Rubric for “program quality” is aligned with Minnesota State, MDE, and the program approval process for schools to self-evaluate the quality of their programs and programs of study in their school district’s (not a state evaluation tool). One of the metrics in this tool is to review the multiple entry and exit points. There are many efforts throughout Minnesota State to enhance the entry and exit points in career pathways for various populations such as Veterans and ex-offenders.

Minnesota has required consortia formation between secondary and postsecondary for several years. This obligates partners to collaborate on the development of a joint local Perkins application. This application details how each consortium will use funds to develop, coordinate, and implement CTE programs and programs of study. This requirement by the state has been a successful tool in having eligible recipients work together to leverage resources. Efforts to coordinate and improve State-recognized Programs of Study will include consortia collaboration with secondary, post-secondary, adult basic education (ABE), and workforce agencies.

The state supports application and plan development by monitoring and providing feedback on each local plan. In addition, the annual CTEWorks! Conference starts with a preconference designed to support local consortia coordinators. It gives coordinators a time to network and

share learning. This work was highlighted partly because of the alignment of the career pathways definition in WIOA and Perkins V. Future conferences could include sessions on fiscal collaboration with other revenue streams.

The alignment of definitions has provided an opportunity to merge work around multiple entry and exit points. For instance, State-recognized Programs of Study are designed to move students through secondary and postsecondary courses in a particular industry. Although this is a good model it limits access for adult learners, dislocated workers, and others. The only entry point they have is postsecondary and, unfortunately, too many of them end up in development education instead postsecondary coursework. To address this issue, system leadership in ABE and CTE have been regularly meeting this past year to consider a new strategy with Adult Basic Education to create professional development that guides CTE and ABE instructors in creating scaffolded pathway coursework that clearly delineates entry and exit points.

B.2.c.iii. Labor Market Data

Each consortia is required to conduct local and regional needs assessment throughout the state on a biennial basis. The state will utilize the data collected from local and regional needs assessment to influence conversation at regional levels. This will provide some of data required to make informed decisions about State-recognized Programs of Study. The State also has several resources to align State-recognized Programs of Study to local and regional labor market data. State staff will develop a process for conducting an analysis of consortium programs of study. This analysis will help consortia to determine which programs of study are offered throughout their region. Perkins state leadership will conduct professional development for the consortia leaders and provide technical assistance to utilize a variety of labor market data resources to triangulate data both quantitative and qualitative to analyze what programs are vital to the region. The State anticipates that manufacturing and health care will have a strong presence as needed industries in all needs assessment and will show as in-demand careers in labor market data information. The state may not have the capacity in every institution to develop career pathways in these industries, but can support the partnerships and collaboration between institutions that may not be able to develop program. Once the information is available, consortium leadership will determine how to support the programs that are deemed high-wage, high-skill, or in-demand and how to align programs to meet the needs of the local needs assessment. There are many resources and collaborations occurring throughout the state to address occupations that are deemed high-wage, high-skill, or in-demand.

Funding sources may be directed to consortia to examine and implement the use of current technology, equipment, or training aids that align directly to local, regional, state, and national standards within the economy. Consortia applications will document how they have determined what these needs are and how they came to these conclusions with the support of advisory committees. Programs that do not meet the local needs assessment or the definitions

of size, scope and quality may need to seek other sources of funds for equipment or materials to maintain programs.

B.2.c.iv. Equal Access to Approved CTE Programs

The State will continue to ensure equal access to approved career and technical education for all students with evidence-based practices that have proven to be successful in the state. Several consortia have demonstrated the ability to provide education and activities to populations that have barriers to access. Access to Career Technical Education for Students with a disability (ACTE-SPED) aid is available for contracted services and special equipment to enable students to access CTE courses. Information will continue to be disseminated to consortia so that they can continue to access this aid. The state will collaborate with consortium leaders to identify best practices for educational program delivery to diverse populations across large geographic boundaries. This will include guidance for small institutions with limited economic means for delivering needed career and technical education programs because of factors that are beyond the State's ability to control.

The availability of resources can be scarce in extremely rural regions. In addition, the diversity of career and technical programs offered in the consortia is vastly different. One of the elements of the local needs assessment reviews the issues of access to special populations. This will provide regional data for the consortia to determine strategies on closing the gap associated with access and opportunities for students in special populations.

During the transition year, the State conducted research to identify tools such as NAPE's Equity gap analysis tool that will assist in the identification of gaps or present barriers for special populations' access to career and technical education. Gap analysis will allow the state to determine a strategic approach to reducing or eliminating barriers to career and technical educational programming. The state will continue to provide incentive funding for consortia to improve access and opportunity to special populations and to those that have been able to improve and maintain providing career and technical programming and related activities.

The State will encourage local consortia to establish stronger working relationships with community-based organizations and adult basic education to expand career and technical opportunities to underserved populations as defined in the law. The state will continue to support consortia efforts to expand career and technical education offerings beyond the traditional school building. This includes distance delivery of education through various modalities and utilization of industry supported facilities to eliminate one of the physical barriers. It is evident that many of the barriers to access are caused by the lack of career and technical education teacher licensure or credentialing opportunities. Multiple initiative are in place to address the CTE teacher shortage.

The state will continue to support the availability of brokered career pathways to provide more experiences that are educational for students. The State will also continue to fund support services for students with a variety of needs and provide opportunities for students of all abilities to participate in career and technical education wherever practical and applicable. Professional development needs for educators will be considered to aid in the development of curriculum and programs to meet the needs of learners of all ability levels.

B.2.c.v. Local Workforce Development Boards

Local workforce development boards participate in all CTE work in Minnesota and the extent of the involvement is very locally controlled. At minimum, workforce development board members participate in the CLNA. The DEED regional labor market analysts and career pathway counselors are active participants in this work. The Career Pathways Tool (<https://mn.gov/deed/data/data-tools/career-pathways-tool/>) developed and hosted by the Minnesota Employment and Economic Development is utilized to connect educational programming with labor market data to help align educational outcomes with the employment opportunities. The interactive tool provides access to state-wide or regional exploration of career field and cluster employment projections, the education demand in these occupations, and wage data. The professional development focused on the use of this tool is part of the Perkins V webinar series hosted by Minnesota State. Local and regional relationships exist between the regional career pathway specialists to assist in providing information for educational programming and career advisement for our learners.

In the majority of the consortia, these personnel also participate in career and technical education advisory boards. Workforce center personnel are also part of the local Perkins governance teams in many consortia. The flip-side is also true. Many of our consortia leaders serve on their regional or local workforce development boards.

Minnesota State and Minnesota Department of Education have separate processes for developing and approving career and technical education programs and each State agency has the authority to approve or deny the application based on a variety of criteria. This process does not discriminate between career and technical education or general education programs. The state currently requires consortia to possess six State-recognized Programs of Study. The state does not dictate or mandate that certain consortia offer certain programs. The consortia determine which pathways are best suited to meet the needs of the students and are available regionally. Secondary and postsecondary approval requires the engagement of a local advisory committee in the ongoing delivery of CTE programs. The State has developed and is updating resources for the programs to utilize the creation of local advisory committees. There are also requirements that the program has occupational data demands to support the creation of postsecondary career pathways. Once programs are completed and approved, the program is required to participate in a program review process. State-recognized Programs of Study are reviewed annually to ensure all the required components exist. The State also strongly encourages the participation in State career pathway collaborative meetings where secondary

teachers, postsecondary faculty, and industry experts develop, edit, and approve competencies and assessments to validate the skills needed for entering graduates.

The State will review continue to review processes to improve the performance in the areas of career pathway development, program of study development, and local workforce board and education collaboration and partnership. In addition to these mentioned strategies, consortium throughout the State will be conducting local needs assessments and evaluating the findings. This process will influence the decisions to add, improve, modify, or delete career pathways and/or state approved programs of study. It will also influence postsecondary program modification through involvement of established workforce boards.

As part of the development of a Continuous Improvement rubric, one metric includes evaluating the level of engagement by local workforce boards. The metric will evaluate industry and workforce board involvement in the establishment and modifications of career pathways to meet local needs assessments and the needs of the local workforce development boards.

B.2.c.vi. All Aspects of Industry

The State places a strong emphasis on the incorporation of work-based learning, mentoring, internships, and simulated work environments into career pathways as part of State-recognized Programs of Study. Many consortia have developed strong collaborations or partnership with business and industries to provide experiential learning opportunities for students. Consortia are currently developing opportunities for students to engage with business and industry on a variety of levels from exploration to employment in various stages of their education. Secondary and post-secondary partners have developed partnerships to take courses in shared spaces with access to all instructors including industry experts. This also includes providing opportunities for teachers and faculty to participate in externships to learn more about relevant industry skills to be teaching students.

One of the metrics the State has examined is the incorporation of work-based learning for students as a program quality indicator. This may include simulated work environments such as health care simulation laboratories or other simulated businesses. The State will begin to investigate the impact of requiring that all identified State-recognized Programs of Study (which includes both the secondary and postsecondary levels) provide the opportunity for some form of work-based learning for students including youth apprenticeships, internships, co-operative experiences, clinical and practicum experiences, entrepreneurship, work simulations, or other forms work-based learning. In addition, every State-recognized Programs of Study already includes career exploration, preparation, and guidance provided by both educators and industry professionals. Several of the consortia are using Perkins funding to provide opportunities for rigorous, long-term, and sustained career exploration with hands-on experiences that are relevant and current in the industry. Continuing to provide technical support and professional development for these types of work-based learning opportunities will be ongoing with the implementation of Perkins V. In addition, the state will explore partnerships with the Minnesota Department of Labor and Industry to provide secondary schools with collaborative guidance

about school-based businesses to ensure that experiences meet requirements of WIOA, Olmstead and other labor laws.

The state will provide technical assistance, evidence-based practice, and resources on proven strategies for local school districts and colleges to implement more and create new work-based learning experiences for students. This metric will become one of the scoring sections in determining program quality.

B.2.c.vii. Improvements in Gaps of Performance

The state will continue to link CTE coursework to hands-on relevant work-based learning experiences, including efforts to develop a scaffolded framework of employability skills development as part of the work experience seminar. The state will provide open educational resources development with the Minnesota Partnership for Collaborative Curriculum (MPCC), with input from a team of CTE teachers from various career fields, which can be used as a course or as modules within other courses. The enhanced connection to work-based learning and development of employability skills has the potential to increase student retention, engagement, graduation rates and academic performance.

During the Perkins V full implementation, consortium will continue to be encouraged to strengthen intentional connections to regional workforce development centers within consortia and local school districts to identify workforce skill training needs for all students/workers including special population students. Programs of study will be reviewed for their responsiveness to local needs assessments and delivered with fidelity to address workforce and workplace needs.

B.2.d. Dual enrollment

Minnesota has been increasing postsecondary opportunities for students through multiple approaches and offers dual enrollment opportunities for students under the [Postsecondary Education Options \(PSEO\) Act](#), which includes postsecondary courses taught at the college and/or at the high school through Concurrent Enrollment. By participating in these dual enrollment options, high school students complete both high school graduation requirements and college requirements that allow for greater flexibility when they enter the postsecondary setting full-time. Students may benefit from cost-savings and shorter time-to-credential. State law and consortium regional articulation agreements support planning and funding early college opportunities and ease the transition from secondary to postsecondary.

Eligibility for secondary students to access PSEO on a college campus has expanded over the years to include participation in postsecondary CTE programs for 10th, 11th and 12th grade students. Transcripts at the secondary and postsecondary level document course completion. Tuition, fees, and books for PSEO students who earn dual credit are paid by the Minnesota Department of Education to the colleges and universities in which PSEO students are enrolled. The state also provides support to pay the cost of transportation for low income students

attending college courses on a postsecondary campus. In addition to financial provisions to support access to college course-taking opportunities for students, policy holds both institutional partners accountable for offering support services to students both prior to and during enrollment in the PSEO program.

The Minnesota Department of Education developed a [Postsecondary Enrollment Options Reference Guide](#), updated August 2019, which provides definitions of postsecondary options, eligibility of students, and participation requirements including students with Individualized Education Programs (IEP). The guide also includes information for students, parents, districts and postsecondary institutions. The Minnesota Automated Reporting Student System (MARSS) collects enrollment and demographic student data using a unique student identification system. The system allows MDE to track student enrollment and postsecondary enrollment option participations.

Minnesota's Concurrent Enrollment partnerships offer thousands of Minnesota students' access to rigorous college courses at their local high school. Research shows that high school students who participate in accelerated learning options, such as concurrent enrollment, benefit greatly from:

- Exposure to high expectations.
- Participation in challenging courses.
- The momentum gained by earning college credits while still in high school.

Minnesota's Concurrent Enrollment program has one of the most extensive policy structures in the country to support high school instructors teaching college courses. Secondary and postsecondary institutions are required to sign a concurrent enrollment agreement that provides for the following assurances: determination of qualifications and responsibilities of high school instructors; postsecondary supports for instructors, resources needed to support teaching and learning; regular communication and professional development between postsecondary faculty and high school instructors; and approval of high school instructors to teach college courses by the college or university partner.

Partnerships developed between university faculty and high school teachers provide learning and training opportunities that may not otherwise exist. Additionally, concurrent enrollment students stay at the high school instead of leaving to attend classes at a university. This allows the student to continue their learning within their high school community and eliminates the barrier that transportation that might be experienced if the student needs to travel to the local college. Finally, through participation in concurrent enrollment, high schools establish themselves as education leaders by setting high standards, providing outstanding offerings, and preparing students for the 21st century.

All thirty-one of the two-year colleges in the Minnesota State system participate in dual enrollment and offer these opportunities to high school students. In 2018, over 41,000 high

school students gained college credit via dual enrollment, and participation in dual enrollment has grown by 44% over the past five years. This statistic is inclusive of career and technical educational coursework.

Professional development is an essential part of successful dual enrollment activities. The Minnesota State system office provides a variety of professional development opportunities for both internal staff and external partners specific to dual enrollment opportunities and requirements. Monthly webinars are held for concurrent enrollment directors for our 33 concurrent enrollment programs to share best practices, provide policy guidance, and share information relevant to effective program implementation.

Due to state legislation requiring all concurrent enrollment programs to receive NACEP accreditation, we provide annual workshops in collaboration with NACEP. NACEP is the national accreditor of concurrent enrollment programs and provides rigorous programs standards to support high quality programming. These workshops provide opportunities to learn more about the standards, how to implement them, and how to prepare a strong portfolio for accreditation. Minnesota State also held its first concurrent enrollment summit in the fall of 2018 bringing secondary and postsecondary partners together from across the state to learn about effective and equitable programming practices and build a community of practice statewide.

For programming where high school students take college courses on the college campus (PSEO), quarterly webinars are held to share practices and hold an annual convening of program coordinators to engage in professional development around the specific program needs of this model. Technical assistance is provided as specialized support for PSEO programming with students enrolled in the state approved alternative high schools as well.

For all the success of dual enrollment in all of its iterations, two major challenges persist:

1. The barriers created by the misalignment of secondary teacher licensure requirements and postsecondary minimum qualifications in the same or similar content areas
2. The recruitment and support of nonwhite students into dual enrollment opportunities.

B.2.e. Stakeholder Involvement

Describe how the eligible agency will involve parents, academic and career and technical education teachers, administrators, faculty, career guidance and academic counselors, local business (including small businesses), labor organizations, and representatives of Indian Tribes and Tribal organizations, as appropriate, in the planning, development, implementation, and evaluation of its career and technical education programs. (Section 122(d)(12) of Perkins V)

The stakeholders described in Section 122(d)(12) of Perkins V were involved in this work through a variety of methodologies. Every opportunity to present the opportunities that changes in the Perkins act presented were capitalized upon. Examples included state staff presentation as part of the agenda for Minnesota's Centers of Excellence, webinars and conference of the Minnesota State Equity and Academic and Student Affairs divisions, Minnesota State's Board of Trustees, and Governor's Workforce Development Board, surveys to parents and students, attendance at the Tribal Nations Education Council, counselor conferences, program advisory meetings, and direct presentations to the regional or local Perkins planning committees. In addition, formal public provided another opportunity for stakeholder engagement. This engagement continues, very actively, as local consortia are in the process of executing their CLNA work. At the local level, consortia will involve all stakeholder groups in the planning, development, implementation and evaluation of the CTE programs and services.

B.2.f. Local Application

In compliance with section 134(b) of Perkins V the local application has been developed.

<https://minnstate.edu/system/cte/Strengthening-CTE/index.html>

B.2.g. Comprehensive Local Needs Assessment: Guide and Framework

To meet the requirements of section 134(c) of Perkins V the Comprehensive Local Needs Assessment Guide and Framework have been developed.

<https://minnstate.edu/system/cte/Strengthening-CTE/index.html>

B.2.h. Definition of size, scope and quality

For the implementation of this Perkins V plan, Minnesota has reviewed its criteria for defining consortia using the lens of size, scope and quality in addition to the minimum requirement of one public secondary district and one public 2-year Minnesota State institution. The consortium's configuration moving forward will need to meet the criteria below by the 2022 submission of a CLNA:

- Minimum of one school district plus one postsecondary Minnesota State College
- Minimum of 6 State-recognized Programs of Study
 - Of these 6 POS, a minimum of 4 career fields must be represented
 - All components of 3 of the 4 POS by career field must be provided within the consortium
- Greater than 1000 CTE participants at the secondary level
- Greater than 1800 FYE at the postsecondary level.

- The definitions and headcount used for participants and FYE are based on 2018 academic numbers. This was the most recent data as Perkins V went into effect July of 2019.

At the local use of funds level, Minnesota defines size, scope and quality as documented below. However, the State is reviewing and potentially revising these components as we collect information from the comprehensive needs assessments and our formal consultations.

Minnesota defines size, scope and quality at the program level as documented below. However, the State will continue to review and potentially revise these components as we collect information from the comprehensive needs assessments.

Size

- Parameters/resources that affect whether the program can adequately address student-learning outcomes. This includes:
 - Number of students within a program
 - Number of instructors/staff involved with the program
 - Number of courses within a program
 - Available resources for the program (space, equipment, supplies)

Scope

- Programs of study are part of or working toward inclusion within a clearly defined career pathway with multiple entry and exit points. (The goal of 6 State Recognized programs of study offered with in a consortium will be a component of the full Perkins V plan.)
- Programs of study are aligned with local workforce needs and skills.
- Postsecondary programs connect with secondary career and technical education via articulation agreements and/or dual credit, etc.
- Programs develop not only specific work-based skills, but also broadly applicable employability skills

Quality

- A program must meet two out of the following three criteria: the program develops (1) high skilled individuals, (2) individuals who are competitive for high wage jobs, and (3) individuals who are trained for in-demand occupations.
 - High skilled: programs that result in industry-recognized certificates, credentials, or degrees,
 - High wage: High wage is anything that is above the median wage for all occupations (\$41,749 based on 2018 data from Minnesota Department of Employment and Economic Development)

- In demand: occupations that are identified in the Occupation in Demand index (<https://careerwise.minnstate.edu/jobs/hotCareers?re=R01000>) and/or through local needs assessment.
- A program or activity must work toward closing student equity gaps in access and completion (e.g., reducing barriers to students, implementing guided pathways, providing recruitment).
- A program must work toward effectively using data to inform and improve student learning.
- Approved programs meet the requirements of MDE or Minnesota State policies and rules
- Implementation of a continuous program improvement process approved in the local application
- Activities must support or be collaborations with POS

Waivers to uses of funds that do not meet the size, scope, and quality criteria at the consortia or local level will be handled on an individual basis at the time of the local application review or as consortia make requests to change their original submissions.

B.3.a. Meeting the Needs of Special Populations

a. Describe the eligible agency's program strategies for special populations, including a description of how individuals who are members of special populations—

- i. will be provided with equal access to activities assisted under this Act;**
- ii. will not be discriminated against on the basis of status as a member of a special population;**
- iii. will be provided with programs designed to enable individuals who are members of special populations to meet or exceed State determined levels of performance described in section 113, and prepare special populations for further learning and for high-skill, high-wage, or in-demand industry sectors or occupations;**
- iv. will be provided with appropriate accommodations; and integrated settings that support competitive, integrated employment. (Section 122(d)(9) of Perkins V)**
- V. will be provided instruction and work-based learning opportunities in integrated settings that support competitive integrated employment. (Section 122(d)(9) of Perkins V)**

All Minnesota students deserve high-quality learning opportunities that lead to workforce readiness and access to further learning. The pursuit of educational equity recognizes the historical conditions and barriers that have prevented opportunity and success in learning for

students based on their race, gender, language, disability, income, and other social conditions. All stakeholders must work intentionally and collaboratively to correct these realities. Our Perkins Principles state that we are committed to ensuring an equity lens for all decision-making. Minnesota's World's Best Workforce, the Every Student Succeeds Act (ESSA) and Minnesota's Commitments to Equity require meaningful inclusion of all students in the system and hold every public school accountable for the outcomes of each student group.

Equity is different from equality. Although equality demands that everyone is treated the same, equity recognizes the unique identity of a student that is too often impacted by racism, bigotry, or bias. Equity corrects these realities through conversations, actions, and distribution or redistribution of resources based on individual and group needs to eliminate structures and barriers to ensure equitable outcomes. By eliminating systemic barriers and biases, well-implemented Career and College Readiness (CCR) programs improve outcomes for underserved students and benefit everyone. Commitments to equity provide the framework for school- and district-level actions that will result in greater access, participation, representation, and attainment of CCR skills for all students.

Applying specifically to Perkins funded activities, all local consortia applications are reviewed by the Minnesota State System Office and Minnesota Department of Education staff to ensure that discrimination against members of special populations in learning, student recruitment and support services, and physical accessibility is not apparent in written goals, objectives, strategies or policies. It is an expectation that each local consortium will identify how the needs of special populations of students will be met to ensure that each learner can be successful and experience the same rigorous career and technical education programs leading to high skill, high wage or in-demand occupations.

