INTRODUCTION

As required by the 2006 Carl D. Perkins Career and Technical Education Act (Perkins IV), Minnesota must submit to the U.S. Department of Education (USDE) either a full six-year (July 1, 2007-June 30, 2013) Plan or a one-year Transition Plan (July 1, 2007-June 30, 2008). Minnesota has chosen to submit a one-year Transition Plan, which describes how Minnesota will address the intent of Perkins IV for FY08 and lays the foundation for a five-year plan starting in FY09. Minnesota receives approximately $20 million annually to support career and technical education at the high school and 2-year college levels. This grant is managed by the Office of the Chancellor in collaboration with the Minnesota Department of Education.

BACKGROUND

The newly enacted Carl D. Perkins Career and Technical Education Act of 2006 (Perkins IV) directs how Perkins funds are used for secondary, post-secondary, and adult career and technical education (CTE) programs from July 1, 2007 to June 30, 2013. Perkins IV replaces the 1998 Carl D. Perkins Vocational and Technical Education Act (Perkins III) and seeks to ensure student success in attaining academic and technical skill proficiency through the use of programmatic career pathways and programs of study. The Minnesota State Perkins Transition Plan will require high schools and colleges to develop local Perkins Plans designed to support CTE student success in gaining employment in high-skill, high-wage or high-demand occupations.

To promote the heightened expectation for collaboration between secondary and post-secondary CTE, the following guiding principles are instrumental in moving CTE forward to meet the goals of Perkins IV and to guide the State Transition Plan development:

Guiding Principles for Minnesota State Perkins Plan

- CTE and academic education must be integrated in a more comprehensive way.
- College and work readiness skills are one and the same.
- Each student needs at least some education or advanced training past high school, whether 2-year college, 4-year university, industry certification, or advanced training through work.
- Federal Perkins funding for CTE is not an entitlement at either the state or local level.
- All education spending must be connected with student success outcomes.
- High schools and colleges should continue CTE programs and activities that have worked well.
- CTE must be strategically placed within the broader vision, mission and goals for education within the state of Minnesota.
Both the Perkins State Transition Plan and local Perkins Plans must address the following five state
determined goals:

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

A key new feature of the Minnesota Perkins State Transition Plan requires high schools and colleges to
form local consortia of high school and college partners by FY09 (July 1, 2008) to implement Perkins
local plans. Each newly established consortium will be required to submit a single local Perkins Plan for
FY09 outlining how they will implement the five previously cited goals in order to meet the intent of the
Perkins IV legislation.

SUMMARY: FY08 PERKINS STATE TRANSITION PLAN

General requirements

The following general requirements will be adopted by the State\(^1\) regarding the development of the one-
year transition plan:

- The administrative structure that was in place under Perkins III will be maintained under Perkins
  IV for the transition year. Funds will be separately distributed to secondary Basic, post-
  secondary Basic and Tech Prep local recipients.
- Local secondary and post-secondary recipients will continue to be independently responsible for
  meeting negotiated accountability measures under Perkins IV. Additional student performance
  measures that describe successful high school to college transitions will continue to be explored,
  collected, and used within a framework of continuous program improvement.
- The State will develop the conceptual framework for establishing career pathways/programs of
  study within Minnesota and lay the foundation for local eligible recipients to implement at least
  one program of study in FY09 (July 1, 2008 to June 30, 2009).
- The State will provide technical assistance to current secondary and post-secondary Basic and
  Tech Prep local recipients on several topical areas such as partnership development, career
  pathways and programs of study, and implementing technical skill assessment frameworks.
- The State will develop a framework that distinguishes the processes for separately achieving
  technical skill attainment from high school and college graduation.

Transition Plan Goals

The Minnesota State Perkins Plan will require implementation of a \textit{new consortium structure of high
schools and colleges} to address the following five goals:

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\(^1\) Throughout this document, whenever the term State is used it is in reference to the fact that the Minnesota
Department of Education and the Minnesota State Colleges and Universities system will make decisions jointly
when it comes to all matters related to the 2006 Carl D. Perkins Career and Technical Education Act (Perkins IV),
as it has done under the 1998 Carl D. Perkins Vocational and Technical Education Act (Perkins III).
1. **Improve and expand high school to college transitions for career and technical education students.**

This goal is designed to support the transition of students from high school to college through programs and services such as the development and implementation of programs of study, alignment of high school and college standards, integration of academic concepts into career and technical education, credit articulation, career guidance, college readiness, etc.

2. **Examine and expand collaborative practices to support career and technical education programming.**

This goal builds upon the successes of Minnesota’s 10% collaboration funding requirement under Perkins III by expanding on collaboratively planned activities that support career and technical education programming.

3. **Effectively use employer, community, and education partnerships to support career and technical education.**

This goal promotes input from, and consultation with, education, employer and community organizations to successfully address each purpose of Perkins IV. Active involvement of external partners helps ensure that programming and structural reorganization under Perkins IV will promote student success.

4. **Provide access to services for special populations, including under-represented students, in career and technical education programs.**

This goal addresses the continuing focus of the Perkins Act on students in special populations. Attention to programs and services for those with the greatest need ensures:

- participation and completion of career and technical education programs by students who are participating in programs that are not traditional for their gender, and
- attention to students with disabilities or other disadvantages that will help members of these special populations prepare for high-skill, high-wage, or high-demand occupations that lead to self-sufficiency.

5. **Create a new consortium structure of high schools and colleges.**

This goal addresses the planning and provision of structural recommendations for the implementation of Perkins IV (beginning FY09). In order for secondary and post-secondary recipients to obtain funding after June 30, 2008, a recipient must participate in a consortium that includes at least one Perkins-eligible post-secondary institution and at least one Perkins-eligible secondary school district. Areas to consider when selecting consortium partners include current effective relationships, anticipated programs of study, roles of brokering services with other Perkins schools/institutions, matriculation patterns of high school graduates to Perkins-eligible colleges, and geographic proximity.

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2 The term “special populations” means (1) individuals with disabilities; (2) individuals from economically disadvantaged families, including foster children; (3) individuals preparing for nontraditional training and employment; (4) single parents, including single pregnant women; (5) displaced homemakers; and (6) individuals with other barriers to educational achievement, including individuals with limited English proficiency.
Transition Plan Objectives and Strategies

To successfully meet the Perkins State Transition Plan goals, high schools and colleges must work collaboratively to achieve improvement in the following objectives:

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

To achieve the Perkins State Transition Plan objectives, both at the state level as well as the local level, Minnesota will use the following strategies:

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

Accomplishing the goals, objectives and strategies in the Minnesota Perkins State Transition Plan will enable the Minnesota Department of Education, the Minnesota State Colleges and Universities Office of the Chancellor, Perkins secondary school districts/consortia, Tech Prep consortia, and post-secondary institutions (colleges) receiving Perkins and Tech Prep funds, to all begin laying the foundation for a long-term alignment between high schools and colleges regarding administration, funding, accountability, and, most importantly, programming of CTE.

RECOMMENDED COMMITTEE ACTION

The Education Policy Committee recommends that the Board of Trustees adopt the following motion:

RECOMMENDED MOTION

The Board of Trustees approves the Minnesota State Transition Plan for the 2006 Carl D. Perkins Career and Technical Education Act.

Date of Adoption: May 16, 2007
Date of Implementation: July 1, 2007