The work of Perkins V will continue to have an emphasis on developing strategies that focus not just on prioritizing student recruitment but put in place approaches and support that ensure learner success within CTE programs such as:

- Sharing practices for supporting students in special populations, especially disabilities, English language learners, homeless and non-traditional CTE programs. Outreach through campuses and community-industry partnerships, for example, will be utilized to educate local consortia and support communities of practice to address equity in CTE programs.
- Provide technical assistance to address barriers for access and participation in CTE programs by utilizing partnerships from local and national sources to examine equity challenges, priorities, and research.
- Provide professional development to educators and faculty on effective tools and strategies for supporting learners and ensure equity and access to effective support services, without regard to race, color, national origin, gender or (dis)ability. Utilize OCR compliance and campus diversity officers among other local and national

resources to provide effective strategies and assessment of programming and services to learners.

- Provide incentives to support the expansion of the opportunities for learners in diverse geographic communities and to explore and experience CTE in flexible environments, such as but not limited to online learning and community-based CTE programming. Identify and utilize opportunities for innovation and partnership grants to support local initiatives and scale promising practices.
- Extend outreach to include more community and industry input on meaningful and quality CTE opportunities and experiential learning. Provided opportunities for funding through RFP grant process to support these efforts and scale practices.

ii. will not be discriminated against on the basis of status as a member of a special population

Under Perkins V Minnesota will continue the adherence to the Office of Civil Rights guidelines and requirements. OCR Guidelines require each state agency receiving federal financial assistance that offers or administers vocational education programs to develop and implement a program to monitor compliance to Title VI of the Civil Rights Act of 1964, Title IX of the Education Amendments of 1972, and Section 504 of the Rehabilitation Act of 1973. Compliance to the law will include review of institution's documents and publications containing Title VI, Title IX, and Section 504 policy statement(s) of nondiscrimination; language or media used in public notifications other than English if necessary; and statement(s) or write-up(s) used to notify public of nondiscrimination in career and technical opportunities including date(s) issued.

Minnesota State has adopted the general philosophy that this compliance program be perceived and projected as an opportunity to put students first and to improve the learning environment through activities that allows the system to examine the status of existing conditions, identify problems that exist, plan and implement correction and/or improvement and provide the changes as opportunity for improvement across the full Minnesota State system.

In addressing our secondary student population, the Minnesota Department of Education Civil Rights Compliance Review program is designed to ensure that all groups and populations have an equal opportunity to access their education:

- Review data and records, interview staff and students, administer a survey, and examine facilities for accessibility.
- Prepare a Letter of Findings, detailing areas that are out of compliance, and assist with the development of a Voluntary Compliance Plan that outlines what will be done to come into compliance.

- Assist with completing the items on a voluntary compliance plan, including providing technical assistance and sample policies and procedures.

Secondary

The Minnesota Department of Education is required to submit to the United States Department of Education, Office for Civil Rights (OCR), a Biennial Civil Rights Compliance Report. It is MDE's responsibility to conduct comprehensive on-site reviews of school districts to address issues of discrimination on the basis of race, color, national origin, sex and disability in vocational education programs. The strategies that have been undertaken under Perkins IV will continue under Perkins V. Specialists with the Compliance and Assistance Division within the Minnesota Department of Education will review Minnesota school districts on a cyclic time frame.

Postsecondary

Minnesota State has demonstrated a long-standing commitment to equity and ensuring that members of special populations are provided equal access to programs. Each year the Minnesota State conducts a minimum of four Office of Civil Rights (OCR) compliance reviews. The major purposes of the OCR Compliance Review are to ensure that community colleges are providing equal access to CTE through vigorous enforcement of civil rights in compliance with the requirements of Title VI of the Civil Rights Act of 1964, Title IX of the Education Amendments of 1972, Section 504 of the Vocational Rehabilitation Act of 1973, and Title II of The Americans with Disabilities Act (ADA). In addition to conducting a minimum of four local OCR On-Site Compliance Reviews each year, Minnesota State provides ongoing technical assistance to community college staff members on equal access.

Both the Minnesota Department of Education and Minnesota State provide professional development to staff and Perkins consortia leadership as well as teachers and faculty. The Office of Equity and Inclusion and the Office of General Counsel also provides professional development such as the September 19, 2019 workshop Disability Accommodations: Students and Employees (<https://www.minnstate.edu/system/ogc/docs/webinars/>)

The Minnesota State Board of Trustee Policy 1B1 addresses Equal Opportunity and Nondiscrimination in Employment and Education. Individual campuses are also required to apply the Minnesota State Board of Trustee Policy or implement a local policy providing not less than the system criteria.

Minnesota State Board of Trustee Policy 1B1

Part 1. Policy Statement.

Subpart A. Equal opportunity for students and employees. Minnesota State Colleges and Universities has an enduring commitment to enhancing Minnesota's quality of life by developing and fostering understanding and appreciation of a free and diverse society and

providing equal opportunity for all its students and employees. To help effectuate these goals, Minnesota State Colleges and Universities is committed to a policy of equal opportunity and nondiscrimination in employment and education.

Meeting the Needs of Special Populations

MDE's Equity Statement follows: Educational equity is the condition of justice, fairness and inclusion in our systems of education so that all students have access to the opportunities to learn and develop to their fullest potentials. The pursuit of educational equity recognizes the historical conditions and barriers that have prevented opportunity and success in learning for students based on their races, incomes, and other social conditions. Eliminating those structural and institutional barriers to educational opportunities requires systemic change that allows for distribution of resources, information and other support depending on the student's situation to ensure an equitable outcome.

Minnesota State has this goal: "By 2030, Minnesota State will eliminate education equity gaps at every Minnesota State college and university."

Under the umbrella of these statements and goals, multiple initiatives are in place to address disparities or gaps in performance. For example, within the Minnesota Department of Education there is an effort to better align CTE work and ESSA initiatives. We anticipate supporting and collaborate with state specialists and educators in our special education division, homeless student liaison staff, as well as our English learner division all of whom have a strong start toward reducing and eliminating gaps in performance.

iii Programs to help special pop's meet or exceed state levels of performance for high skill, high wage, in-demand sectors or occupations [Sec. 113]

One of the strategies in place to help special populations meet or exceed state levels of performance involves proving awareness of and recruitment into programs of high skills, high wage, or in-demand sectors or occupations. Minnesota has developed, supported, and encouraged the use of electronic career guidance tools for raising awareness of career options. Examples of guidance tools for learners to explore and build individual career plans include Minnesota Career Information System (MCIS), TalentNeuron Recruit and CareerWise. Examples of data tools to provide research and additional useful information about career options available, including non-traditional careers, and career options for ex-offenders, are listed below:

1. Career profile integration example:

(New: job counts, top employers, top skills, top certifications, and links to job postings)
<http://careerwise.minnstate.edu/careers/careerDetail?id=6&oc=132011&title=Accountants%20and%20Auditors>

2. Industry profile integration example:
(New: top employers, links to job postings)
<http://careerwise.minnstate.edu/careers/industryDetail?in=221&title=Utilities>
3. Integrated job search tool:
(New: job postings and multiple options to filter data)
<http://careerwise.minnstate.edu/jobs/jobSearchResults>
4. [Career Information Site tailored to better meet the needs of students in Special Education.](https://portal.mncis.intocareers.org/media/2044/2019-mcis-subscription-fees-for-sped.pdf)
<https://portal.mncis.intocareers.org/media/2044/2019-mcis-subscription-fees-for-sped.pdf>
5. Tools and insights into career clusters through the lens of employer demand
<http://www.realtimetalent.org/research/cte-pathways/>

In summary, efforts to address equity in CTE will focus on four pillars that are guided by federal requirements:

- Professional development programs (**capacity and competency**)
- Address equal access to activities under this Act (**existing programs**)
- Programs that help special populations meet or exceed state performance (**interventions and innovation**)
- Non-discrimination (**compliance**)

To provide actions in support of these four pillars, the Minnesota Perkins team is committed to providing the following:

- Professional Development for faculty, teachers, counselors and staff to address disparities including underrepresentation in nontraditional career programs. Further professional development on the impact of poverty and implicit bias on classroom teaching practices, student engagement and advising. Education Innovation Faculty development can also serve as a source for delivering equity training.
- Technical Assistance to local consortia to support equity assessment of programs of study, supports for special populations and campus or school environment. The Minnesota State Office of Equity and Diversity can serve as one of many resources for technical assistance, along with other identified organizations such as NAPE, MDRC and NTACT.
- Community and Employer Engagement to broaden outreach to community-education-employer partnerships (and communications) about the opportunities and value of CTE for career development and work preparation.

- System approaches to support shared best practices among diverse geographic regions of state on strategies and delivery methods proven effective in expanding the educational experiences and nontraditional career options for special populations. Use of incentivized support to replicate or scale proven practices. Community organizations, workforce centers and state agencies will be invited via RFP process and state register notification to apply for funding to support corrections and disabilities services.
- Compliance and Non-discrimination: New partners, both internal and external, such as OCR compliance officers will be engaged to identify and develop system strategies and technical assistance needed for addressing disparities or equity related performance gaps.
- Provide incentive and capacity-building funding to support innovation for initiatives that increase the success of special populations. Metrics and measurements related to support requires the disaggregation of Perkins data regarding performance on core indicators and the support for the redistribution of funds to support equity.

iv. Provide appropriate accommodations; and integrated settings that support competitive, integrated employment. (Section 122(d)(9) of Perkins V)

Equal opportunity to enter CTE programs, services, and activities requires equal access for learners with special needs as compared to the general student population. Such provisions are reviewed for compliance throughout all required accountability indicators. Specific strategies to address learner accommodations include auxiliary or related aids and services, modified instructional equipment, and modified or adapted course offerings. Accommodations are provided for persons with disabilities in regular or special needs occupational programs. Accommodation services are publicized and use is actively encouraged by teachers, faculty and staff. Students with IEPs are assessed for career interests and abilities. The IEP reflects [career] education and training leading to the outcome of competitive, integrated employment (ACTE-SPEDS, MN Department of Education)

v. will be provided instruction and work-based learning opportunities in integrated settings that support competitive integrated employment. (Section 122(d)(9) of Perkins V)

Work-based learning (WBL) provides appropriate accommodations for students of various ability levels. All students, regardless of abilities, must have impactful experiences. WBL experiences provide:

- Guidance to schools and employers on perceptions of quality WBL and value to all student populations

- WBL experiences and activities that offer high quality content and curriculum, including a range of levels from exploration (experiential learning) to work experience, career preparation and instruction that is “stackable” and explores all aspects of a targeted industry or occupation.
 - WBL that has quality content and learning experiences as an integral part of CTE, supporting meaningful career development.
-
- At the secondary level, appropriate accommodations and support for a competitive, integrated work environment for students with disabilities are undergirded by [Minnesota’s Olmstead Plan](#). Named after a United States Supreme Court decision the, Olmstead Plan is a statewide comprehensive plan to provide people with disabilities opportunities to live, learn, work, and enjoy life in integrated settings. The plan calls out multiple education related goals, including those listed below, that in order to be achieved, require the support of Career and Technical Education at the secondary level:
 - By June 30, 2020, the number of students with developmental cognitive disabilities, ages 19-21 that enter into competitive integrated employment will be 763
 - By June 30, 2020 the percent of students with disabilities who have enrolled in an integrated postsecondary education setting within one year of leaving high school will increase to 36% (from baseline of 31%).

To that end, secondary career and technical education programs will provide appropriate accommodations and support for a competitive, integrated work environment through a variety of strategies targeted specifically at work-based learning programs. These strategies will increase the quality of programs, enhance educator expertise, and capitalize on partnerships with other state agencies.

High Quality Work-based Learning Programs

Every five years, school districts will engage in a formal program approval process for work-based learning programs specifically designed for students with disabilities. The program approval process, as outlined by administrative rule, identifies the minimum requirements needed to ensure all students engage in a well-designed work experience aligned to their interests and skills. Once a school district’s program is approved, the district may access additional state funding to modify curriculum and purchase special equipment for students with disabilities enrolled in the work-based learning program.

Educator Expertise

The Minnesota Department of Education (MDE) will provide direct technical assistance to teachers who work with students with disabilities to ensure work-based learning programs are well-designed to align with students’ interests and skills. Additionally, MDE will

coordinate an annual professional development conference for work-based learning coordinators with programming related to competitive, integrated work environments.

Partnerships

Minnesota Department of Education staff will continue to work closely with colleagues in Vocational Rehabilitation Services, Special Education Transition Services, and the Department of Labor to ensure each agency, when possible, uses similar language and processes when working with school districts to provide high quality work-based learning experiences for students with disabilities and to eliminate barriers that prevent school districts from offering these programs.

4. Preparing Teachers and Faculty

- a. Describe how the eligible agency will support the recruitment and preparation of teachers, including special education teachers, faculty, school principals, administrators, specialized instructional support personnel, and paraprofessionals to provide career and technical education instruction, leadership, and support, including professional development that provides the knowledge and skills needed to work with and improve instruction for special populations. (Section 122(d)(6) of Perkins V)

Preparing Teachers and Faculty

The need for recruitment and preparation of CTE teachers is critical in Minnesota. State leadership funds will support over-arching programs and professional development as outlined below. Local consortium will have additional goals and strategies based on their CLNA. State staff will assist with the professional development and provide technical assistance as needed and appropriate. This work is also supported by state legislation in policy and funding as truly, multiple resources are needed to approach this challenge.

Shortage of Licensed CTE Teachers

The 2019 Biennial Minnesota Teacher Supply and Demand report prepared for the Minnesota Professional Educator Licensing Standards Board (PELSB) by Wilder Research (retrieved from: https://mn.gov/pelsb/assets/2019%20Supply%20and%20Demand%20Report_tcm1113-370206.pdf) found that Minnesota school districts are facing a shortage of licensed teachers across grade levels and in most disciplines. Licensure areas with a high percentage of teachers on special permission (out of their licensure area or without a standard teaching license) include Career and Technical Education fields, world languages, special education, and STEM.

The report also noted that the percentage of teachers of color remains stagnant with the percentage of students of color continues to grow in Minnesota.

Of specific concern to CTE, the Teacher Supply and Demand report states that four CTE licensure areas currently do not have board-approved licensure programs. Another four CTE licensure areas currently have only one board-approved licensure program; however, that program is not approved to provide an initial teaching license. Only three licensure areas have more than one option for candidates to obtain a license and there is only one option for obtaining work-based learning as a stand-alone certification.

Minnesota CTE will support the recruitment and preparation of educators by employing data from consortia Comprehensive Local Needs Assessments and national and state research to assess options for addressing current and future needs. In addition, it will support the growth and development of experiential learning for prospective CTE teachers. Emerging solutions include for-credit and non-credit teacher education programs using traditional and alternative approaches. Continuous consultation with education and training providers as well as agencies and stakeholders directing all aspects of CTE teacher licensure will be critical to the success of this work. The Knowledgeable Experts Strategic CTE Work Group is tasked with facilitating and supporting initiatives to accomplish Recruitment & Retention of Teachers & Faculty.

The Knowledgeable Experts strategic group develops, implements, and analyzes professional development priorities designed to advance Career and Technical Education in Minnesota as part of the state's four-year plan for the Strengthening Career and Technical Education for the 21st Century Act. "Knowledgeable Experts" refers to the community of career and technical education stakeholders who would benefit from professional development and resources related to all aspects of career pathways and Perkins administration. The work of this group includes keeping the multiple initiatives aligned, making connections with other state and national initiatives, and providing focus so that the work becomes actionable.

Recruitment and retention of CTE educators is one of three priority areas for the Knowledgeable Experts group and is the focus of a specific Work Group. The Recruitment & Retention of Teachers & Faculty in CTE Work Group provides professional development to support the recruitment and retention of CTE teachers and faculty in secondary and postsecondary institutions. Due to the great need for educators of color in Minnesota, special emphasis is placed on recruiting and retaining these individuals. This 15-20-member group first met in the fall of 2019 and is scheduled to meet every other month for the rest of fiscal year 2020. Goals for the group will be confirmed in early 2020.

Expected priorities to be addressed 2020-2024 by the Work Group include:

- Professional development resources for newly-hired college technical program faculty
- Initiatives supporting perspective CTE teachers of color as they pursue licensure
- Cultural competency learning for secondary and postsecondary educators

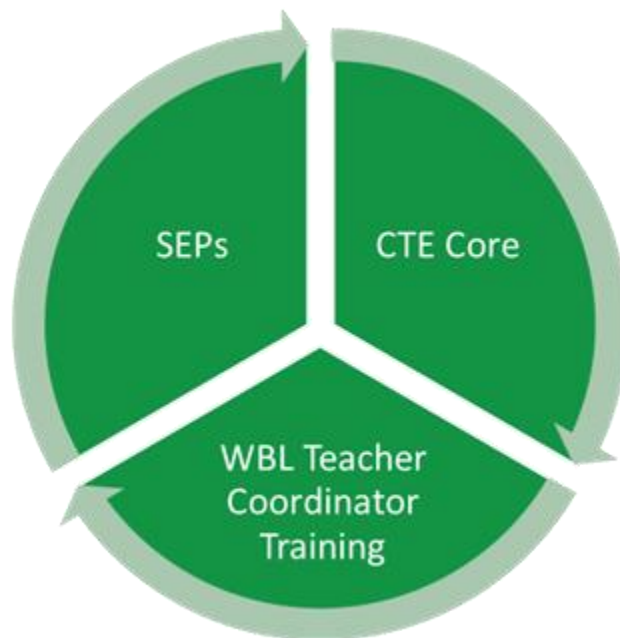
- Assessing pathways for non-licensed educators (paraprofessionals) to pursue CTE licensure
- Providing resources and connections for CTeacher Prep 2030.

Measurements will be determined as the Work Group recommends the specific projects and action items related to these priorities.

CTeacher Prep 2030

Minnesota State Colleges and Universities (Minnesota State) and the Minnesota Department of Education (MDE) are actively pursuing solutions to meet the state's needs with the development of the CTeacher Prep 2030 program. The vision of this initiative is to address the Career and Technical teacher shortage by creating a multi-pronged approach for candidates to complete credentialing requirements and enter, or continue to be part of, the educational system's workforce.

Three components of teacher preparation need to be met with innovative and collaborative strategies: Standard Effective Practices (SEP), Career and Technical Education Core (CTE Core), and Work Based Learning Teacher Coordinator Training (WBL). By 2024, Minnesota CTE will be supporting the development and administration of multiple online and in-person programs offering these courses.



In addition to developing flexible programs and access to the necessary components for CTE teacher candidates to meet Minnesota Professional Educator Licensing and Standards Board (PELSB) approval, recruitment and retention initiatives are part of the state's work. CTeacher Prep 2030 proposes to accomplish the following:

1. Support “grow your own” and alternative initiatives that encourage non-CTE licensed educators to pursue and obtain CTE licensure.
2. Support experiential learning programs such as the Teacher Cadet program currently in place.
3. Identify career and technical academic routes for prospective CTE teachers to earn teacher education degrees across Minnesota State campuses.
4. Establish partnerships for delivery of Standards of Effective Practice (SEP) in Teacher Education in multiple formats.
5. Build a universal work-based learning academic component for all CTE teachers.
6. Create or identify institutional support for recruitment, hiring, and training of CTE teachers.
7. Develop new and support existing systems of assessing CTE skills of potential CTE teachers through portfolio, internship, or demonstrated skill set attainment.
8. Create a statewide system of support through instructional coaching and/or with veteran CTE Instructors on Special Assignment.
9. Support Minnesota Associations of Career Technical Educators (MnACTE) in initiatives to serve as coaches or mentors to non-licensed CTE teachers preparing portfolios for PELSB approval.
10. Continue support of the teacher education sequence (TES) required for postsecondary CTE faculty. Research the opportunity to have this sequence serve secondary teachers.

The intent of CTEacher Prep 2030 is to create a collaborative approach to confront the career and technical needs of Minnesota by linking institutional resources. This collaborative approach supports alternative approaches to credentialing, conventional paths to academic degrees at our universities, and must provide flexibility for innovation for stakeholders and across institutions. The specific examples of initiatives below all fall under the umbrella structure of CTEacher Prep 2030 and will be under the overall auspices of the Knowledgeable Expert Strategic workgroup.

More details of some of the major components of this work are provided below.

Increasing Diversity in Minnesota’s Educator Workforce

Through multiple state grants, the Minnesota Department of Education (MDE) is working on an endeavor to increase and diversify the educator workforce with the support of the governor’s office. MDE’s Career and College Success Division is focusing on Career and Technical Education teachers, especially those in their first four years of teaching. The four elements of MDE’s plan are illustrated below: Explore, Become, Grow, and Thrive.



Specific goals and activities for the “Increase and Diversify the Educator Workforce” initiative will be determined in alignment with CLNA results and the overall needs of the state.

New CTE Teacher Initiative

Perkins V will continue to support the New CTE Teacher Initiative, which focuses on the “become” and “grow” elements of MDE’s Increase and Diversify the Educator Workforce initiative. Designed to help teachers gain the knowledge and resources they need to be successful in the secondary CTE classroom, this initiative has already served more than 100 CTE educators. While open to any CTE teacher, the program is ideal for new or first-time CTE teachers because it provides opportunities to support and improve teacher confidence and collaboration. Resources and support for the year-long program include ongoing professional development in webinars, in-person meetings, book recommendations, monthly newsletters, breakout sessions at CTE conferences, and a two-day summer conference. The New CTE Teacher Initiative goal is for a 15% increase in CTE-licensed teachers in the next four years.

Teacher Cadet Training

As part of the recruitment strategies for CTE teachers, the Teacher Cadet program focuses on recruiting high school students from ethnically diverse populations, students on free and reduced lunch, students first in their families to attend college, and male students interested in working with young children. The Teacher Cadet program addresses the teacher shortage problem in Minnesota and the United States by providing experiential learning for prospective students who might later pursue their CTE teacher license. The program also utilizes partnerships among MDE and Minnesota colleges to close the opportunity gap for the Cadets by providing mentoring, financial-aid resources or loan forgiveness programs if concurrent enrollment options are available, and help in transitioning successfully from the Cadet program to postsecondary options. The program directs students to college wrap-around support services available to help students successfully transition to postsecondary offerings.

State Leadership funds will be used to support the full spectrum of educational personnel including special education teachers, faculty, school principals, and administrators at secondary and postsecondary levels, specialized instructional support personnel, and paraprofessionals. The delivery methodologies be consistent with the our professional development framework

including webinars, the state-wide conference, and alignment (or insertion) into existing opportunities such as the NTEC meetings, superintendents conferences, monthly student and academic affairs officers ZOOM meeting for Minnesota State colleges and universities.

Specifically regarding education for students with disabilities, at the secondary level, appropriate accommodations and support for a competitive, integrated work environment for students with disabilities are undergirded by [Minnesota's Olmstead Plan](#). Named after a United States Supreme Court decision the, Olmstead Plan is a statewide comprehensive plan to provide people with disabilities opportunities to live, learn, work, and enjoy life in integrated settings. The plan calls out multiple education related goals, including those listed below, that in order to be achieved, require the support of Career and Technical Education at the secondary level:

- By June 30, 2020, the number of students with developmental cognitive disabilities, ages 19-21 that enter into competitive integrated employment will be 763
- By June 30, 2020 the percent of students with disabilities who have enrolled in an integrated postsecondary education setting within one year of leaving high school will increase to 36% (from baseline of 31%).

To that end, secondary career and technical education programs will provide appropriate accommodations and support for a competitive, integrated work environment through a variety of strategies targeted specifically at work-based learning programs. These strategies will increase the quality of programs, enhance educator expertise, and capitalize on partnerships with other state agencies.

Minnesota has many efforts in place or in concept stage to meet the projected needs for career and technical education teachers. The Knowledgeable Expert strategic work group in the process of taking an inventory of both national and state initiatives so that we can, with focus, bring solutions to our work. This work needs to include recruitment and retention of teachers. A 2018 survey of 796 CTE teachers conducted by the Student Research Foundation found that 37% of them plan to leave the teaching profession within the next five years. Our work group will have much to do!

C. Fiscal Responsibility

1. Describe the criteria and process for how the eligible agency will approve eligible recipients for funds under this Act, including how—a. each eligible recipient will promote academic achievement; b. each eligible recipient will promote skill attainment, including skill attainment that leads to a recognized postsecondary credential; and c. each eligible recipient will ensure the local needs assessment under section 134 takes into consideration local economic and education needs, including, where appropriate, in-demand industry sectors and occupations. (Section 122(d)(5) of Perkins V)

Academic achievement

Continuing Minnesota’s consortium model, eligible recipients must offer Career and Technical Education (CTE) programs that include rigorous, coherent CTE content aligned with challenging academic standards. All approved State-recognized program of study must include opportunities for both academic and technical skill attainment, which, ideally are integrated. The newly implemented State-recognized Program of Study rubric includes the requirement that “course standards accurately align to the academic, technical, and employability skills learners must master for entry and success in a given career pathway.” This articulates that the foundation of a program of study is the academic skills student must have to enter and advance in career and/or college.

Academic skills as the foundation of a program of study is further emphasized in the Minnesota Department of Education’s recent work on Career and College Readiness (CCR). In March, 2016, MDE, in collaboration with the Regional Educational Laboratory (REL) Midwest and the Midwest Comprehensive Center (MSCC), brought together a group of stakeholders to articulate what career and college readiness means for Minnesota students. Minnesota’s vision of CCR is that a well-rounded view of education is needed to drive educational and workforce goals and policies. Taking many perspectives into consideration through stakeholder feedback, the Minnesota CCR Work Group developed a holistic vision of career and college readiness:

“A sufficiently prepared student is one who has the knowledge, skills, mindset, and experiences in the academic, workplace, and personal/social domains to keep learning and, beyond secondary school, to successfully navigate toward and adapt to an economically viable career.”

Clearly, academic skills are at the very foundation of career and college readiness. CCR resources developed by MDE and distributed to secondary districts provide a comprehensive set of guidance, strategies, and tools for engaging districts and schools in equity-oriented CCR program planning and a continuous improvement process.

Skill Attainment

Historically, reporting of technical skills assessment has been part of an intentional review process in Minnesota for more than a decade. The technical skill assessment project began with a pilot group of five programs of study completing a comprehensive review of foundational and academic knowledge, skills, and technical competencies needed to gain employment in selected careers. Through this collaborative process, secondary teachers, postsecondary faculty,

business/industry experts validated the appropriate competencies, and technical skill assessments that would support these competencies. Minnesota continued completion of this process of bringing the secondary and postsecondary teaching staff together with their business and industry partners twice to analyze each of the 72 career pathways. The review process continued to update and validate competencies and the identification of assessments with over 600 secondary teachers and 500 post-secondary faculty along with business and industry representatives participating. The TSA reports were an essential component of the Perkins IV work.

In the implementation of Perkins V, skill attainment remains a priority of the work. However, due to stakeholder engagement and feedback along with the review by state leaders of the challenges to completing and reports TSA as had been done in the past, Minnesota has chosen not to have TSA as a program quality element that will be reported as a program quality indicator. The documentation of skill attainment will continue to be an element required for designation as a State-recognized Program of Study, the documentation of skill attainment will continue as an element of program review at secondary and postsecondary institutions.

All State-recognized POS have a pathway leading to a recognized postsecondary credential. The definition of recognized postsecondary credential utilized is the WIOA definition. Under WIOA the term “recognized postsecondary credential” means a credential consisting of an industry-recognized certificate or certification, a certificate of completion of an apprenticeship, a license recognized by the State involved or Federal Government, or an associate or baccalaureate degree.

In addition, Minnesota will validate the definitions of program quality and determine baseline data for CTE concentrators in academic year 2019-2020. The complete accountability system, secondary and postsecondary, will monitor academic performance and completion rates including CTE subpopulations. Professional development and technical assistance will be provided to assist consortia in developing and implementing continuous improvement plans.

The State-recognized Programs of Study requires that the secondary component of the POS includes an MDE approved CTE program and the postsecondary component of the POS includes a Minnesota State approved program.

To have an approved program requires that local district to meet the MDE program requirements which includes both the academic and technical knowledge and skill components. In a similar fashion, a postsecondary approved diploma or associate degree award consists of both general education and technical courses. The program approval process for both has elements of interaction with business and industry through the requirement of program advisory committees.

Local Needs Assessment (Section 122(d)(5) of Perkins V)

As part of a local application, submitted on May 1, 2020, local consortium must include a comprehensive local needs assessment (CLNA) as per Perkins V requirements to be an eligible recipient of funds. All elements documented in ACT will be required: student performance, sufficient size, scope, and quality; progress toward programs and programs of study, recruitment, retention and training of CTE professionals, and equity of access. The state’s definition of size, scope, and quality, and alignment to labor market include parameters for identification of high-skilled, high-wage, and in-demand. Both Minnesota’s Comprehensive Local Needs Assessment

Guide and the Framework provide guidance to ensuring that local economic and education needs are taken into consideration. State leadership will review the applications and have a dialogue with applicants to ensure section 122 is observed. On an on-going basis, the monitoring process conducted with the individual consortium will review the evidence that the CLNA collected data, and implemented actions that took local economic and education needs into consideration.

Our Advancing CTE Strategic Direction group has been reviewing research, consulting with other states and gleaning promising practices from the states experience with WIOA and ESSA needs assessments to formulate a CLNA form and guide to increase the consortia's success in gathering, analyzing, and implementing actions from the CLNA. Professional development regarding the form, guide and process have occurred July 31, 2019; November 4, 2019; through multiple webinars and utilizing face-to-face technical assistance.

The joint secondary and postsecondary applications submitted by consortia must provide performance targets and strategies for continuous improvement of academic achievement and technical skill attainment linked to comprehensive local needs assessment.

2. Describe how funds received by the eligible agency through the allotment made under section 111 of the Act will be distributed

a. among career and technical education at the secondary level, or career and technical education at the postsecondary and adult level, or both, including how such distribution will most effectively provide students with the skills needed to succeed in the work place; and

State Administration: 5%

Administration allocation is spent on activities related to developing the State Plan; reviewing applications, monitoring consortia; compliance oversight; supporting fiscal and data systems required to implement Perkins V.

State Leadership Activities: 10%

Leadership funds are split between Minnesota Department of Education 42% and Minnesota State 58%. A minimum of 0.1% of leadership funds will be used for recruitment of special populations. From the postsecondary 58%, \$50,000 will be used for state institutions and \$50,000 used for preparation for nontraditional career fields.

Distribution to Local Education Agencies (Consortia): 85%

In Minnesota, funds received by the eligible agency under section 111 will be allocated to local consortia according to the following allotments and calculations. These distribution methods are expected to provide the resources needed for student success in the workplace throughout the state including the increase in reserve funds to incentivize innovation and quality of POS. The reserve fund calculation will be split, by formula, to target both rural areas and applications serving high numbers of CTE students.

Basic: Eighty-five percent of the funds received by the state will be distributed to local applicants through basic and reserve funding allocations will be allocated under Section 131.

The basic grant funds awarded are calculated by formula with the split of distribution to secondary programs 50% of the 85% and postsecondary 50% of the 85%. This change from 42:58 to an equal percentage split of funding is based on an agreement between the Minnesota Department of Education and the Minnesota State Colleges and Universities and represents a change that will be reflected in the July 1, 2020 allocation to consortia. The 50:50 split represents a philosophical commitment by leadership advances equal opportunity and economic empowerment for both partners in the consortium. Neither secondary nor postsecondary is a “lesser than” at the governance table.

Fifteen percent distributed to secondary programs (50%) and postsecondary (50%) as reserve funding. These funds take into consideration “rural” and high numbers by adding the square mileage of the consortia as part of the calculations. Allocation amounts to the whole consortium are based on 50% sum of the area for member district in the consortium area if/as consortium have greater than 50 square miles of area served.

b. among any consortia that may be formed among secondary schools and eligible institutions, and how funds will be distributed among the members of the consortia, including the rationale for such distribution and how it will most effectively provide students with the skills needed to succeed in the workplace. (Section 122(d)(8) of Perkins V)

While consortia will submit a single application and receive an overall award, the calculations for the consortium will be based on:

Local Consortium Formula Allocation amounts:

Secondary formula:

- Most recent U. S. Census data for the population by school district of individuals aged 5-17
- Most recent U. S. Census data for the population by school district of individuals aged 5-17 in households of poverty
- Description (70% District population 5-17 in poverty/state population 5-17 in poverty times the total secondary formula amount) plus 30% district population 5-17/state population 5-17 times the total secondary formula amount for the state from the OCTAE allocation-50% is calculated for each district. The secondary consortium formula=the sum of the amounts calculated for each district member of the consortium.

Postsecondary formula:

- Most recent data for CTE Postsecondary Pell Recipients
- Description (Pell recipients in the college in Perkins eligible programs/ Pell recipients in the state in Perkins eligible programs times the total postsecondary formula amount for the state from the OCTAE allocation-50% is calculated for each college. The postsecondary consortium formula=the sum of the amounts calculated for each college member of the consortium.

Local Consortium Reserve Allocation amounts:

Reserve: As per the Minnesota State CTE Plan, allocations amounts to the whole consortium are based on 50% sum of the area for member districts in the consortium/area for all districts in the state; 37.5% on the sum of secondary participants for member districts in the consortium/total secondary CTE participants in the state and 12.5% on the sum of postsecondary participants for member districts in the consortium/total CTE postsecondary participants in the state based on the following data:

- School district area to account for certain district consolidations
- Most recent data for CTE Secondary Participants
- Most recent data on Perkins CTE Participants

For all calculations, the year representing “most recent” will be consist across all formula.

3. For the upcoming year, ***provide the specific dollar allocations made available by the eligible agency for career and technical education programs and programs of study under section 131(a)-(e) of the Act and describe how these allocations are distributed to local educational agencies, areas career and technical education schools and educational service agencies within the State. (Section 131(g) of Perkins V).***

Based on the state’s receipt of Perkins V dollars July 1, 2019, the allocation for postsecondary CTE programs and services in the next allocation is \$7,953,475.50. The postsecondary allocation is calculated based on Section 132 and Section 112 of the Act.

Based on the state’s receipt of Perkins V dollars July 1, 2019, the allocation for secondary CTE programs and services in the next allocation is \$7,953,475.50. The secondary allocation is calculated based on Section 132 and Section 112 of the Act.

Allocations are distributed to eligible consortia consisting of both secondary and postsecondary partners and dependent upon an approved application. The applications are reviewed by state staff and must include the CLNA, POS, required narrative of activities, and the proposed budget. Each consortium determines a fiscal agent to manage distribution for the secondary partners and a second fiscal agent to manage distribution for the postsecondary partners. The members of the consortium jointly determine the process for prioritizing activities that are reasonable, necessary, and allocable based on the CLNA. Members of a consortium reach agreement upon the mutually beneficial programs and services that Perkins funds will support, describe the purposes and programs in their joint application, and include evidence of assessment and continued improvement.

| Estimated (FFY20) PERKINS V BUDGET AWARD 2020-2021 | | | | |
|---|--|-----------|----------------------------|---------------|
| | | | October 1, 2020 Allocation | |
| A | Title 1 Assistance to States | | 18,714,060.00 | |
| B | Title 11 (Tech Prep) Allocation | | - | |
| C | Total Award | A + B | 18,714,060.00 | |
| D | 26 Consortia (85% of total award) | 0.85 * C | 15,906,951.00 | |
| E | Basic Grant (85% of the 85%) | 0.85 * D | | 13,520,908.35 |
| F | Secondary Programs 50% | 0.50 * E | | 6,760,454.18 |
| G | Postsecondary Programs 50% | 0.50 * E | | 6,760,454.18 |
| H | Reserve (15% of the 85%) | 0.15 * D | | 2,386,042.65 |
| I | Secondary Programs 50% | 0.50 * H | | 1,193,021.33 |
| J | Postsecondary Programs 50% | 0.50 * H | | 1,193,021.33 |
| K | State Leadership (up to 10%) | 0.10 * C | 1,871,406.00 | |
| L | Secondary Programs 42% | 0.42 * K | | 785,990.52 |
| M | Postsecondary Programs 58% | 0.58 * K | | 1,085,415.48 |
| N | State Institutions, max of 1% of total award | | | 50,000.00 |
| O | Non Traditional Training, must spend \$60K - \$150K | | | 60,000.00 |
| P | State Leadership Initiatives | M - N - O | | 975,415.48 |
| Q | State Administration (5%) | 0.05 * C | 935,703.00 | |
| R | Fiscal Agent responsibility--Post-Secondary (5% of 5%) | 0.05 * Q | | 46,785.15 |
| S | Remainder to be split | Q - R | | 888,917.85 |
| T | Postsecondary (50%) | 0.50 * S | | 444,458.93 |
| U | Secondary (50%) | 0.50 * S | | 444,458.93 |
| | Total Award | D + K + Q | 18,714,060.00 | |

4. Provide the specific dollar allocations made available by the eligible agency for career and technical education programs and programs of study under section 132(a) of the Act and describe how these allocations are distributed to eligible institutions and consortia of eligible institutions within the State.

Based on the state's receipt of Perkins V dollars July 1, 2019, the allocation for postsecondary CTE programs and services in the next allocation is \$7,953,475.50. The postsecondary allocation is calculated based on Section 132 and Section 112 of the Act.

Based on the state's receipt of Perkins V dollars July 1, 2019, the allocation for secondary CTE programs and services in the next allocation is \$7,953,475.50. The secondary allocation is calculated based on Section 132 and Section 112 of the Act.

Specific distribution formulas are found in C.2.b. The final distribution to the individual consortia will also be dependent upon the local applications received and approved. Each consortium determines a fiscal agent to manage distribution for the secondary partners and a second fiscal agent to manage distribution for the postsecondary partners. The members of the

consortium jointly determine the process for prioritizing activities that are reasonable, necessary, and allocable based on the CLNA. Members of a consortium reach agreement upon the mutually beneficial programs and services that Perkins funds will support, describe the purposes and programs in their joint application, and include evidence of assessment and continued improvement.

For planning purposes only, the chart below calculates the project Perkins distribution by consortia.

| DO NOT UPDATE | Projected 2020-2021 Perkins Distribution - Basic and Reserve | | | | |
|---------------------------|---|--------------------------|-----------------------------|-------------------------------|------------------------|
| Consortium | Secondary Basic | Secondary Reserve | Post-Secondary Basic | Post-Secondary Reserve | Consortia Total |
| Carlton County | 44,516.78 | 17,962.01 | 89,816.64 | 17,962.01 | 170,257.44 |
| Central Lakes | 242,011.86 | 60,533.96 | 162,222.02 | 60,533.96 | 525,301.80 |
| Dakota County | 172,191.80 | 22,850.58 | 185,153.93 | 22,850.58 | 403,046.89 |
| East Range | 83,126.14 | 53,356.14 | 102,131.93 | 53,356.14 | 291,970.35 |
| Great River | 414,217.73 | 56,693.47 | 224,860.11 | 56,693.47 | 752,464.78 |
| Hennepin West | 592,669.56 | 64,758.63 | 875,446.86 | 64,758.63 | 1,597,633.68 |
| Hibbing-Chisholm | 36,305.58 | 6,012.08 | 76,015.03 | 6,012.08 | 124,344.77 |
| Itasca | 68,566.32 | 36,146.01 | 64,973.74 | 36,146.01 | 205,832.08 |
| Lake Superior | 140,864.63 | 46,779.77 | 239,086.38 | 46,779.77 | 473,510.55 |
| Lakes Country | 226,958.32 | 71,073.98 | 388,356.13 | 71,073.98 | 757,462.41 |
| Mid-Minnesota | 173,160.23 | 46,265.24 | 234,415.07 | 46,265.24 | 500,105.78 |
| Minneapolis | 725,144.33 | 21,286.79 | 548,667.16 | 21,286.79 | 1,316,385.07 |
| Minnesota West | 264,185.42 | 95,531.32 | 138,440.78 | 95,531.32 | 593,688.84 |
| North Country | 165,114.88 | 59,022.46 | 89,179.65 | 59,022.46 | 372,339.45 |
| Northeast Metro | 620,379.05 | 66,562.37 | 551,215.15 | 66,562.37 | 1,304,718.94 |
| Oak Land | 365,454.61 | 62,226.43 | 427,849.97 | 62,226.43 | 917,757.44 |
| Pine Technical | 64,663.54 | 16,787.07 | 99,159.27 | 16,787.07 | 197,396.95 |
| Pine to Prairie/Northland | 156,427.68 | 95,973.46 | 210,421.50 | 95,973.46 | 558,796.10 |
| Riverland | 142,949.83 | 23,911.93 | 122,091.18 | 23,911.93 | 312,864.87 |
| Rochester-ZED | 196,690.22 | 28,608.48 | 357,143.25 | 28,608.48 | 611,050.43 |
| Runestone | 59,247.64 | 20,045.55 | 124,639.17 | 20,045.55 | 223,977.91 |
| South Central | 282,786.37 | 54,999.25 | 190,249.91 | 54,999.25 | 583,034.78 |
| South Metro | 265,766.41 | 26,952.23 | 152,667.06 | 26,952.23 | 472,337.93 |
| Southeast Minnesota | 163,010.10 | 40,715.35 | 121,878.85 | 40,715.35 | 366,319.65 |
| Southwest Metro | 379,137.53 | 54,043.21 | 389,417.79 | 54,043.21 | 876,641.74 |
| St. Paul | 714,907.62 | 43,923.54 | 594,955.65 | 43,923.55 | 1,397,710.36 |
| Full Award Totals | 6,760,454.18 | 1,193,021.31 | 6,760,454.18 | 1,193,021.32 | 15,906,950.99 |

5. Describe how the eligible agency will adjust the data used to make the allocations to reflect any changes in school district boundaries that may have occurred since the population and/or enrollment data was collected, and include local education agencies without geographical

boundaries, such as charter schools and secondary schools funded by the Bureau of Indian Education. (Section 131(a)(3) of Perkins V).

When a school district changes boundaries, splits or merges, Minnesota revises formula populations as soon as the new population information is available. The process for a district or college changing to a new consortium is outlined in the Operational Handbook (available at <https://minnstate.edu/system/cte/Strengthening-CTE/index.html>). Minnesota State partners with MDE to obtain any population data changes if school district boundaries change. Charter schools with approved CTE programs or secondary schools funded by the Bureau of Indian Education are incorporated into consortia.

6. If the eligible agency will submit an application for a waiver to the secondary allocation formula described in section 131(a)— a. include a proposal for such an alternative formula; and b. describe how the waiver demonstrates that a proposed alternative formula more effectively targets funds on the basis of poverty (as defined by the Office of Management and Budget and revised annually in accordance with section 673(2) of the Community Services Block Grant Act (42 U.S.C. 9902(2)) to local educational agencies with the State. (Section 131(b) of Perkins V). Also indicate if this is a waiver request for which you received approval under the prior Carl D. Perkins Career and Technical Education Act of 2006 (Perkins IV).

Minnesota will not be submitting a waiver to the secondary allocation formula.

7.If the eligible agency will submit an application for a waiver to the postsecondary allocation formula described in section 132(a)— a. include a proposal for such an alternative formula; and b. describe how the formula does not result in a distribution of funds to the eligible institutions or consortia with the State that have the highest numbers of economically disadvantaged individuals and that an alternative formula will result in such a distribution. (Section 132(b) of Perkins V). Also indicate if this is a waiver request for which you received approval under the prior Carl D. Perkins Career and Technical Education Act of 2006 (Perkins IV).

Minnesota will not be submitting a waiver to the postsecondary allocation formula.

8. Provide the State’s fiscal effort per student, or aggregate expenditures for the State, that will establish the baseline for the Secretary’s annual determination on whether the State has maintained its fiscal effort, and indicate whether the baseline is a continuing level or new level. If the baseline is new, please provide the fiscal effort per student, or aggregate expenditures for the State, for the preceding fiscal year. (Section 211(b)(1)(D) of Perkins V).

Using aggregate numbers of state support for CTE, which is calculated by excluding tuition revenue and allocating indirect expenses, the maintenance of effort for 2018 is equal to \$124,944,120.00.

D. Accountability for Results

1. Identify and include at least one (1) of the following indicators of career and technical education program quality—

- a. the percentage of CTE concentrators (see Text Box 6 for the statutory definition of a CTE concentrator under section 3(12) of Perkins V) graduating from high school having attained a recognized postsecondary credential;**
- b. the percentage of CTE concentrators graduating high school having attained postsecondary credits in relevant career and technical education programs and programs of study earned through a dual or concurrent enrollment program or another credit transfer agreement; and/or**
- c. the percentage of CTE concentrators graduating from high school having participated in work-based learning. (Section 113(b)(2)(A)(iv)(I) of Perkins V)**

Include any other measure(s) of student success in career and technical education that are statewide, valid, reliable, and comparable across the State. (Section 113(b)(2)(A)(iv)(II) of Perkins V) Please note that inclusion of “other” program quality measure(s) is optional for States.

Provide the eligible agency’s measurement definition with a numerator and denominator for each of the quality indicator(s) the eligible agency selects to use.

During May 2019, the Perkins V Secondary Accountability: Technical Advising Committee convened for three in-person meetings to discuss key questions and decision points around the updated legislation. This stakeholder group represented a select group of diverse secondary stakeholders from a variety of perspectives. Options for performance indicators and data sources were shared with the advisory group, who then discussed the issues and provided recommendations to MDE.

The advisory group also provided recommendations for future work such as improving Secondary, Postsecondary, and Business and Industry partnerships so that additional Industry Recognized Credentials could be identified and implemented. This would enhance the connection between Perkins V and WIOA and provide more ‘Career Ready’ opportunities for students.

Once the full scope of the accountability system and methodology for determining levels of performance were finalized the previous recommendations made by the stakeholder group were then further analyzed by state leadership. Based on data review, state level priorities and the additional feedback survey information collected from member of the original secondary stakeholder group as well as secondary consortium leaders, and in consultation with state leadership, it was determined that the optional Other program quality indicator (5S4) identified as the Technical Skill Attainment and/or Industry Recognized Credential should not be included in the secondary accountability system.

The final decision was to include (5S3) Program Quality: Work-Based Learning, definition as follows:

Numerator: Number of CTE Concentrators who successfully completed one or more work-based learning courses prior to graduation.

Denominator: Number of CTE Concentrators who graduated high school.

2. Provide on the form in Section V.B, for each year covered by the State plan beginning in FY 2020, State determined performance levels for each of the secondary and postsecondary core indicators, with the levels of performance being the same for all CTE concentrators in the State. (Section 113(b)(3)(A)(i)(I) of Perkins V)

State Determined Performance Levels (SDPL) Form

State Name: Minnesota

Secondary

| Column 1 Indicators | Column 2 Baseline Level | Column 3 FY2020 | Column 4 FY2021 | Column 5 FY2022 | Column 6 FY2023 |
|--|-------------------------------|--------------------|--------------------|--------------------|--------------------|
| 1S1: Graduation Rates (4-year) | 91.50% | 91.80% | 92.11% | 92.71% | 93.93% |
| 2S1: Academic Proficiency: Reading/Language Arts | 56.06% | 56.35% | 56.65% | 57.23% | 58.41% |
| 2S2: Academic Proficiency: Mathematics | 45.25% | 45.40% | 45.55% | 45.84% | 46.44% |
| 3S1: Post-Program Placement | 48.37% | 48.43% | 48.49% | 48.61% | 48.84% |
| 4S1: Nontraditional Program Concentration | 37.57% | 37.77% | 37.96% | 38.35% | 39.14% |
| 5S3: Program Quality: Work-Based Learning | 17.27% | 17.31% | 17.36% | 17.46% | 17.65% |
| | | | | | |

Postsecondary

| Column 1 Indicators | Column 2 Baseline Level | Column 3 FY2020 | Column 4 FY2021 | Column 5 FY2022 | Column 6 FY2023 |
|---|-------------------------------|--------------------|--------------------|--------------------|--------------------|
| 1P1: Postsecondary Retention and Placement | 90.86% | 91.12% | 91.37% | 91.89% | 92.92% |
| 2P1: Earned Recognized Postsecondary Credential | 50.25% | 50.60% | 50.96% | 51.68% | 53.12% |
| 3P1: Nontraditional Program Enrollment | 13.89% | 14.00% | 14.10% | 14.31% | 14.73% |

3. Describe the procedure the eligible agency adopted for determining State determined levels of performance described in section 113 of Perkins V, which at a minimum shall include—

- a. a description of the process for public comment under section 113(b)(3)(B) of Perkins V as part of the development of the State determined levels of performance (see Text Box 7 for the statutory requirements for consultation on State determined performance levels under section 113(b)(3)(B) of Perkins V);**
- b. an explanation for the State determined levels of performance that meet each of the statutory requirements in Text Box 8; and**
- c. a description of how the State determined levels of performance set by the eligible agency align with the levels, goals and objectives other Federal and State laws, (Section 122(d)(10) of Perkins V).**

As part of the procedures for determining State determined levels of performance, describe the process that will be used to establish a baseline for those levels.

Multiple statistical approaches were reviewed for establishing state and local performance levels, including the statistical adjustment model used for the WIOA Performance Accountability System, trend extrapolation, and statistically significant increases using simulated historical data. After consultation with representatives from consortia, stakeholders, and regional partners, it was determined that the most appropriate approach for Minnesota was to set the proposed state performance level for each accountability indicator using a factor of the standard deviation of simulated historical data. This procedure allows for the determination of what level would constitute “meaningful progress” for each indicator, establishing statistically significant improvement relative to the baseline by the fourth year of the plan.

At both the secondary and postsecondary levels, simulated historical accountability datasets were created using specifications and definitions per the new Strengthening Career and Technical Education for the 21st Century Act. These data were used to set the baseline year (the most recent year for which accountability results were available). Then, a conservative rate of growth (i.e., slower growth during first two years, followed by more aggressive growth the final two years) was applied to determine the annual performance levels. A conservative growth rate was adopted for the first two years in recognition that programs and strategies implemented under Perkins V would require some lead-time before the full impact on rates would be observed, but at the same time the methodology incorporates continuous improvement each year.

The same overall methodology was used to determine state performance levels for both secondary and postsecondary indicators, with the following exceptions:

- The number of historical years of data that are available varied by indicator, with some indicators having as few as two years of historical data available, but most indicators having five or six years of historical data; and
- The factor of the standard deviation used differed for some of the indicators.

Although using the standard deviation of simulated historical data was the best approach identified, we also recognize some caveats associated with the methodology. Those caveats, along with other external factors that could impact indicators and result in potential amendments to performance levels, are noted below:

- Simulated historical data for some indicators were limited to only two or three years due to substantial changes in the data over time or unavailability of historical data going back more than a couple of years. The factor of the standard deviation was adjusted to account for the limitation. However, once additional years of data are observed, there may be evidence that the standard deviation of the simulated historical data was substantially different (higher or lower) than what would have been derived with additional data points.
- We may find the methodology needs modification even for indicators where six years of simulated historical data were available. Statistically, even six observations is a small number and may yield an over- or under- estimate of average random variation. After the first two years, we may need to adjust the factor of standard deviations such that it more accurately reflects the observed random variance. Given we anticipate lower programmatic impact in the first two years of the plan due to the time it takes to realize change, we would use those data to reassess the random variance and request adjustments accordingly.
- This methodology presumes conservative growth in the first two years with more aggressive growth in the final two years of the plan. As such, we assumed a doubling of improvement each year of the plan. These presumptions were based on a logical understanding of the process implementing new initiatives, but the actual numeric weights for the annual change were an educated guess. As we move forward with data collection, differences in observed speed of improvement may necessitate performance level adjustments.
- This methodology presumes the make-up of students in the denominator (CTE concentrators) and economic conditions will remain relatively constant over the next four years. Any substantial changes to either of these things may necessitate an adjustment of performance levels.
- Changes in core elements driving an indicator, such as changes in Technical Skills Assessments (i.e., changes to the assessment itself or more or fewer assessments included in the measure), changes to MCAs, or changes in the employment market would likely impact performance levels.
- Other changes to data collection, data quality, or data availability could also substantiate requests to adjust performance levels.

Minnesota does meet the statutory requirements specified for the state determined performance levels. The performance levels are specified as percentages for each secondary and postsecondary core indicator and the levels require meaningful progress toward improving the performance of all CTE concentrators over the grant timeframe. The state performance levels were subject to the public comment process and responses to the comments are included in section D4.

Regarding the extent to which the state determined levels of performance advance the eligible agency's goals, as set forth in the State plan (3a) and how the SDLPs align with levels, goals and objectives of other federal and state laws, 1P1 is a similar, but broader measure of placement of program completers in WIOA. The Perkins V indicator includes both employment placement AND continuing postsecondary education and other parameters we are currently unable to capture – military, peace corps, advanced training, etc. Indicator 2P1 is a measure of completion as Minnesota has defined it, which aligns with WIOA completion measure and is related to state credential *attainment goals*.

4. Provide a written response to the comments regarding State determined performance levels received during the public comment period pursuant to section 113(b)(3)(B) of Perkins V. (Section 113(b)(3)(B)(iii) of Perkins V). As part of the written response, include a description of any the changes made to the State determined performance levels as a result of stakeholder feedback.

Minnesota will provide written responses as required when the public comment period ends.

Secondary

Minnesota Department of Education anticipates developing a suite of dynamic reports that will allow consortium leaders and district staff to quickly identify any gaps in performance that may exist between federally reported student groups. These reports will be updated annually in order to monitor trends in performance as well as progress toward closing any existing gaps. Webinars, group presentations, and individual assistance will be provided in order to ensure that secondary consortium leaders understand the measures used within the reports as well as how to interpret the information. The goal of providing this assistance is to ensure that consortium leaders are able to facilitate conversations with CTE teachers and district administrators so that meaningful gaps can be identified and are actionable.

5. Describe how the eligible agency will address disparities or gaps in performance as described in section 113(b)(3)(C)(ii)(II) of Perkins V in each of the plan years, and if no meaningful progress has been achieved prior to the third program year, a description of the additional actions the eligible agency will take to eliminate these disparities or gaps. (Section 122(d)(11) of Perkins V)

As part of the written response, and pursuant to the Report of the Senate Committee on Health, Education, Labor, and Pensions (HELP), the eligible agency could indicate that it will

analyze data on the core indicators of performance to identify gaps in performance, explain how they will use evidence-based research to develop a plan to provide support and technical assistance to eligible recipients to address and close such gaps, and how they will implement this plan. The eligible agency is not required to submit a new State plan prior to the third program year in order to address this requirement.

Postsecondary

Minnesota State plans to develop a set of reports that will present gaps in performance between federally identified subgroups and special populations and all CTE concentrators, where data are available. Data will allow consortia leaders to monitor performance over time and determine if progress is being made or where new issues may be arising. Assistance will be provided to help analyze the data to know when gaps are meaningful and to understand when additional information is required to interpret what is happening in their consortia.

Initiatives

Both Minnesota State and the Minnesota Department of Education are committed to addressing disparities or gaps in performance of our students. MDE's Equity Statement follows: Educational equity is the condition of justice, fairness and inclusion in our systems of education so that all students have access to the opportunities to learn and develop to their fullest potentials. The pursuit of educational equity recognizes the historical conditions and barriers that have prevented opportunity and success in learning for students based on their races, incomes, and other social conditions. Eliminating those structural and institutional barriers to educational opportunities requires systemic change that allows for distribution of resources, information and other support depending on the student's situation to ensure an equitable outcome.

Minnesota State has this goal: "By 2030, Minnesota State will eliminate education equity gaps at every Minnesota State college and university."

Under the umbrella of these statements and goals, multiple initiatives are in place to address disparities or gaps in performance. For example, within the Minnesota Department of Education there is an effort to better align CTE work and ESSA initiatives. We anticipate supporting and collaborate with state specialists and educators in our special education division, homeless student liaison staff, as well as our English learner division all of whom have a strong start toward reducing and eliminating gaps in performance.

There is also state legislation annually requiring each district to identify any existing gaps in performance as well as to document strategies for closing those gaps. Secondary consortium leaders are able to access a summary of their districts' publically available World's Best

Workforce and Achievement and Integration plans in order to determine whether CTE students would benefit from additional support of existing district goals and strategies or whether more is needed in order to support CTE teachers and student more specifically. Finally, it is also anticipated that secondary staff would utilize and share forward any resources produced by Advance CTE, REL, or Midwest Comprehensive Center in support of continuous improvement for all CTE students.

With these overarching goals, and the principle of equity within our state's Perkins Plan, our work will align with and enhance the initial strategies for implementation including the following areas of focus:

- Disaggregation of student data metrics to inform equity work and develop mechanisms to share data and review.
- Convening statewide Equity Summits
- Providing consultative and communicative structures
- Incentivize innovations to enhance access, improve student engagement and support, mitigate policy barriers, and expand workforce diversity and strategic talent management.

The increase of the reserve allocation distributed to local consortia to 15% is one opportunity for financial support for this equity work. In addition, the state will continue to heavily invest leadership funds to support professional development and technical assistance at the state and local levels. Individual consortia interventions will rise from the CLNA.

III. ASSURANCES, CERTIFICATIONS, AND OTHER FORMS

A. Statutory Assurances

SUBMITTED ELECTRONICALLY; attached

B. EDGAR Certifications

SUBMITTED ELECTRONICALLY

C. Other Forms

Letters of support
Feedback documents

Jeralyn Jargo
State Director for Career and Technical Education



MINNESOTA STATE

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651-201-1800 | 888-667-2848

[**www.MinnState.edu**](http://www.MinnState.edu)

ASSURANCES - NON-CONSTRUCTION PROGRAMS

Public reporting burden for this collection of information is estimated to average 15 minutes per response, including time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. Send comments regarding the burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden, to the Office of Management and Budget, Paperwork Reduction Project (0348-0040), Washington, DC 20503.

PLEASE DO NOT RETURN YOUR COMPLETED FORM TO THE OFFICE OF MANAGEMENT AND BUDGET. SEND IT TO THE ADDRESS PROVIDED BY THE SPONSORING AGENCY.

NOTE: Certain of these assurances may not be applicable to your project or program. If you have questions, please contact the awarding agency. Further, certain Federal awarding agencies may require applicants to certify to additional assurances. If such is the case, you will be notified.

As the duly authorized representative of the applicant, I certify that the applicant:

1. Has the legal authority to apply for Federal assistance and the institutional, managerial and financial capability (including funds sufficient to pay the non-Federal share of project cost) to ensure proper planning, management and completion of the project described in this application.
2. Will give the awarding agency, the Comptroller General of the United States and, if appropriate, the State, through any authorized representative, access to and the right to examine all records, books, papers, or documents related to the award; and will establish a proper accounting system in accordance with generally accepted accounting standards or agency directives.
3. Will establish safeguards to prohibit employees from using their positions for a purpose that constitutes or presents the appearance of personal or organizational conflict of interest, or personal gain.
4. Will initiate and complete the work within the applicable time frame after receipt of approval of the awarding agency.
5. Will comply with the Intergovernmental Personnel Act of 1970 (42 U.S.C. §§4728-4763) relating to prescribed standards for merit systems for programs funded under one of the 19 statutes or regulations specified in Appendix A of OPM's Standards for a Merit System of Personnel Administration (5 C.F.R. 900, Subpart F).
6. Will comply with all Federal statutes relating to nondiscrimination. These include but are not limited to: (a) Title VI of the Civil Rights Act of 1964 (P.L. 88-352) which prohibits discrimination on the basis of race, color or national origin; (b) Title IX of the Education Amendments of 1972, as amended (20 U.S.C. §§1681-1683, and 1685-1686), which prohibits discrimination on the basis of sex; (c) Section 504 of the Rehabilitation Act of 1973, as amended (29 U.S.C. §794), which prohibits discrimination on the basis of handicaps; (d) the Age Discrimination Act of 1975, as amended (42 U.S.C. §§6101-6107), which prohibits discrimination on the basis of age; (e) the Drug Abuse Office and Treatment Act of 1972 (P.L. 92-255), as amended, relating to nondiscrimination on the basis of drug abuse; (f) the Comprehensive Alcohol Abuse and Alcoholism Prevention, Treatment and Rehabilitation Act of 1970 (P.L. 91-616), as amended, relating to nondiscrimination on the basis of alcohol abuse or alcoholism; (g) §§523 and 527 of the Public Health Service Act of 1912 (42 U.S.C. §§290 dd-3 and 290 ee 3), as amended, relating to confidentiality of alcohol and drug abuse patient records; (h) Title VIII of the Civil Rights Act of 1968 (42 U.S.C. §§3601 et seq.), as amended, relating to nondiscrimination in the sale, rental or financing of housing; (i) any other nondiscrimination provisions in the specific statute(s) under which application for Federal assistance is being made; and, (j) the requirements of any other nondiscrimination statute(s) which may apply to the application.
7. Will comply, or has already complied, with the requirements of Titles II and III of the Uniform Relocation Assistance and Real Property Acquisition Policies Act of 1970 (P.L. 91-646) which provide for fair and equitable treatment of persons displaced or whose property is acquired as a result of Federal or federally-assisted programs. These requirements apply to all interests in real property acquired for project purposes regardless of Federal participation in purchases.
8. Will comply, as applicable, with provisions of the Hatch Act (5 U.S.C. §§1501-1508 and 7324-7328) which limit the political activities of employees whose principal employment activities are funded in whole or in part with Federal funds.

9. Will comply, as applicable, with the provisions of the Davis-Bacon Act (40 U.S.C. §§276a to 276a-7), the Copeland Act (40 U.S.C. §276c and 18 U.S.C. §874), and the Contract Work Hours and Safety Standards Act (40 U.S.C. §§327-333), regarding labor standards for federally-assisted construction subagreements.
10. Will comply, if applicable, with flood insurance purchase requirements of Section 102(a) of the Flood Disaster Protection Act of 1973 (P.L. 93-234) which requires recipients in a special flood hazard area to participate in the program and to purchase flood insurance if the total cost of insurable construction and acquisition is \$10,000 or more.
11. Will comply with environmental standards which may be prescribed pursuant to the following: (a) institution of environmental quality control measures under the National Environmental Policy Act of 1969 (P.L. 91-190) and Executive Order (EO) 11514; (b) notification of violating facilities pursuant to EO 11738; (c) protection of wetlands pursuant to EO 11990; (d) evaluation of flood hazards in floodplains in accordance with EO 11988; (e) assurance of project consistency with the approved State management program developed under the Coastal Zone Management Act of 1972 (16 U.S.C. §§1451 et seq.); (f) conformity of Federal actions to State (Clean Air) Implementation Plans under Section 176(c) of the Clean Air Act of 1955, as amended (42 U.S.C. §§7401 et seq.); (g) protection of underground sources of drinking water under the Safe Drinking Water Act of 1974, as amended (P.L. 93-523); and, (h) protection of endangered species under the Endangered Species Act of 1973, as amended (P.L. 93-205).
12. Will comply with the Wild and Scenic Rivers Act of 1968 (16 U.S.C. §§1271 et seq.) related to protecting components or potential components of the national wild and scenic rivers system.
13. Will assist the awarding agency in assuring compliance with Section 106 of the National Historic Preservation Act of 1966, as amended (16 U.S.C. §470), EO 11593 (identification and protection of historic properties), and the Archaeological and Historic Preservation Act of 1974 (16 U.S.C. §§469a-1 et seq.).
14. Will comply with P.L. 93-348 regarding the protection of human subjects involved in research, development, and related activities supported by this award of assistance.
15. Will comply with the Laboratory Animal Welfare Act of 1966 (P.L. 89-544, as amended, 7 U.S.C. §§2131 et seq.) pertaining to the care, handling, and treatment of warm blooded animals held for research, teaching, or other activities supported by this award of assistance.
16. Will comply with the Lead-Based Paint Poisoning Prevention Act (42 U.S.C. §§4801 et seq.) which prohibits the use of lead-based paint in construction or rehabilitation of residence structures.
17. Will cause to be performed the required financial and compliance audits in accordance with the Single Audit Act Amendments of 1996 and OMB Circular No. A-133, "Audits of States, Local Governments, and Non-Profit Organizations."
18. Will comply with all applicable requirements of all other Federal laws, executive orders, regulations, and policies governing this program.

| | | |
|--|--------------------------------------|----------------------------|
| SIGNATURE OF AUTHORIZED CERTIFYING OFFICIAL  | TITLE SR. Vice Chancellor for ASA | |
| APPLICANT ORGANIZATION Minnesota State Colleges and Universities | | DATE SUBMITTED 3/3/2020 |

DISCLOSURE OF LOBBYING ACTIVITIES

Complete this form to disclose lobbying activities pursuant to 31 U.S.C.1352

OMB Number: 4040-0013

Expiration Date: 02/28/2022

| | | |
|--|--|--|
| 1. * Type of Federal Action: <input type="checkbox"/> a. contract <input checked="" type="checkbox"/> b. grant <input type="checkbox"/> c. cooperative agreement <input type="checkbox"/> d. loan <input type="checkbox"/> e. loan guarantee <input type="checkbox"/> f. loan insurance | 2. * Status of Federal Action: <input type="checkbox"/> a. bid/offer/application <input checked="" type="checkbox"/> b. initial award <input type="checkbox"/> c. post-award | 3. * Report Type: <input checked="" type="checkbox"/> a. initial filing <input type="checkbox"/> b. material change |
| 4. Name and Address of Reporting Entity: <input checked="" type="checkbox"/> Prime <input type="checkbox"/> SubAwardee * Name: Minnesota State Colleges and Universities * Street 1: 30 East 7th Street, Suite 350 Street 2: * City: St. Paul State: MN: Minnesota Zip: 55101 Congressional District, if known: | | |
| 5. If Reporting Entity in No.4 is Subawardee, Enter Name and Address of Prime: | | |
| 6. * Federal Department/Agency: Federal Department of Education, OCTAE | 7. * Federal Program Name/Description: Strengthening Career-Tech Ed. CFDA Number, if applicable: | |
| 8. Federal Action Number, if known: | 9. Award Amount, if known: \$ 18,714,060.00 | |
| 10. a. Name and Address of Lobbying Registrant: Prefix: * First Name: Lianne Middle Name: M. * Last Name: Endo Suffix: * Street 1: Lockridge Gindal Nauen Street 2: 412 Second Street N.E., Suite 210 * City: Washington State: DC: District of Columbia Zip: 20002 | | |
| b. Individual Performing Services (including address if different from No. 10a) Prefix: * First Name: Lianne Middle Name: m. * Last Name: Endo Suffix: * Street 1: Street 2: * City: State: Zip: | | |
| 11. Information requested through this form is authorized by title 31 U.S.C. section 1352. This disclosure of lobbying activities is a material representation of fact upon which reliance was placed by the tier above when the transaction was made or entered into. This disclosure is required pursuant to 31 U.S.C. 1352. This information will be reported to the Congress semi-annually and will be available for public inspection. Any person who fails to file the required disclosure shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure. * Signature: RA * Name: Prefix: * First Name: Ron Middle Name: * Last Name: Anderson Suffix: Title: Sr. Vice Chancellor for ASA Telephone No.: 651-201-1498 Date: 03/03/2020 | | |
| Federal Use Only: | | Authorized for Local Reproduction Standard Form - LLL (Rev. 7-97) |

CERTIFICATION REGARDING LOBBYING

Certification for Contracts, Grants, Loans, and Cooperative Agreements

The undersigned certifies, to the best of his or her knowledge and belief, that:

(1) No Federal appropriated funds have been paid or will be paid, by or on behalf of the undersigned, to any person for influencing or attempting to influence an officer or employee of an agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with the awarding of any Federal contract, the making of any Federal grant, the making of any Federal loan, the entering into of any cooperative agreement, and the extension, continuation, renewal, amendment, or modification of any Federal contract, grant, loan, or cooperative agreement.

(2) If any funds other than Federal appropriated funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this Federal contract, grant, loan, or cooperative agreement, the undersigned shall complete and submit Standard Form-LLL, "Disclosure of Lobbying Activities," in accordance with its instructions.

(3) The undersigned shall require that the language of this certification be included in the award documents for all subawards at all tiers (including subcontracts, subgrants, and contracts under grants, loans, and cooperative agreements) and that all subrecipients shall certify and disclose accordingly. This certification is a material representation of fact upon which reliance was placed when this transaction was made or entered into. Submission of this certification is a prerequisite for making or entering into this transaction imposed by section 1352, title 31, U.S. Code. Any person who fails to file the required certification shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.

Statement for Loan Guarantees and Loan Insurance

The undersigned states, to the best of his or her knowledge and belief, that:

If any funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this commitment providing for the United States to insure or guarantee a loan, the undersigned shall complete and submit Standard Form-LLL, "Disclosure of Lobbying Activities," in accordance with its instructions. Submission of this statement is a prerequisite for making or entering into this transaction imposed by section 1352, title 31, U.S. Code. Any person who fails to file the required statement shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.

* APPLICANT'S ORGANIZATION

Minnesota State Colleges and Universities

* PRINTED NAME AND TITLE OF AUTHORIZED REPRESENTATIVE

Prefix: * First Name: Ron Middle Name:

* Last Name: Anderson Suffix:

* Title: Sr. Vice Chancellor for ASA

* SIGNATURE:  * DATE: 3/3/2020



Memorandum

To: Department of Education

From: Jeralyn Jargo, State Director CTE, Minnesota

Date: March 3, 2020

RE: General Education Provisions Act

In Minnesota's Perkins V plan the barrier of gender will remain a focus of our work. Local applications will be reviewed for their specific strategies to improve performance indicators, specifically the following:

4Sa: Non-traditional Program Concentration

3P1: Non-Traditional Program Concentration

In addition to requiring this work as an inclusion in local applications, Minnesota will continue its practice of awarding small innovation grants to consortium who have demonstrated promising practices for addressing barriers to non-traditional students accessing and successfully completing career and technical education programs of study. These awards are intended to provide professional development for teachers and support personnel as well as provide programs and services to directly benefit students.



STATE OF MINNESOTA

Office of Governor Tim Walz

130 State Capitol ♦ 75 Rev. Dr. Martin Luther King Jr. Blvd ♦ Saint Paul, MN 55155-1611

February 27, 2020

Devinder Malhotra
Minnesota State Chancellor
30 East 7th Street
St. Paul, MN 55101-7804

Dear Chancellor:

I am pleased to approve the Strengthening Career and Technical education for the 21st Century (Perkins V) 4-year plan for submission as required by 2018 Public Law 115-224, title 1, Part B, Section 122.

I am proud to support you reaffirming the commitment to career and technical education with the formation of a new vision and mission. Thank you for the stakeholder engagement you have undertaken and for your collaboration with state agencies. Elements such as a needs assessment and using an equity lens for all decision-making ensures we are responsive to the evolving labor market. Supporting the recruitment, preparation, retention, training, and professional development of educators is crucial to a successful and sustainable program.

This work is vital to the success of each learner and provides robust support for the entire continuum of education and workforce programs in Minnesota. I look forward to continued partnership.

Sincerely,

A handwritten signature in black ink, appearing to read "Tim Walz".

Tim Walz
Governor

January 27, 2020

Jay Cowles, Chair
Minnesota State Board of Trustees
30 East 7th Street
St. Paul, MN 55101

Alex Cirillo, Academic & Student Affairs Committee Chair
Minnesota State Board of Trustees
30 East 7th Street
St. Paul, MN 55101

RE: Strengthening Career and Technical Education for the 21st Century (Perkins V)

Dear Chairs Cowles and Cirillo,

The Minnesota Department of Education (MDE) supports the purposes, goals and activities outlined in the proposed Minnesota 4-Year State Plan to strengthen Career and Technical Education for the 21st Century Act (Perkins V). MDE recognizes the value this plan has to foster a connected education and training system using career pathways as a strategy to help individuals acquire marketable skills and credentials necessary for economic growth in Minnesota.

Under a single application for federal funding since 1985, MDE has worked hand-in-hand with Minnesota State to develop high-quality career and technical education programs that enable seamless transitions from high school to college. Through this state-level collaboration, school districts have enjoyed strong relationships with postsecondary partners, eliminating redundancies and increasing the coordination of resources. Our partnership has allowed an increasing number of students with diverse backgrounds, learning styles and professional goals, to successfully navigate across systems and into the workforce.

As a result of these past successes, both partners recognize the critical importance of continued collaboration. Together, we will work to ensure all students, regardless background, have equitable access to programs that provide rewarding careers in high-skill, high-wage and in-demand occupations.

MDE appreciates the Board of Trustees efforts to support our graduates. Working together, we will significantly improve the availability of talent in Minnesota to meet growing needs.

Together,



Mary Cathryn Ricker, NBCT
Commissioner

CC: Chancellor Devinder Malhotra

**Minnesota Perkins V
EXECUTIVE SUMMARY
Public Comment Report**

The following report is a summary of the public comments on Minnesota's Perkins V Statewide Plan and Performance Indicators. Minnesota State Perkins V Director and staff, along with Minnesota Department of Education Career Development & CTE Supervisor and staff, provided a number of opportunities and platforms for stakeholders to provide feedback on and ask questions about Minnesota's plan and performance indicators. Facilitated discussions, public comments and this report were all written by neutral third-party contractor, Mary Kay Delvo, INspiring SIGHT.

EXECUTIVE SUMMARY

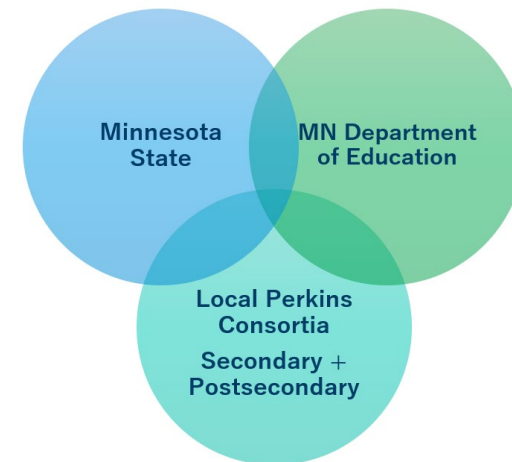
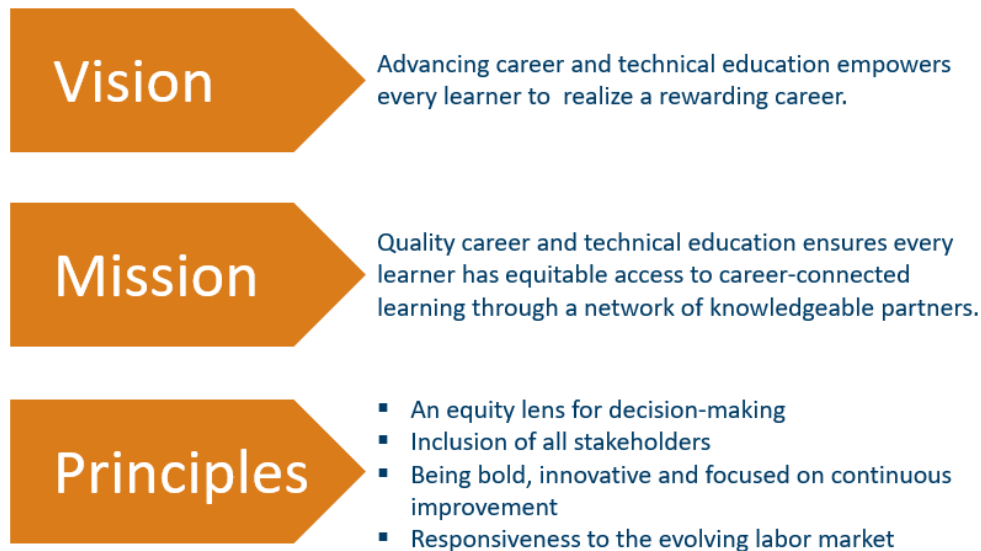
Feedback was synthesized and themes from each of the pre-designed questions were pulled out. The questions were designed to help participants re-imagine what CTE education could look like, to help them shift mindsets in preparation for changes proposed in the Perkins V plan, and to uncover systemic challenges and approaches for addressing those challenges. As a result, we learned about the varying challenges based upon population and geography (urban vs. rural), a number of systems disconnects, an understanding of desired priorities and how to shape CTE to equip students moving into the certain but unknown future of work. The executive summary will provide themes which surfaced in response to each of the nine questions asked, the unique challenges faced depending upon population and geography, and the disconnects within the system which interfere with educator's ability to meet goals around workforce alignment, resources, and accountability.

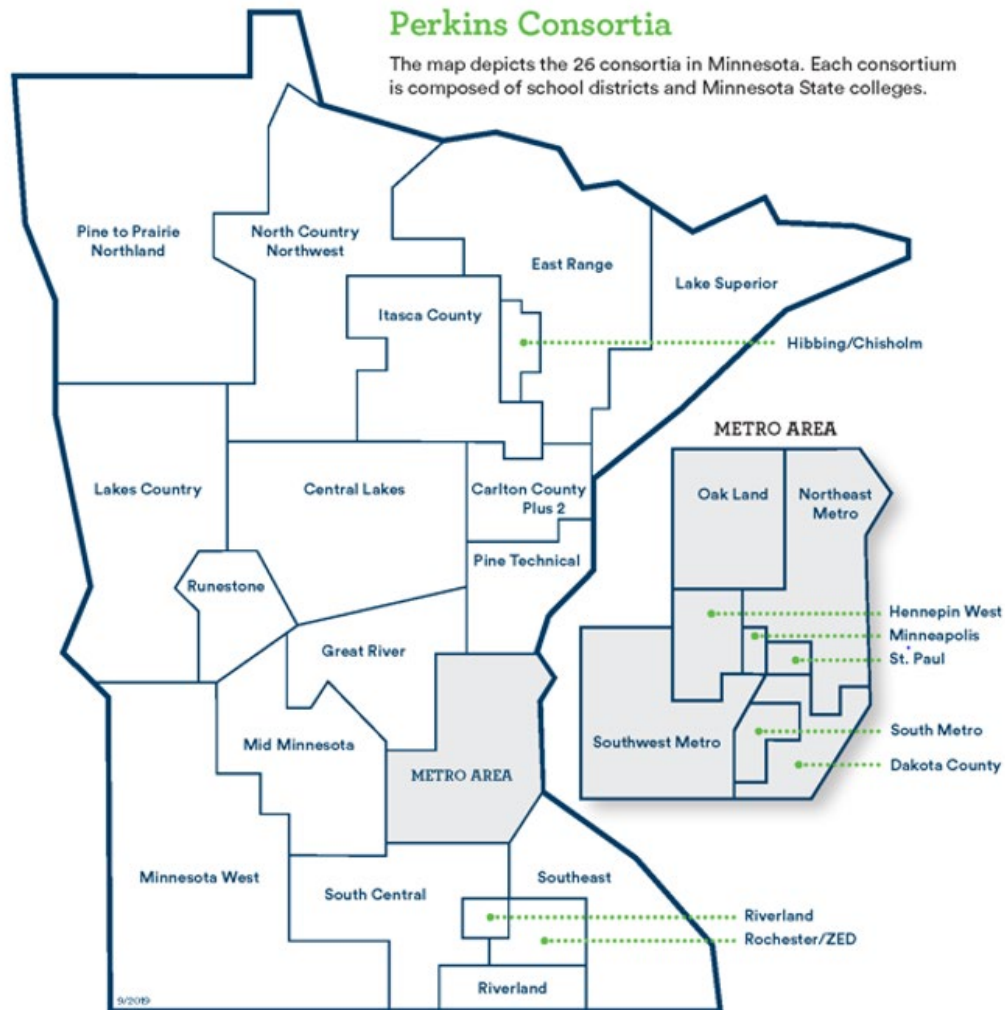
Some differences existed between rural and urban areas of Minnesota and the report specifically highlights those differences as well. Lastly, several system-disconnects arose as participants discussed answers to the pre-determined questions. Those system-disconnects are highlighted in this report.

Report submitted by:
Mary Kay Delvo, [INspiring SIGHT](https://www.inspiringsight.com)
marykay@inspiringsight.com
612-750-0814

A. BACKGROUND & PROCESS

Minnesota State and Minnesota Department of Education Career Development & CTE Supervisors began the process for Perkins V by creating a Statewide Perkins V Strategic Plan for guiding their approach to coordinating and distributing Perkins V funding throughout all of Minnesota through the statewide CTE consortium model. Minnesota's CTE Consortia model is made up of 26 consortia through Minnesota. Each consortium is composed of school districts and Minnesota State colleges. Consortia can bring businesses, nonprofits, and other partners in to provide the most comprehensive CTE delivery model available. Each consortium has differing needs, priorities, and potential partners.



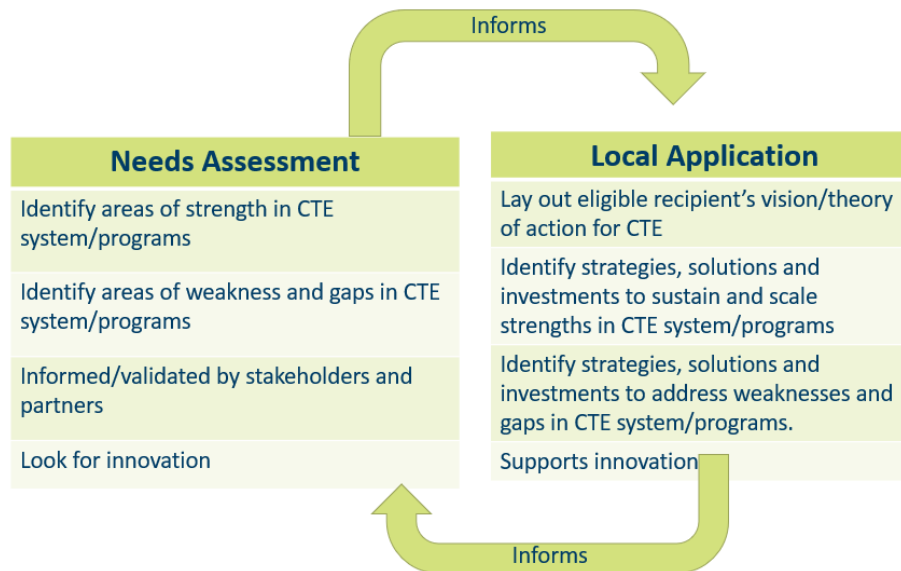


Perkins funding comes into the State of Minnesota Department of Education, is managed by the State Perkins Director for Minnesota State Postsecondary system and is distributed through the State Consortia Model into Minnesota State postsecondary colleges and universities and K-12 public-school districts. All Consortia funds are distributed based on what arises in the local needs' assessment performed by each consortium.



REQUIREMENTS OUTLINED FOR COMPREHENSIVE LOCAL NEEDS ASSESSMENT

Implementation
Relationships



Must be:

Necessary
Reasonable
Allocable

- Based on the Comprehensive Local Needs Assessment
- Supports the system/program/service
- Not an individual benefit
- Referenced in the application
- Does not supplant. If not allowable under Perkins IV assume not allowable under Perkin V.
- Exception- middle grades participation in career exploration



B. DESCRIPTION OF PERFORMANCE INDICATORS

SECONDARY PERFORMANCE INDICATORS

| Indicator | Baseline Year | Baseline Rate | 4-year Increase | Year 1 | Year 2 | Year 3 | Year 4 |
|--|---------------|---------------|-----------------|--------|--------|--------|--------|
| 1S1: Four-year Graduation Rate- REMOVED Dec 1, 2019 | 2018 | 91.50% | 2.42% | 91.80% | 92.11% | 92.71% | 93.93% |
| 1S2: Extended-year Graduation Rate | 2018 | 93.06% | 1.70% | 93.27% | 93.48% | 93.91% | 94.75% |
| 2S1: Academic Proficiency: Reading/Language Arts | 2018 | 56.06% | 2.35% | 56.35% | 56.65% | 57.23% | 58.41% |
| 2S2: Academic Proficiency: Mathematics | 2018 | 45.25% | 1.19% | 45.40% | 45.55% | 45.84% | 46.44% |

All 4-year performance levels are set using two standard deviations. The standard deviation was calculated using simulated rates for 2012-2017 entry cohorts.

| Indicator | Baseline Year | Baseline Rate | 4-year Increase | Year 1 | Year 2 | Year 3 | Year 4 |
|--|---------------|---------------|-----------------|--------|--------|--------|--------|
| 3S1: Post-Program Placement | TBD | | | | | | |
| 4S1: Non-traditional Program Concentration | 2018 | 37.57% | 1.57 % | 37.77% | 37.96% | 38.35% | 39.14% |
| 5S2: Program Quality: Postsecondary Credit- REMOVED, Dec. 1, 2019 | 2018 | 38.94% | 2.35% | 39.23% | 39.53% | 40.11% | 41.29% |
| 5S3 Program Quality: Work-based Learning NEW, Dec. 1, 2019 | | | | | | | |
| 5S4: Program Quality: TSA/IRC | 2018 | 67.35% | 2.60% | 67.68% | 68.00% | 68.65% | 69.95% |

The 4-year performance level for 4S1 is set using a two standard deviation increase over the baseline, 5S2 was set using a one standard deviation increase and 5S4 was set using a ½ standard deviation. The standard deviation for 4S1, 5S2, and 5S4 were based on 2015-2018 data.

**POSTSECONDARY PERFORMANCE INDICATORS**

| Indicator | Baseline Year | Baseline Rate | 4-year Increase | Year 1 | Year 2 | Year 3 | Year 4 |
|---|---------------|---------------|-----------------|--------|--------|--------|--------|
| 1P1: Postsecondary Retention and Placement | 2016-2018 | 90.85% | 2.05% | 91.10% | 91.36% | 91.87% | 92.90% |
| 2P1: Earned Recognized Postsecondary Credential | 2017-2019 | 50.06% | 2.80% | 50.41% | 50.76% | 51.47% | 52.87% |
| 3P1: Nontraditional Program Enrollment | 2017-2019 | 13.87% | 0.82% | 13.98% | 14.08% | 14.28% | 14.70% |

All 4-year performance levels are set using two standard deviations. The standard deviation was calculated using simulated rates for 2012-2017 entry cohorts.

C. OPPORTUNITIES FOR PROVIDING PUBLIC COMMENT**SEEKING INPUT**

Minnesota State Colleges and Universities (MNSCU) along with the Minnesota Department of Education (MDE) completed a multi-prong approach to gathering public input about their Perkins V plan. Approaches included:

- Six facilitated public hearings, three in Brainerd, Minnesota on October 17 and three in Eden Prairie, Minnesota on October 22, 2019
- A public comment period on the proposed performance indicators was posted on the [MDE website](#) from October 2, 2019 to November 30, 2019 and after slight modification to the performance indicators, extended the online comment period through January 31, 2020. The public could leave comments in the online form, ask questions via email. Questions were passed onto State Director, Jeralyn Jargo. This site was monitored by a neutral third-party



- Jeralyn Jargo, Perkins State Director, presented Perkins V plan and recommended performance indicators for 48 senior Minnesota State Academic and Student Affairs Leaders through a Zoom webinar platform on November 15, 2019. All academic and student affairs leadership from the system office attended, 48 attendees in total
- On October 24, 2019, MNSCU and MDE introduced Perkins V and the Perkins V plan to the Minnesota Tribal Nations Education Committee. This is the first substantive discussion directly with the Tribal Nations about how to best include them in Perkins planning and the Perkins V Consortiums moving forward. Because this was an introductory discussion, the same question format was not followed. This was primarily a listening session.
- The public comment period on the proposed performance levels has been extended through January 31, 2020 to provide input to the secondary core indicator changes made on December 2, 2019, [MDE website](#)

Changes include:

Removing 1S2 Extended (7yr) Graduation Rate

Removing 5S2 Program Quality: Postsecondary-Credit

Addition of 5S3 Program Quality: Work-based Learning

PUBLIC FEEDBACK PARTICIPATION LEVELS:

117 individual people were involved in the public comment period about the Minnesota State Plan and Core Indicators of Progress. They participated either through a facilitated discussion, through email, by providing feedback online or directly to Minnesota State and MDE State Staff during presentations.

- | | | |
|--|---|---|
| • Three, 2-hour sessions, Brainerd, MN, Oct 17 | 8 attendees | |
| • Three, 2-hour sessions, Eden Prairie, MN, Oct 22 | 53 attendees | |
| • Web-based session: | 48 Sr MN State academic & student affairs leaders | \ |
| • Comments by email: | 1 comment | |
| • Comments via online public comment page: | 9 comments | |



Total listening session attendees: 56

Breakdown of Attendees:

| | | | |
|--------------------------------|---|--|---|
| Adult Basic Education | 1 | Perkins-CTE Coordinator | 2 |
| AmeriCorps | 1 | Postsecondary CTE Coordinator | 1 |
| Chamber of Commerce | 1 | Research | 1 |
| Community Organization | 3 | Secondary CTE Coordinator | 3 |
| Director of Student Life | 1 | School Administration | 2 |
| Employer | 9 | School Teacher | 2 |
| Government | 2 | Specialized support person postsecondary | 6 |
| Hospitality Minnesota | 1 | Specialized support person secondary | 2 |
| Interim Director of Admissions | 1 | Teachers / faculty | 7 |
| Labor Organization | 2 | TRIO | 1 |
| Parent | 2 | WIOA | 1 |
| | | Other | 6 |

Urban and rural feedback on shifting reserve funds to an application process.

Urban Feedback

- We support determining reserve funds by RFP as we need to “move the needle,” we need to think “bigger picture” (i.e.. regional or systems thinking)
- Use reserve funds for starting-up new innovative projects that our small reserve fund allotments haven’t allowed for in the past
- An RFP approach would allow for more focus on strong partnerships
- An increase in reserve funds would allow for more sharing of costs, work and ideas
- Those programs who have submitted partnership proposals to the Perkins V Reserve Funds would strengthen other grant applications outside of Perkins V
- Prioritized work-based learning, supporting students and new program development
- Believe a competitive grant process may increase their impact, create higher incentives for partnerships and working together
- Believe they would be more innovate if they had more money to work with rather than tiny pots of money

Rural feedback

- This process must be designed in a way that all districts have equity in the ability to apply for and obtain these funds
- A concern for rural areas and very small districts is that it takes the funds out of the structure of guarantee. Their little pots of money are extremely valuable. They are concerned about losing those funds no matter how small the amount
- Rural areas typically have very small school district in number of students but cover a large geographical area.
- Rural areas would have an unfair advantage because they don't have the resources for grant writing that larger or urban consortium do
- Consortia would end-up competing for reserve funds which could be damaging to partnerships
- This will require a paradigm shift on the part of those making the funding decisions at the local level-This is hard and slow work
- Extended programming and internships etc. more challenging due to travel distance between schools, sites, and home
- Concerns that distributing reserve funds by application will only increase the gap between the 'haves' and the 'have nots' throughout the state

Innovate Ideas Summary :

- Incorporate adult basic education more for recruiting students and teaching methods
- Team teaching between secondary and postsecondary educators
- Include Wi-Fi on buses for students that have long commutes (particularly in rural areas and for schools that co-op)
- Educator externships into industry settings

**If Perkins V Funds are successfully invested throughout Minnesota,
what will we see in our workplaces as a result?**

- Increased partnerships between schools, academies, centers for excellence
- There will be more productivity and less turnover
- More diverse workplaces
- Increased innovation
- Stronger partnerships

If Perkins V Funds are successfully invested throughout Minnesota, what will we hear from employers?

- Employers will say that schools are providing what they need in terms of skilled graduates/future employee
- Employers will have what they need for workforce
- Employers will express satisfaction with candidates and their employee's skills
Employers would be stronger advocates for secondary and post-secondary schools
- Candidates show up in workplace prepared for the positions they are applying for (technical skills, but also the employability skills)
- More HS students get work experiences

If Perkins V Funds are successfully invested throughout Minnesota, what will secondary & postsecondary educators notice?

- Higher quality – scores, indicators, more students, more nontraditional students, more diversity in student body & teaching staff, more equitable
- Teachers will be better prepared, will have access to quality equipment, and lower educator turnover rates etc.
- General education will be more integrated into CTE programming
- K-12 administrators will know what Perkins Funding and CTE are and will understand the purpose and use of the Perkins V grant
- Educators outside of CTE would see a need for change
- E-12 would have highly engaged students and a growing interest in CTE programs
- Educators would experience increased support within their schools and from administration
- Fewer remedial courses needed and a closing of the opportunity gap
- Increased in the number of post-secondary CTE students
- HS students will have more workplace opportunities

If Perkins V Funds are successfully invested throughout Minnesota, what challenges will be resolved or lessened?

- Reduced employees and teacher turnover
- Ample qualified candidates to choose from
- Perkins funds will be sufficient to fill gaps
- Reduced stigma around CTE career pathways
- Students will readily admit they are going to work instead of college and be proud of it
- Increased number of students taking CTE courses and attending postsecondary schools
- Mindset shift by parents and students about career and postsecondary educational options. Reduced stigma associated with CTE careers (vs all students going to college)—mindset shift

What would happen if Perkins Funds were eliminated completely?

- We would lose the ability to purchase equipment to train students on
- We would lose professional development dollars
- See the new formula as splitting groups into have & have-nots

SYSTEM DISCONNECTS:

While participants in facilitated discussions were asked specific questions, Their dialogue uncovered a number of disconnects within and across the statewide systems which are problematic and make meeting goals and performance indicators very challenging and in some cases, not possible. Identified system disconnects are outlined below.

- There is a gap between the jobs and/or careers pathways students are interested in and the jobs that are in demand in the market
- Many parents lack knowledge and awareness of the vast CTE career opportunities, that CTE jobs are livable wage jobs, and how strong the job market in Minnesota. If parents aren't aware of CTE pathways, they don't suggest them to their children. Parental knowledge is an important link in encouraging students to explore CTE career pathways
- There is a disconnect between two-year and four-year curriculums, transfer options and grading by the State of Minnesota. Secondary schools are graded by the state of Minnesota on the needs of four-year degree programs.
- Specific to health care pathways, there is a misalignment between the market and job needs and the pressure parents and post-secondary schools put on students into studying acute care. The real shortage is in professionals trained for and interested in working in long-term care
- Many CTE careers don't have pathways identified and aren't talked about at all in the classroom. As a result, no pipeline for those jobs exist. With a large retiring population, there will be no one to refill the jobs that are not included in the career pathways
- There is a disconnect within the minimum licensure qualifications between a secondary licensure and a post-secondary instructor. This is creating a teacher shortage and limiting the flexibility of schools to meet their educator needs
- There are shortages of trained health care professionals and (particularly LTC) and people training in manufacturing. Shortages in health care are due in part to a shortage of faculty teaching this content so students
- Dean comment (not shared at Public Hearing): Schools and students need future-focused courses like "GPS Technology and Logistics in Transportation" and "Managing Big Data in Business" but teachers do not have the background and preparation to prepare and deliver these 21st century/future-focused courses. Professional development is the KEY to getting teaching staff up to speed to provide future-focused courses!



- 3 disconnects; between student interest and job needs; where parent support lies (not much parental support for CTE fields); school districts rated on how students do on state-wide tests, we're not rated on how well we inspire students to go into a specific field. We put out a course and no one signs up for it.
- Stigma against trades. We need to educate parents that trades are great career opportunities.
- The premise is that postsecondary CTE is a dead-end. Is there a disconnect between technical college system and other areas?
- Many state system universities; college algebra at a comm college not looked at equally as a university course; not as much rigor. Disconnect between 2-yr colleges and universities. But, it is getting better. At times of low enrollment, the relationship gets better.
- Misalignment between health care and long-term care. Aging population will require more long-term care employees. Students are pushed into acute-care settings vs long-term care
- In our consortia, brought in DEED to look at employment data. Program development for gap areas takes time at high school level. Schools are not used to developing their curriculum on those timelines and in those ways (so directly aligned to current workforce needs)

To what extent is career & technical education aligned to workforce development in your area? How do you know?

Employer Relations and location

- CTE is over 90% aligned with workforce development throughout the state because we (centers of excellence/educators) listen to employers
- We know there is alignment because school districts ask local industry about their needs & employers approach us & tell us what they need
- Advisory boards provide alignment with workforce development
- Student orgs in schools have mentors and business connections (if not in alignment, schools would not have support from those groups)
- (SS) We are bringing businesses in with our school planning efforts; this didn't happen before
- For many schools, lack of alignment with workforce development is due more to limitations of available opportunities (quantity) in the local area than it is to any other reason. There are pockets of misalignment between CTE and workforce development in some parts of the state
- DB) We have alignment with chambers of commerce in our area. They are aware of workforce development. We know that because we do programming with them. Programs we do with them are based on our curriculum
- (ES) CTE is aligned to the degree they are involved
- Every program area has advisory boards which drive industry-specific needs that are out there. What are the high-need, high-wage jobs in your area? We do employer follow-up survey that asks do students know what they are supposed to know?
- ABE—there is a huge need for paraprofessionals, all we hear from industry is this. Certain workforce development areas have specific career areas (clusters) that they focus on. ABE is looking at all the data.
- Each consortium has partnerships that drive its activities. Some areas aren't aligned. Health careers and manufacturing in Hennepin Co., for example. Where do you get the funds to start these programs? Also, there is a teacher shortage. Therefore, there is rationale why we don't



meet all the needs. Funding and teacher availability are problems. It's hard to find phlebotomy instructor who is willing to be paid less than in private sector. Just aren't enough teachers.

- Administrators are open to these changes, but express concerns about budget limitations

Equity and Community involvement

- (PK) Our research staff didn't see a need to be involved in the CLNA/Perkins process. We had to educate them on this.
- We have a lot of equity work to do especially in gender disparity. We know we have gaps in workforce development.
- Don't see a lot of alignment in ELL students, students living-in poverty, or first, and second-generation students. This is in part an equity issue. It's a problem if students can't get a job to earn money while they are learning
- Wastewater management field; I don't see alignment. There's only one program in the state. Lots of jobs. We've been trying to build public awareness of this career field. Water technology environment course at St Cloud CTC.
- Precision sheet metal. Hard to get students to fill program. Not enough student interest and to support the program. Misalignment in promoting the job or career.
- We are missing the biggest component—the community. We're not educating community about good-paying jobs available. Students know what their parents tell them about available careers and education.

Many jobs that today's students will someday hold haven't been created yet. How do we design the educational system to meet the demands of future unknown jobs/employers?

Educators

- Teach the foundational skills at the center of the Minnesota Career Fields, Clusters, and Pathways Wheel (Career Wheel). These consist of subjects such as problem solving, critical thinking skills, communication skills, knowledge transfer etc.
- Teach the basics students will need, regardless of the future career being considered. For example, for Artificial Intelligence (AI) teach basic electronics. When new careers/technology comes about, students will have prepared by learning basic technical skills that apply to a wide range of possible careers.

Employers

- Employer immersion into schools
- Apprenticeships (post-secondary & when possible at the secondary level – hospitality)
- Look at the definition and design broadly
- Include employers in curriculum development decisions

Systemic

- Quicker system responses
- Create rapid pipeline for CTE credentialing, More flexible credentialing of faculty at the secondary and postsecondary levels
- Train teachers on experiential and project-based learning pedagogies
- Provide support for increasing teacher agility, flexibility, and ability to adapt to a rapidly changing world.
- Require teachers to have industry immersion experiences

How can we bring employers and educators together to better meet workforce needs?**Partnership Strategies**

- Employers & schools work together to increase industry-career awareness
- Drive curriculum through cross-sector advisory councils made up of educators and industry employers
- Invite more employers to be part of consortium partnerships
- Employer roundtables with teachers. Come up with four core areas and workgroups
- Employer-teacher brunch – Have facilitated discussion around building pathways
- Create a mutual goal for employers and educators to work on together
- Make regional or local economic development the driver in discussions between employers and educators
- Work on building partnerships with employers, vs. just focusing on what the employer is willing to contribute in money/resources
- Technical college curriculum is driven by industry & employers want to talk to college students & parents.

Communication Strategies

- Educators could spend more time “listening” to employers & industry. Less ‘reporting-out’ and more dialogue
- Have a facilitated discussion to help people get on the same page about shared purpose. Easy to get together, hard to get to consensus
- Schools bombarded by employers knocking on their doors. Schools aren’t able to handle all the employers knocking on their doors. How should they approach schools?

Education and Awareness Strategies

- Connect data to curriculum (example, use RealTime Talent data)
- Distribute an employer follow-up survey to better understand their experiences and needs around workforce
- Work to ensure all career pathways are aligned with industry. Some are, some are not
- Educate employers on the benefits of adapting to cultures other than their own or the mainstream

- Incorporate student voices into pathway and design discussions
- Look at the Stanford Design School Model
- Hands-on teaching and learning

Participants' prioritized responses to the question, "Help us prioritize how the state should spend Perkins V funds on a statewide level. Their rankings:

- Recruiting, training, and retaining our teachers
- Professional development for teachers, faculty & educational professionals
- Other: Statewide CTE stigma campaign – we need the students
- Providing underserved students resources & support to eliminate the opportunity gap
- Aligning course & programs with workforce needs
- Improving student performance

Participants' prioritized responses to the question, "Help us prioritize how the state should spend Perkins V funds at the consortia-level. Their rankings:

- Work-based learning
- Keeping teacher skills current
- Support for students
- New program development
- Statewide CTE stigma campaign – we need the students

Programs funded by Perkins V must be of sufficient size, scope, & quality to ensure sufficient return on investment. In your opinion, how well is the expenditure of Perkins funds meeting this requirement locally?

- This is consortium-dependent
- We need to tell our story better, so industry knows how collaboration takes place in consortia
- Consortia need more flexibility in making funding decisions/changes
- The formula is inherently wrong as it only makes up 1% of budget, limiting how much impact we can have.
- Minnesota's consortium model is more equitable than what happens in many other states. In most states, everyone competes for dollars. Our model is unique and works fairly well.



- Because of our consortia model, we have cooperation.
- There is not much incentive for bringing partners to the table because if consortiums expand partnerships, no additional funds come with it.
- Perkins Funds to some degree have allowed us to maintain program quality
- As someone who has received Perkins funding, the focus on data and what trends force teachers to think critically about their needs because money is limited. It asks us to justify what that money is going to be spent on. How are you going to use it? How many students are going to be impacted at the end?
- It is difficult to tackle needs meaningfully with small allocations of reserve funds; more meaningful to get a larger amount of money and assign to tackle a project
- We get better every year, but we fall short. Amount of money consortia receives can't keep up with funds needed to pay for student TSA and credentials exams. Not enough investment in certificate incentive funds.

What recommendations do you have for future distribution based on Size, scope & quality?

PK) I think we fall short; when you look at quality component, with push for IRCs, the amount of money consortium gets can't keep pace with this. For Example, TSAs. WE have 4,000 students, 2/3 go through CTE Programs.; we don't have funds to support all these TSAs. Our TSA budget is over \$20,000. Reimbursements we currently have put us at a competitive disadvantage with neighboring states. In MN, the more that apply for TSA, the less money you get back. That's something that could make the SSQ of this much more effective.

J.K) We need to reinvestigate split between secondary and postsecondary with the needs of secondary



Historically, 10% of consortia funds were distributed by formula as reserve funds. Under Perkins V, our proposal is to reduce the reserve allocation to 5% & distribute funds through a competitive RFP process targeted toward fostering innovation or promoting programs of study or career pathways. What challenges will be resolved or lessened?

How might we improve our ability to meet Perkins V requirement & local needs by making fewer, but larger awards through a competitive process? What's really being asked is, "How do I get the best return on my investment?"

Both rural and urban areas share a laundry list of common challenges in addition to some challenges unique to their population size and/or geography. Both experience:

- Perkins V funds should be prioritized toward a Statewide CTE stigma campaign – we need the students
- a shortage of students pursuing CTE career pathways
- a shortage of CTE instructors at the secondary level
- a shortage of opportunities for work experiences which in high school, largely due to age restrictions on the job site
- challenges getting teachers onto the work site, so they better understand the context of the world they are preparing students for
- a need for increased development of the foundational skills identified and listed in the center of the Career Pathways Wheel
- a desire for prioritizing selected Perkins V funds at a statewide level on recruiting, training, & retaining teachers, professional development for teachers, faculty & educational professionals

Urban areas were more supportive of this approach than rural areas. Rural areas felt it would put them at a disadvantage because they don't have staff positions dedicated to writing grants, making the process more cumbersome and less likely they would compete well. Urban areas liked the idea because it would allow them to expand partnerships, pilot some ideas, and these partnerships would strengthen other grant applications they may be working on. It was suggested, that If funds are distributed by RFP, the state may want to consider requiring recipients of reserve funds to present or report their results at an annual conference for others to benefit from (for example, CTE works).

Participant Questions:

Is that going to make it less accessible to individual programs? (Yes) With this process there is a greater chance for a specific consortium not getting funded. There is also the opportunity for a consortium to receive a great deal more funding.

Participant Comments:

- This would be a very bad idea. Was developed initially to ensure funds would be forced out to greater MN for needs they had due to distance. Making it a competitive process.
- Good idea; greater access to money.
- Just no! no! no!



- I like the idea of an RFP process. Forces people to analyze what the money is going to be used for. Because they are competitive, may force more partnerships where otherwise they would not exist.
- Will once again serve metro and not rural.

Minnesota Perkins V Secondary & Post-Secondary Indicator Report Summary

January 31, 2020

AUTHOR: MARY KAY DELVO

Executive Summary

THE PUBLIC COMMENT PROCESS

The public comment period on the proposed performance levels originally ran from October 1, 2019 to November 29, 2019.

There were originally seven secondary performance indicators and three postsecondary performance indicators.

On December 1st, 2019, based on feedback they had already received regarding existing performance indicators. The Minnesota Department of Education made some changes to the secondary performance indicators. As a result, a new 60-day public comment period was triggered. The new public comment period on performance level indicators ran from October 1st through January 31, 2020.

Comments could be submitted in online in two ways:

- 1) online at www.minnstate.edu/CTEHearing
- 2) through email at myCTEidea@minnstate.edu

The public was asked to specify which performance level they were commenting on by noting the Core Indicator number in their comments to help us better track feedback to the appropriate indicator (e.g., 1S1, 2P1, etc.).

Throughout that period, just nine comments were submitted anonymously online and included the following affiliations:

- 3 Education Organizations
- 2 School leaders
- 1 Education
- 1 Perkins Coordinator
- 1 Labor Organization
- 1 Teacher

The public did not comment on indicators, 1S1, 3S1, 4S1, 1P1, 2P1, or 3P1.

Of the nine public comments received all were around secondary progress indicators with the emphasis being around work-based learning and TSA exams and certifications.

- 2S2 received 1
- 5S3 received 6
- 5S4 received 2
- 4S2 received 0
- 1P1 received 0
- 2P1 received 0
- 3P1 received 0

I. SECONDARY PROGRAM INDICATOR FEEDBACK

Indicator 1S1 Graduation Rates – 4-year

No public feedback received

Indicator 2S2 Academic Proficiency: Reading/Language Arts

| FEEDBACK | RESPONSE |
|--|---|
| <p>The question/feedback below was sent directly to Michelle Kamenov, MDE, in response to information emailed to the teacher contact list informing them of updates to the performance indicators. The person who inquired references seeking clarification prior to submitting a question.</p> <p>On Dec 11, 2019, 8:47 AM., Michelle Kamenov, MDE, shared the question & response with Jeralyn Jargo, state director and third-party contractor for inclusion into the public comments.</p> <p>-----</p> <p>Question</p> <p>From: Miner, Michelle <Michelle.Miner@Fridley.k12.mn.us> Sent: Tuesday, December 3, 2019 9:41 AM To: Barrett, Timothy (MDE) <Timothy.Barrett@state.mn.us> Subject: RE: Updated Secondary Accountability</p> <p>Hello Mr. Barrett,</p> <p>I took a look at the document and have some questions, perhaps these are questions I should be asking in the forum, but I wanted to make sure I understood before I submitted. It stated that two proposed performance levels would be: 2S1: Academic Proficiency: Reading/Language Arts and 2S2: Academic Proficiency: Mathematics; with the removal of 5S2 Program Quality: Postsecondary-Credit.</p> <p>1) With the removal of postsecondary credit. Would that mean all of our agreements would become null/void?</p> <p>2) Would adding 2S1 & 2S2 divert money from CTE programming to Math and Language programming?</p> <p>Any insights or information you can offer is appreciated. If there is a website I can look at to get this information I will gladly go there too.</p> <p>Thanks again.</p> | <p>From: Kamenov, Michelle (MDE) Sent: Friday, December 06, 2019 9:21 AM To: Michelle.Miner@Fridley.k12.mn.us Cc: Barrett, Timothy (MDE) <Timothy.Barrett@state.mn.us>; Ediger, Kari-Ann (MDE) <kari-ann.ediger@state.mn.us> Subject: Performance Indicator questions</p> <p>Good morning Michelle</p> <p>Thank you for your questions on the Secondary Performance Indicators. I believe you have already received the information included below:</p> <p>Please note that Reading and Math (academic performance indicators) have always been part of Perkins IV and will continue to be part of Perkins V, so this is not a change. Academic integration across CTE and core content courses is highly encouraged to the benefit of student learning. Recent changes made to secondary accountability include the following:</p> <ul style="list-style-type: none"> • Removal of the 7yr graduation rate • Though MDE will produce reports for continuous improvement purposes • Removal of Postsecondary-Credit as the Program Quality indicator • Though MDE will continue to pursue this as a possible performance indicator in the future • Added Work-Based Learning as the Program Quality indicator <p>1) The removal of Postsecondary credit should not in any way impact local agreements. These are established at a local level and are not a specific agreement under Perkins V.</p> <p>2) Because 2S1 & 2S2 are required under federal law-and have actually always been part of the accountability system of Perkins (even the last 10 years) it is at a local consortia level to determine how the Perkins funds may</p> |

| | |
|---|---|
| Michelle Miner, Career & Technical Education Dep. Fridley High School, 763-502-5787, Michelle.Miner@Fridley.k12.mn.us | <p>be spent to support the Comprehensive Local Needs Assessment (CLNA) which includes local performance. There are examples of this already occurring including support professional development for CTE teachers to do curriculum planning with Math and English teachers to align curriculum, scope and sequence, co-teaching models, etc.</p> <p>Please let us know if you have any additional questions. Thank you and have a great day.</p> <p>Michelle Kamenov, Supervisor Career and College Success Division 651-582-8434 michelle.kamenov@state.mn.us Minnesota Department of Education 1500 Highway 36 West, Roseville, MN 55113 education.mn.gov</p> |
|---|---|

Indicator 2S2 Academic Proficiency: Mathematics

| FEEDBACK | RESPONSE |
|--|--|
| <p>Question: Paul Klym, from Minneapolis Schools asked a reading and math standards question. If 25% of Minneapolis district students are English-language learners the he believes it is inherently unequal to EL students (2S1). He asked if we are setting up districts that have a large ELL % to fail in comparison to other districts. For those who opt-out of the MCA, are they counted as a failure?</p> <p>-----</p> <p>Question: Are we going to use/look at other tests other than the MCA?</p> <p>-----</p> <p>Feedback: Debbie Belfry: For the record, we need to look at the secondary/postsecondary split to make it more equitable</p> | <p>Answer: Michelle Kamenov, MDE, responded, "yes, those who opt-out of the MCA, are counted as a failure because of how it is stated in ESSA.</p> <p>-----</p> <p>Answer: Michelle Kamenov, MDE, responded, "No, because under the law, we must have an assessment that is given to all students."</p> <p>-----</p> <p>Answer: Jeralyn Jargo, state director, "I think you mean equal vs. equitable. You want a 50:50 split. "</p> |

Indicator 3S1 Post-Program Placement

No public feedback received

Indicator 4S1: Nontraditional Program Concentration

No public feedback received

Indicator 5S3 Program Quality: Work Based Learning – added Dec 1, 2019 as a result of public comments

| FEEDBACK | RESPONSE |
|-----------------------------|----------|
| ID 2 - Education Organizer: | |

Minnesota Perkins V
Secondary & Post-Secondary Indicator
Report Summary – January 31, 2020

| | |
|---|---|
| <p>Start time: 11/26/19 14:26:47 Finish time: 11/26/19 15:01:51</p> <p>I would strongly encourage you to add Work Based Learning (WBL) as one of the core performance indicators for Minnesota's Perkins V plan. WBL is an essential piece of Career and Technical Education (CTE) and provides students the opportunity to gain hands-on career experiences as well as important job and life skills that prepare them for their next step after high school graduation. As a committee member of the Perkins V Secondary Accountability-Technical Advising Committee, I feel that leaving WBL off the performance indicators left a gap in providing the strongest plan for our state and for our students.</p> | <p>As of December 1, 2019 the (5S3) Work-Based Learning performance indicator was proposed as a secondary Program Quality indicator.</p> |
| <p>ID 5 - Inclusion of 5S3 - School Leader 2:31 to complete - 12/11/19</p> <p>While I absolutely think that this is the way to move in the state, the secondary schools across the state are not ready. There are few options for licensed instructors, and there are no rules about what a quality program looks like across the state. It is recommended that if this is a program indicator, then the legislature should direct the Minnesota Department of Education to develop MN Rules around the requirements for this program.</p> | <p>Recently, an experienced Work-Based Learning coordinator was hired onto the team at Minnesota Department of Education who we anticipate will be addressing these and other related issues. Providing quality guidance that ensures safe and meaningful work experiences for all students that assist in informing students' career choices, as well as ensuring continued positive relationships with our Business and Industry partners is a high priority.</p> |
| <p>ID 6 - Indicator 5S3 - Anonymous Education Organizer 12/11/19 :43 seconds to complete</p> <p>I am highly in favor of Work Based Learning being added as one of the performance levels.</p> | <p>Thank you for your contribution. We look forward to partnering with our consortium leaders, districts, and business & industry partners in order to provide safe and meaningful work experiences for our students.</p> |
| <p>ID 7 Anonymous - Labor Organizer 12/12/19 - :07 seconds to compete https://minnstate.edu/system/cte/Strengthening-CTE/docs/MN-State-Determined-Levels-of-Performance-for-Comment-Revised-20191202-FINAL-WEB.pdf please explain and outline what the "statewide CTE goals" are. Where can I find these CTE goals posted? "The Strengthening Career and Technical Education for the 21st Century Act, signed in to law in July 2018, outlined secondary and postsecondary core accountability indicators for states to use to determine if they and their eligible local recipients are meeting statewide CTE goals."</p> | <p>12/12/19 These questions were sent to Jeralyn Jargo and Michelle Kamenov to respond</p> <p>The "Goals" mentioned in the CLNA framework document refer to the proposed levels of performance for each performance indicator. These proposed levels of performance for the state are posted within the "Proposed State Determined Performance Levels" document. The proposed levels of performance for each individual consortium are posted here https://www.minnstate.edu/system/cte/perkins-consortia.html and can be found under the "Grand Years 2021-2024" document.</p> |
| <p>ID 8 - Anonymous - Teacher 12/28/19 / 11:18 to complete</p> | |

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| <p>"The highest priority should be placed on the addition of indicator 5S3- Work Based Learning. We are at the most significant generational transition in recent history as baby boomers are beginning to retire at a rate of 10,000 every day, as stated by AARP! With massive retirements and unemployment at historically low rates, companies are quite literally in panic mode as they try to fill vacant positions. A major concern among many companies is that students don't get quality work experiences before they attend college. Those experiences that students can have at the secondary level will help students to identify career pathways that they are or are not interested. This will help connect employers with potential future full-time employees. At the same time, this can help students avoid moving on to a post-secondary path that might not ultimately fit their career plans. The student loan debt crisis includes an incredibly high amount of tuition dollars being paid out for degrees that the graduates never actually end up using! Work Based Learning can provide the experiences that students need to help them identify their future careers much earlier in life and likely at a much cheaper cost! Work Based Learning should not be overlooked due to a lack of qualified teachers. Instead, by prioritizing Work Based Learning under Perkins V, efforts can be magnified to help teachers and pre-service teachers earn certification in Work Based Learning. The demand is there from the industry. Now is the time for education to answer the call!"</p> | <p>Thank you for your contribution. We look forward to partnering with our consortium leaders, districts, and business & industry partners in order to provide safe and meaningful work experiences for our students.</p> |
| <p>ID9 - 5S3- School Leader 1/29/20 12:13:06 / 8:40 to complete</p> <p>"To suggest that input was sought out through a stakeholder meeting and then find out it is changed entirely (5S3) is completely inaccurate of the stakeholder meetings' findings. There clearly was no purpose to the committee and to learn that MDE is changing the measures supports that this change is self-serving and inappropriate. You will likely learn that people do not want to participate with MDE on groups when they clearly do not listen to the community. This is why Minnesota has achievement gaps in several student populations - as a state, we directly support our students from diverse perspectives and message to them to not attain what their white counterparts do. This is about accessibility. Work based learning is way more than students on IEPs and until this state learns that and</p> | <p>Input, feedback and recommendations were gathered from technical advising committee meetings, public hearings, written and oral communication from the general public throughout the process. The goal of the Technical Advising committee is to assist in developing a new Perkins V accountability system that is meaningful to students, families, and teachers –and valuable to employers. The decision to change the program quality indicator does not in any way change the support for post-secondary credit attainment while in high school. There are many support mechanisms including other funding sources in MN. Support for increasing work-based learning for all students in the goal of the indicator-not only for students with disabilities.</p> |

| understands that our student groups will suffer, we will never make an impact on achievement gaps." | |
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| Indicator 5S4 Program Quality: Technical Skill Attainment and/or Industry Recognized Credential | |
| FEEDBACK | RESPONSE |
| <p>ID 3 – 5S4 - Education Organizer, Amy Hauck, ahauck77@hotmail.com Dec 5 at 9:44 a.m. / 2:44 minutes (duplicate comment. She emailed same comments through MYCTEideas@minnstate.edu, Oct 15, 2019 @ 2:31 p.m.</p> <p>"I emailed my comment to mycteidea@minnstat.edu on 10/15/19 already but will include it here too, officially. Program Quality: Other Industry Recognized Credential or Technical Skill Attainment.</p> <p>"This performance indicator causes concern for me as both a parent and a person that is experienced in education. I do not have any concern with the industry recognized credential as a measure of program quality. The use of industry recognized credential as an indicator of program health is a more substantive measure than a technical skill assessment. Success rates on licensure exams, certifications, and credential attainment is a direct reflection on the quality of a program and teaching practice. If pass rates become low programs will often be placed on sanction and be required to show improvement. A technical skill assessment does not bear the same weight nor does the exam create anything of value for the student. The postsecondary partners have placed no value in the TSA exam because of the low priority from secondary educators. Often it has been stated that "we wish we didn't have to do this, because they are meaningless." We are currently testing a student in a subject area that may or may not align with the exam and teachers are "going through the motions" to check a federal legislation box. This seems like a very poor use of federal funds, these funds could be better used for equipment, strategies to expand programming, or improve dated curriculum. The technical skill assessment was a valuable piece to the old legislation's, but the new legislation has evolved to something bigger and better. Why would the secondary system want to put the effort into measuring something that is not required, nor does it hold meaning for students and teachers. I would support using industry recognized credentials as a meaningful measure and not support using technical skill assessment as part of that. If secondary education wants to use something more powerful as a measure maybe they</p> | <p>A survey was sent to all previous members of the secondary advisory team, and additionally included all consortium leaders. Questions included in the survey included whether or not the TSA/IRC indicator for Program Quality ought to continue to be included as a secondary federal performance indicator, and requested rationale for the choice the person listed.</p> <p>Results of the survey suggested that overall people would prefer that the TSA/IRC be removed from the secondary accountability system, though there was also a strong preference that Technical Skill Assessments and/or Industry Recognized Credentials continue to be an allowable expense and supported by Perkins leadership.</p> <p>Based on the feedback received in the survey, the Optional Other Program Quality indicator for TSA/IRC was removed from the secondary accountability system for Perkins V.</p> |

| <p>should use the expansion of dual enrollment, early college, PSEO credits (which will likely be low for career and technical education, but could speed time to completion by completing more general education requirements) and/or expanding experiential learning or work-based learning. These measures are more impactful for students than some TSA exam that means nothing."</p> | |
|--|--|
| FEEDBACK | RESPONSE |
| <p>11/15/2019 8:09 a.m. Only two questions came from that live presentation:</p> <p>Question: 1) Are TSAs required and paid for by Perkins V?</p> <p>Question: 2) What's the time line for knowing campus/consortium dollars for next year? I did get phone questions following the ZOOM presentation:</p> <p>2 more colleges had questions around TSA- NOCTI and Precisions exams. (#1 above) (for internal info the 3 campuses/consortia asking the TSA questions are Rochester, South Central and Alexandria (Runestone).</p> | <p>11/15/2019 8:09 a.m. Jeralyn Jargo emailed the following information to Karl Ohrn, Michelle Kamenov</p> <p>"Yesterday we presented Perkins V changes for the 4-year plan to 48 senior Minnesota State academic and student affairs leaders through Zoom. There were 48 attendees. All of academic and student affairs leadership from the system office attended with the exception of Mary R who is at a conference.</p> <p>Answer: 1) It depends on the local CLNA and the local decisions for expenditure of funds.</p> <p style="text-align: right;">Jeralyn Jargo</p> <p>Answer: 2) there are no "set" or "guaranteed" dollars allocations. This is a federal grant that requires an application and acceptance of a local plan based on the comprehensive local needs' assessments. Having said that, we do intend to post the projected formula allocations the first of March FOR PLANNING PURPOSES ONLY. The actual allocation to a consortium would depend on the federal allocation to the state of Minnesota and the approval of the local application.</p> |
| II. POSTSECONDARY PROGRAM INDICATOR FEEDBACK | |
| Indicator 1P1 Postsecondary Retention and Placement | |
| No feedback given | |
| Indicator 2P1 Earned Recognized Postsecondary Credential | |
| No feedback given | |
| Indicator 3P1 Nontraditional Program Enrollment | |
| No feedback given | |
| GENERAL QUESTIONS – via email | |

| FEEDBACK | RESPONSE |
|--|--|
| <p>11/1/19 at 8:24 a.m. Travis Birkliid Business & Computer Science Teacher, DECA Advisor Roseville Area High School</p> <p>Question: "Hi Jeralyn- Unfortunately, I was unable to attend the Eden Prairie public hearings, is there a summary or meeting minutes posted anywhere? If not, and if the following question was not asked I was hoping to shed a bit of light on this: Mostly wondering about what some of the CTE teachers at my school and I have heard about districts being reimbursed by the state, the amount of 30% of a CTE certified teacher's salary? Is that a current program? If so, does that happen automatically? If so, does that reimbursed money to the district have requirements on how it is used?"</p> | <p>Answer: Jeralyn Jargo answered. Travis, on Nov 1 at 10:36 a.m.</p> <p>The reimbursement of which you speak is the Minnesota Career and Technical Education (CTE) Levy System. Additional information on process and allowable expenses districts. Minnesota Statutes, section 124D.4531, as modified by the 2014 Legislature, allows a district with a career and technical program approved under this section to be eligible for career and technical revenue equal to 35 percent of approved expenditures in the fiscal year in which the levy is certified.</p> <p>While both the levy system and the Perkins V funding apply to CTE they are separate programs. The levy is state-based funding with its own policies and procedures. Perkins V is federal funding with a separate set of policies and procedures. However-both revenue sources certainly benefit our CTE programs. Thanks for the questions."</p> <p>Jeralyn Jargo, State Director</p> |
| <p>Paula Kinney emailed Jeralyn Jargo on Friday, November 8, 2019 at 3:45 PM, 651-403-417, paula.kinney@saintpaul.edu</p> <p>Question: "I am following up on the public comments and hearing held on Oct. 22 at Hennepin Technical College. I recall a comment about posting the PowerPoint after the hearing. Could you point me to where this might be located? I mentioned it in a meeting earlier today and my colleagues are interested in reviewing it."</p> <p>Paula Kinney, Director of Strategic Planning & Effectiveness Higher Learning Commission Peer Reviewer"</p> | <p>Answer: Jeralyn Jargo sent the PowerPoint to Paula Kinney</p> |



COMPLETE DISCUSSION NOTES

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|---|
| E. COMMENTS FROM GREATER MINNESOTA, Brainerd Central Lakes Area |
| WORKFORCE ALIGNMENT |
| #1. To what extent is career & technical education aligned to workforce development in your area? How do you know? |
| <ul style="list-style-type: none"> In the Iron Range, CTE is absolutely aligned with the workforce; we know this because employers tell us this CTE is over 90% aligned with workforce development throughout the state because we (centers of excellence/educators) listen to employers There are pockets of misalignment between CTE and workforce development in some parts of the state For many schools, lack of alignment with workforce development is due more to limitations of available opportunities (quantity) in the local area than it is to any other reason We know there is alignment because our school districts ask local industry what their needs are Advisory boards provide alignment with workforce development |
| #2 Many jobs that today's students will someday hold haven't been created yet. How do we design the educational system to meet the demands of future unknown jobs/employers? |
| <ul style="list-style-type: none"> Train teachers on experiential and project-based learning pedagogies Teach the basics students will need, regardless of the future career being considered. For example, for Artificial Intelligence (AI) teach basic electronics. When new careers/technology comes about, students will have prepared by learning basic technical skills that apply to a wide range of possible careers. Teach the foundational skills at the center of the Minnesota Career Fields, Clusters, and Pathways Wheel (Career Wheel). These consist of subjects such as problem solving, critical thinking skills, communication skills, etc. |
| #3 How can we bring employers and educators together to better meet workforce needs? |
| <ul style="list-style-type: none"> Make regional or local economic development the driver in discussions between employers and educators Work on building partnerships with employers, vs. just focusing on what the employer is willing to contribute in money or other resources Work on improving the quality and effectiveness of advisory committees |
| RESOURCES |
| <p>#4. At the state-wide level, help us prioritize our work by ranking the following:</p> <p><u> </u> Aligning course & programs with workforce needs</p> <p><u> </u> Improving student performance</p> <p><u> 2</u> Recruiting, training, & retaining our teachers</p> <p><u> </u> Providing underserved students resources & support to eliminate the opportunity gap</p> <p><u> 1</u> Building quality programs of study for our students</p> <p><u> 2</u> Incentivizing innovative solutions</p> <p><u> 2</u> Professional development for teachers, faculty & educational professionals</p> <p><u> 1</u> Other: add or replace equipment</p> |



7:30 AM

- It's difficult to prioritize these because all are essential

1:30 PM

- Recruiting, training, and retaining our teachers

#5. Moving to a consortium level, help us prioritize our work by ranking the following:

- ☐ Equipment
- ☒ **2 Keeping teachers' skills current**
- ☐ Career information for students
- ☐ New program development
- ☐ Support for students
- ☒ **3 Work-based learning**
- ☒ **1 Other**

7:30 AM

- Work-based learning and Keeping teacher skills current were selected and #1 and/or #2

1:30 PM

- Work-based learning received 3 votes as most important
- Keeping teachers' skills current received 2 votes as most important

#6. Programs funded by Perkins V must be of sufficient size, scope, & quality to ensure sufficient return on investment. In your opinion, how well is the expenditure of Perkins funds meeting this requirement locally?

- This is consortium-specific
- Consortia need more flexibility in making funding decisions/changes
- This will require a paradigm shift on the part of those making the funding decisions at the local level
- What's really being asked is, "How do I get the best return on my investment?"

What recommendations do you have for future distribution? Comments can also be submitted online at minnstate.edu/CTEHearing.com

#7. Historically, 10% of consortia funds were distributed by formula as reserve funds. Under Perkins V, our proposal is to reduce the reserve allocation to 5% & distribute funds through a competitive RFP process targeted toward fostering innovation or promoting programs of study or career pathways.

How might we improve our ability to meet Perkins V requirement & local needs by making fewer, but larger awards through a competitive process?

- If we intend to "move the needle," we need to think "bigger picture" (i.e, regional or systems thinking)
- If funds are distributed by RFP, the state may want to consider requiring recipients of reserve funds to present or report their results at an annual conference for others to benefit from (for example, CTE works)
- This process must be designed in a way that all districts have equity in the ability to apply for and obtain these funds
- Bad idea; no, no, no



ACCOUNTABILITY

#8. If Perkins V Funds are successfully invested throughout Minnesota,

What will we see in our workplaces as a result?

What will we hear from employers?

What will secondary & postsecondary educators notice?

What challenges will be resolved or lessened?

- Less turnover
- Higher quality – scores, indicators, more students, more nontraditional students, more diversity in student body & teaching staff, more equitable
- Employers will understand the needs of 21st Century workers
- General education will be more integrated into CTE programming
- Teachers will feel better prepared to provide instruction
- K-12 administrators will know what Perkins Funding and CTE are
- Employers will have what they need for workforce
- Will have relevant equipment to train on
- An increase in the number of qualified workers in the field
- Increased partnerships between schools, academies, centers for excellence
- Wi-Fi on buses so students can do homework during long commute times (particularly in rural areas)
- There will be more productivity and less turnover
- There will be increased quantity and quality overall; for example, higher test scores, more CTE concentrators, more diversity in CTE students, etc.
- Employers will better understand the needs of 21st-century workers
- Teachers will be better prepared, will have access to quality equipment, etc.
- Administrators will understand the purpose and use of the Perkins V grant
- We will be able to grow our own programs.
- Employers will say that schools are providing what they need in terms of skilled graduates/future employees
- We (school districts) won't notice an effect because it will be incremental over time
- Perkins funds fill gaps; amounts provided are too small to see an impact
- We will see more qualified people in the field

#9 What would happen if Perkins Funds were eliminated completely?

- We would lose the ability to purchase equipment to train students on
- We would lose professional development dollars
- See the new formula as splitting groups into have & have-nots



F. COMMENTS FROM URBAN METRO AREA, Eden Prairie – Hennepin Technical & Community College

- Expertise in room generally rated with 3's and 4's out of 5 for expertise about CTE and Perkins V
- About half audience participants indicated they'd started work/were involved with CLNA work
- Question on how the State will define "career exploration." Response: not final, but current planning would be to go by definition in MDE CCR document
- Reading and Math standards at secondary level—state not looking at demographics for these indicators—these indicators are not perceived as fair for larger school districts (Mpls) with huge diversity ("inherently unequal"). Response: Perkins V charge is to look at that gap and use that in your plan development. How might you use Perkins dollars for innovation, support systems and structures to support these student needs?
- Large opt-out movement for MCA—according to Kari-Ann, if students opt out it is considered a "fail" for district statistics. Will that continue? Response: Actual numbers of opt outs are still relatively small opt out will still count as fails because that is how it is identified in the ESSA plan
- Many postsecondary schools have large number of criteria (not just MCA) to consider for college admittance. Will there be a move in the state away from MCA. Response: Under the law, MN must use an assessment that is given to ALL students. Could be part of CLNA work with your postsecondary school's pilot projects.

ATTENDEES

7:30 a.m. Attendees: Emily Saed, Cindy Walters, Debbie Belfry, Leslie Lewandowski, Dena Russell, Jean Kreutter, Paul Klym, Shari Wilson, Sarah Shanley, Maggie Vyskocil, Kay Kammen, Tyler Sudek, Jason Jones (13 attendees)

Staff present Mary Kay Delvo (facilitator), Jeralyn Jargo, Michelle Kamenov, Dean Breuer, Yingfah Thao

1:30 p.m. Attendees: Jean Maierhofer, Amanda Turner, Ben Wogsland, Joe Landowski, Dan Smith, Megan Blakebunig, Joe, Darren Kermes, Megan, Cindy, Nandi Rieck, Godfrey, Mathew Miller, Anita, Jesse Ledbetter, Rick Whalen, Carrie Schwab, Tom, Jonathan Aldana, Jenna Kellerman, Anita Trutwin, Sarah Dornink, Tom Kennedy, Kari Schwab, Jason Jones, Kathy Wolter, Theresa England (32 total)

Staff present Mary Kay Delvo (facilitator), Jeralyn Jargo, Michelle Kamenov, Paula Palmer, Shelli Sowles

4:30 p.m. Attendees: No attendees at the 4:30 public hearing.

Workforce Alignment

#1. To what extent is career & technical education aligned to workforce development in your area?

How do you know?

7:30 a.m.

(DB) We have alignment with chambers of commerce in our area. They are aware of workforce development. We know that because we do programming with them. Programs we do with them are based on our curriculum.

(ES) CTE is aligned, based on their involvement.



(SS) We are bringing businesses in with our school planning efforts; this didn't happen before.

(PK) Our research people didn't think they would have to be involved in the CLNA/Perkins process. We had to educate them on this.

1:30 p.m.

How do you define alignment? (question asked by guest) Does it have to be practical hands on experience? Or awareness by k-12 partners? I think it's the latter. Answer—it's in both areas.

We have a lot of equity work to do.. Gender disparity. We know we have gaps in workforce development.

Wastewater management field; I don't see alignment. There's only one program in the state. Lots of jobs. We've been trying to build public awareness of this career field. Water technology environment course at St Cloud CTC.

Precision sheet metal. Hard to get students to fill program. Can Perkins be used for recruitment? Not enough student interest and to support the program. Misalignment in promoting the job or career.

Don't see a lot of alignment in ELL students, student in poverty, first and second generation students. If students can't get a job to earn while they learn it's a problem.

We are missing the biggest component—the community. We're not educating community about good-paying jobs available. Students know what their parents tell them about available careers and education.

3 disconnects; between student interest and job needs; where parent support lies (not much parental support for CTE fields); school districts rated on how students do on state-wide tests, we're not rated on how well we inspire students to go into a specific field. We put out a course and no one signs up for it. Stigma against trades. We need to educate parents that trades are great career opportunities.

The premise is that postsecondary CTE is a dead-end. Is there a disconnect between technical college system and other areas?

Many state system universities; college algebra at a comm college not looked at equally as a university course; not as much rigor. Disconnect between 2-yr colleges and universities. But, it is getting better. At times of low enrollment, the relationship gets better.

Misalignment between health care and long-term care. Aging population will require more long-term care employees. Students are pushed into acute-care settings vs long-term care

4:30 p.m.

Every program area has advisory boards which drive industry-specific needs that are out there. What are the high-need, high-wage jobs in your area? We do employer follow-up survey that asks do students know what they are supposed to know?

ABE—there is a huge need for paraprofessionals, all we hear from industry is this. Certain workforce development areas have specific career areas (clusters) that they focus on. ABE is looking at all the data.



Each consortium has partnerships that drive its activities. Some areas aren't aligned. Health careers and manufacturing in Hennepin Co., for example. Where do you get the funds to start these programs? Also, there is a teacher shortage. Therefore, there is rationale why we don't meet all the needs. Funding and teacher availability are problems. It's hard to find phlebotomy instructor who is willing to be paid less than in private sector. Just aren't enough teachers. Question: What can Minnesota State and MDE do to make teacher preparation/licensing less confusing? PELSB does licensure, not MDE.

- Student orgs in schools have mentors and business connections (if not in alignment, schools would not have support from those groups)
- In our consortia, brought in DEED to look at employment data. Program development for gap areas takes time at high school level. Schools are not used to developing their curriculum on those timelines and in those ways (so directly aligned to current workforce needs).
- Administrators are open to these changes, but express concerns about budget limitations

#2 Many jobs that today's students will someday hold haven't been created yet. How do we design the educational system to meet the demands of future unknown jobs/employers?

- Problem-solving skills
- Create rapid pipeline for CTE credentialing
- More flexible credentialing of faculty at the secondary and postsecondary levels
- Teach the foundational knowledge at skills (the center of the pathways circle)
- Include employers in curriculum development decisions
- Apprenticeships (post-secondary & when possible at the secondary level – hospitality)
- Look at the definition and design broadly
- Emphasize soft skills, critical thinking, knowledge transfer skills
- Teachers' agility and ability to adapt and be flexible
- Respond more quickly systemically
- Get teachers into industry immersion experiences
- Employer immersion into schools

Summary:

Teach center of wheel.

Mindset shifts around education. What possibilities are; we don't have to teach the same way we always have.

Teacher preparation

7:30 a.m.

SS If there is room in the schedule, we'll get to do CTE. Where does CCR fit into the picture? We have grad requirement hoops student must meet.

We will have autonomous vehicle program at White Bear Lake schools. The school district was willing to do this.



(Paul Klym) Minneapolis PS; have started pushing in to counseling depts., etc. career readiness. Hopefully all students will be able to do a career readiness seminar for all students in 9th grade. All students being forced to look at skills in center of wheel. We are looking more at career development.

Trying to change the mindset of content-area folks; can't see how it connects to other things. Looking at what are the careers we need to be looking at. Core curriculum to be integrated in all curriculum areas, not just CTE courses. Career readiness seminar being taught in summer also. Students are creating a portfolio that shows they are career ready. My belief is that center of wheel is just good teaching, period.

WBL or career readiness seminar IS the center of the wheel. Portfolio is turned in to a licensed WBL teacher for review.

Some schools have added 9th grade career college readiness. Ramp-up readiness. Every high school is running it differently, so there is no consistent model. It's about working in those "gray spaces." It's no longer talking about E but, rather how those skills fit in to your career interests. Looking at changing type A mindset; we need to jump off that cliff and look forward. Moving to a 7-period day. You can imbed it in so many places and teach kids to be ready for jobs coming down the road.

Embedding CCR into advisory groups. Teacher preparation at its most basic level to talk about CTE.

Where do stackable credentials come into play? If we're applying industry-based credentials, that would be a base to build upon when they get to postsecondary.

1:30 p.m.

Develop problem-solving skills.

Providing an avenue for faculty or staff to be trained quickly. How can we create a pipeline that allows people to be trained more quickly? (Will that pipeline help us meet the future demand better?)

More flexible credentialing of faculty. Be more responsive to needs of community.

K-12 teachers need masters; not likely to demand he/she get 12 credits in another area, so he's qualified to teach another subject.

Using the same types of skills but combining them in different ways. Not so many new skills are needed, but we will just use them differently.

Focus on Center of the wheel skills. Foundation knowledge and skills.

Including employers in curriculum development process. Secondary program teaches pre-apprenticeship program. Make sure employers are involved, mostly in the postsecondary level due to age requirements. Many students being pushed to 4-year college when they are not suited for that.



Lots of opportunity in hospitality programs; can have secondary apprenticeships here. Many of these skills are translatable to other careers. Hospitality Minnesota apprenticeships.

Cost is a barrier to apprenticeships.

4:30 p.m.

Emphasizing soft skills in students so they understand how to adapt, use critical thinking skills. Any knowledge they need to transfer to a new field.

Systematically, we are very slow to respond to new careers, particularly in postsecondary. We can't take 2-3 years to design new programs.

We're trying to get our teachers out into industry. Working with our chamber to develop an immersion program for our teachers in industry. We see the necessity of soft skills.

- Challenges of how CCR readiness interfaces with getting students credits so they graduate
- Push career readiness via having core content areas working to develop center of the wheel employability skills—push all students to develop those skills and begin to identify interest and skills in a specific career pathway. ("Career Readiness Seminar" course) Change "content teacher" and guidance counselor focus from "the content" to their ability to use that content to support/supplement student development of CCR skills and career pathway preparation.
- Its about working in the "gray spaces." Can't keep CTE and core education siloed. Need to change structured mindset of how we offer courses, what our graduation standards are (to allow more space for students to take CTE)—in current system we can say students have choice, but in actual practice most have very little choice
- Schools "embedding" CCR into 25-minute advisory courses—but most core (non-CTE) teachers not trained to develop those skills. Need greater professional development to prepare teachers for CCR/CTE to adapt teaching styles and course content to meet 21st century needs.
- Importance of stackable credentials and certifications
- Dean comment (not shared at Public Hearing): Schools and students need future-focused courses like "GPS Technology and Logistics in Transportation" and "Managing Big Data in Business" but teachers do not have the background and preparation to prepare and deliver these 21st century/future-focused courses. Professional development is the KEY to getting teaching staff up to speed to provide future-focused courses!

#3 How can we bring employers and educators together to better meet workforce needs?

- Employers & schools work together to increase industry-career awareness
- Advisory boards made up of educators and industry employers – drive curriculum through the advisory board
- Connect data to curriculum (example, use RealTime Talent data)
- Distribute an employer follow-up survey to better understand their experiences and needs around workforce
- Work to ensure all career pathways are aligned with industry. Some are, some are not



- Invite more employers to be part of consortium partnerships
- Hands-on teaching and learning
- More time “listening” to employers & industry. Less reporting-out and more dialogue
- Create a mutual goal for employers and educators to work on together
- Educate employers on the benefits of adapting to cultures other than their own or the mainstream
- Cross-sector advisory councils
- Employer roundtables with teachers. Come up with four core areas and workgroups
- Employer-teacher brunch – Have facilitated discussion around building pathways
- Incorporate student voices into pathway and design discussions
- Look at the Stanford Design School Model
- Teacher externships into industry settings

7:30 a.m.

We’ve talked about Advisory committees, to designing curriculum, internships, work-readiness.

Bringing employers to think about the changing demographics. Help them understand how this will affect their companies. “Working better together” program at Hennepin Tech.

More intrusive, on-the-spot interviews; we help students to be more prepared and also discuss with employers the barriers to hiring those people.

Bring industry standards into the classroom.. Bring business leaders in to judge competitions. Some students get hired right away. How do we get more industry folks to the conferences?

White Bear Chamber; wanted to get more teachers into businesses. Created Summer externships. Partnered with Chamber of Commerce. You only know what you’re exposed to. Employers have asked, “can you help us with how to talk with kids?”

Once CTSO directors talk to industry, they make valuable connections.

1:30 p.m.

Schools bombarded by employers knocking on their doors. How should they approach schools? Schools aren’t able to handle all the employers knocking on their doors.

Technical college curriculum is driven by industry. Employers want to come talk to college students; partnering together to promote the industry. Finding a way for K-12, colleges and industry partner together is important. Also, tell my parents so they are aware as well.

We at the college like to report to the business people, but we don’t spend enough time hearing what they have to say. More listening, more dialogue vs. reporting.

Easy to get groups together; hard to get them to agree on the purpose. We don’t have to get along on everything, but we have to work together. Having a facilitated discussion.



4:30 p.m.

Had a community roundtable, brought in business leaders, higher ed, and teachers. Started a working group to see what our pathways might look like. Hennepin Tech does champions for youth brunch. Businesses help to build pathways. Stanford designed school model. Having kids run that as opposed to having adults run it. Student voice. Students want to move in and out of exploration of various careers.

Teacher externships. Teachers are requesting site visits for all students.
Health care advisory committee. ?

- o Employers on advisory committees to mentor students, to assist teachers in curriculum alignment, raise educator awareness of industry standards
- o Help educate employers (partner with them) on needs (demographics, generation Z) of diverse student bodies/future workers
- o Career fairs at which students can get on-the-spot job interviews
- o Opportunities for counselors and teachers for summer externships (working with local Chamber of Commerce) to learn about careers outside of their background area, so they have experience they can embed in classes and pass on to students—change mindsets
- o Great models of what Ag is doing through CTSOs and what they are doing through business partners to embed their work

RESOURCES

Below are the total rankings of all facilitated groups over the two days

#4. At the state-wide level, help us prioritize our work by ranking the following:

- 5 Aligning course & programs with workforce needs
Improving student performance
- 7 Recruiting, training, & retaining our teachers
- 5 Providing underserved students resources & support to eliminate the opportunity gap
- 3 Building quality programs of study for our students
- 1 Incentivizing innovative solution
- 3 Professional development for teachers, faculty & educational professionals (cultural competency)
- 6 Other: Statewide CTE stigma campaign – we need the students

What we're really asking her is, "How do we prioritize Perkins V money at a statewide level?"

7:30 a.m.

(PK), Aligning courses/programs, Recruiting teachers, PD, in that order. 50% of my teachers are tier #1.

Provide underserved students; this is a problem we need to put all our money towards, but we can do this by supporting some of the other things listed.



PD, recruiting; we never thought about what we needed to do to get there. PD, recruiting will help us get there.

All students vs. underserved students; if we focus on underserved students it will help all students.

Even in a RPOS, need to determine where is your priority going to be?

Even with teacher preparation, are they ready for the students that are out there?

Need to continue to align courses with workforce. We have a lot of un-licensed teachers teaching CTE. PD—how do we do proceed?

1:30 p.m.

To me, it's all about the opportunity gap.

They are all very important, but what is a state priority vs. a local priority? Therefore, priority for the state should be in professional development.

Recruiting, training, retaining.

Recruiting and aligning courses and programs (x2)

Aligning courses and ?

Other; all these things are critically important, but until you break the stigma and encourage students and parents to get into these programs, we won't solve the problem. Until you motivate students to get into CTE programs, all these things can't really take hold.

Recruit eliminate opportunity gaps.

Eliminate opportunity gaps and then other as described above.

Other and aligning.

4:30 p.m.

Providing underserved students resources would be my #1

ABE would like to be invited into the conversation with Perkins V.

I feel that if you build a quality program, you're going to be building/addressing all these other factors. Everything else will fall in line underneath that.

From secondary perspective; if we don't have quality teachers in the classroom, nothing else happens. If I didn't have a lot of PD I would not be successful. We also have a lot of teachers coming from other areas to become teachers through non-traditional means/methods. Perkins can invest in them and help them learn to be teachers. (Recruit, retain, and train)

- Aligning courses and programs with workforce needs
- Improving student performance
- Recruiting, training, and retaining our teachers
- Providing underserved student resources and support to eliminate the opportunity gap
- Building quality programs of study for our students
- Incentivizing innovative solutions
- Professional development for teachers, faculty, and educational professionals



--before we can do any other work, need to know what the workforce needs ARE; must recruit MORE new teachers, and must provide more/better professional development to help current CTE teachers prepare/deliver courses to prepare students for 21st century jobs; addressing student performance and opportunity gaps "happens" when we do all the other things (Goal vs. action plan items)

--Dean comments (not shared in Public Hearing): Innovation and closing gaps are "the ends" that we want—aligning to workforce needs, recruiting and training teachers, etc. are "the means" we need to focus on to reach these ends. Top needs are aligning programs to workforce needs, recruiting new CTE teachers, and training existing CTE teachers so they can deliver courses that prepare students for future changing needs

#5. Moving to a consortium level (local), help us prioritize our work by ranking the following:

- ☐ **Equipment**
- ☐ **Keeping teachers' skills current**
- ☐ **Career information for students**
- 3 New program development**
- 4 Support for students**
- 5 Work-based learning**
- 1 Other: Statewide CTE stigma campaign – we need the students**

7:30 a.m.

PK—Other; flip to the previous page (refer to state level); it will include all that, plus what's on this page.

DB--Developing quality programs. (New pgm development. WBL

Support for students. Any support we provide will benefit all students. WBL

WBL; provides hands-on applied learning, strengthens partnerships.

1:30 p.m.

Skipped question due to time

4:30 p.m.

WBL is huge; these experiences are really important. Also, support for students.

Developing new programs; partnering with industry, would be a key component of helping students prepare for the workforce.

Also, closing down programs that are also not required.

Career information for students; begin with work, then move back. Students may think they want to go into a career but find it's not for them after working in it for a while. Also, convince parents that CTE careers are a good choice.

How do you change the mindset of parents? You have to tell stories. Generation T videos on YouTube.

Move Career information for students to the state level (question #5).



Equipment
Keeping teachers' skills current *
Career information for students
New program development (see two items added to the list)
Support for students *
Work-based learning * *
--Raise the quality of existing programs (Debbie B.)
--Align programs to workforce needs (Paul K.)

#6. Programs funded by Perkins V must be of sufficient size, scope, & quality to ensure sufficient return on investment. In your opinion, how well is the expenditure of Perkins funds meeting this requirement locally?

- Minnesota's consortium model is more equitable than what has been seen in other states. Our model is unique and works fairly well.
- A challenge expressed was that if a consortium grows its partnerships, no additional funds come with it. Not much of an incentive to add partners to the table.
- Perkins Funds to some degree have allowed us to maintain program quality

What recommendations do you have for future distribution? Comments can also be submitted online at minnstate.edu/CTEHearing.com

- Size, scope & quality

7:30 a.m.

Paul K.) I think we fall short; when you look at quality component, with push for IRCs, the amount of money consortium gets can't keep pace with this. For Example, TSAs. WE have 4,000 students, 2/3 go through CTE Programs.; we don't have funds to support all these TSAs. Our TSA budget is over \$20,000. Reimbursements we currently have put us at a competitive disadvantage with neighboring states. In MN, the more that apply for TSA, the less money you get back. That's something that could make the SSQ of this much more effective.

1:30 p.m.

The way MN distributes Perkins \$ is more equitable than in other states. Formula is inherently wrong. Only makes up 1% of budget, so can't have much impact. Other states have competing; we have cooperation.

We need to tell our story, so industry knows how collaboration takes place in consortia.

4:30 p.m.

As someone who has received Perkins funding, there is a focus on data and what trends have been in terms of participation. It asks us to justify what that money is going to be spent on. How are you going to use it? How many students are going to be impacted at the end? Forces teachers to think critically about their needs because money is limited.

We need to reinvestigate split between secondary and postsecondary with the needs of secondary (Jean Rakun).



Support—difficult to tackle needs meaningfully with small allocations of reserve funds; more meaningful to get a larger amount of money and assign to tackle a project

We get better every year, but we fall short. Amount of money consortia receive can't keep up with funds needed to pay for student TSA and credentials exams. Not enough investment in certificate incentive funds.

#7. Historically, 10% of consortia funds were distributed by formula as reserve funds. Under Perkins V, our proposal is to reduce the reserve allocation to 5% & distribute funds through a competitive RFP process targeted toward fostering innovation or promoting programs of study or career pathways.

How might we improve our ability to meet Perkins V requirement & local needs by making fewer, but larger awards through a competitive process?

- Use reserve funds for starting-up new innovative projects that our small reserve fund allotments haven't allowed for in the past
- An RFP approach would allow for more focus on strong partnerships
- An increase in reserve funds would allow for more sharing of costs, work and ideas
- Those programs who have submitted partnership proposals to the Perkins V Reserve Funds would strengthen other grant applications outside of Perkins V
- A concern for rural areas and very small districts is that it takes the funds out of the structure of guarantee
- A second concern for rural areas and very small districts is that it would be an unfair advantage because they don't have the resources for grant writing that larger districts or urban consortium do
- A third concern is that consortiums would be competing for reserve funds which could be damaging to partnerships

7:30 a.m.

Emily:--Is that going to make it less accessible to individual programs? (Yes) With this process there is a greater chance for failure. --Following discussion, I support this.

Cindy: I am in support of this also.

1:30 p.m.

(Dan Smith) Would be a very bad idea. Was developed initially to ensure funds would be forced out to greater MN for needs they had due to distance. Making it a competitive process.

4:30 p.m.

Good idea; greater access to money.

I like the idea of an RFP process. Forces people to analyze what the money is going to be used for. Because they are competitive, may force more partnerships where otherwise they would not exist.



ACCOUNTABILITY

#8. If Perkins V Funds are successfully invested throughout Minnesota,

What will we see in our workplaces as a result?

- More diverse workplaces
- Increased innovation
- Stronger partnerships

What will secondary & postsecondary educators notice?

- A closing of the opportunity gap
- E-12 would have highly engaged students and fewer behavioral issues in the classroom
- A growth in interest in CTE programs
- Educators outside of CTE would see a need for change
- Lower educator turnover rates
- Educators would experience increased support within their schools and from administration
- Fewer remedial courses will be needed
- An increase in the number of post-secondary CTE students
- HS students will have more workplace opportunities

What will we hear from employers?

- Employers satisfied with their employee's skills
- Employers will be happy with candidates' skills
- Employers would be stronger advocates for secondary and post-secondary schools
- Candidates will have the skills needed for success in the workplaces
- Candidates show up in workplace prepared for the positions they are applying for (technical skills, but also the employability skills)
- More HS students get work experiences

What challenges will be resolved or lessened?

- A decrease in the stigma around CTE career pathways
- Students will readily admit they are going to work instead of college and be proud of it
- More students taking CTE courses and attending postsecondary
- Less stigma around CTE (vs all students going to college)—mindset shift



7:30 a.m.

Candidates show up in the workplace prepared for what they're being hired for. How to be a successful employee. (center of wheel skills)
Less remediation required.
More students going to college CTE programs.
HS students have experiences in local businesses. All students have opportunities.
Shifting from "all students going to college" to "preparing students for what they're going to be."

1:30 p.m. Skipped due to lack of time

4:30 p.m.

Will see a closing of the opportunity gap.
Workplaces will become more diverse.
Employers will be satisfied with their employees.
Educators would notice stronger partnerships.
Highly engaged students.
We'll see increased innovation in our workplaces.
Less turnover with teachers; more job satisfaction.
Employers would be stronger advocates for secondary and postsecondary schools.
Secondary and postsecondary educators would see the need for change and actually make changes.
You would see a big change in how postsecondary CTE programs are viewed.

#9 What would happen if Perkins Funds were eliminated completely?

1:30 p.m. Skipped due to lack of time