INTRODUCTION


Known as the Minnesota Perkins Five-Year Career and Technical Education (CTE) State Plan, a draft plan document has been prepared jointly by staff in the Office of the Chancellor, Minnesota State Colleges and Universities and at the Minnesota Department of Education (available at http://perkinsplan.project.mnscu.edu/). Minnesota submitted a one-year Transition Plan (available at www.cte.mnscu.edu), which was approved by the U.S. Department of Education on July 1, 2007 and which described how Minnesota intended to meet the intent of Perkins IV for FY08. The Transition Plan laid the foundation for the five-year plan starting in FY2009. Minnesota is required to submit the State CTE Plan to the U.S. Department of Education by April 1, 2008.

BACKGROUND

The System Strategic Plan and Career and Technical Education in Minnesota

The Perkins IV goals, as described in the Minnesota CTE Five-Year State Plan, align with the strategic goals of the Minnesota State Colleges and Universities system and are consistent with the Minnesota Department of Education goals. Each Minnesota Perkins CTE goal is aligned with the system’s strategic goals as follows:

- Increase access and opportunity

  **Minnesota CTE Goal:** Provide access to services for special populations, including under-represented students, in career and technical education programs
Promote and measure high-quality learning programs and services

Minnesota CTE Goal: Implement a Career Pathway/Programs of Study Structure that aligns high schools, community and technical colleges and university level programming to support:

- High school to college transitions for students in career and technical education programs
- Adult student transitions into high-skill, high-wage or high-demand occupations

Provide programs and services integral for state and regional economic needs

Minnesota CTE Goal: Effectively use employer, community and education partnerships to support career and technical education

Innovate to meet current and future educational needs efficiently

Minnesota CTE Goal: Examine and expand collaborative practices to support CTE programs at the secondary and postsecondary levels to ensure a continuum of service provision.

Accomplishing the above CTE goals, as outlined under the Minnesota Five-Year CTE State Plan, will enable Minnesota to lay the foundation for a long-term alignment between high schools and colleges regarding administration, funding, accountability, and, most importantly, the programming of CTE.

Program Administration under the New Consortium Structure and The Joint Single Local Plan for Minnesota Career and Technical Education

The president signed the new Perkins Act into law on August 14, 2006. Perkins IV is not dramatically different from Perkins III, but does include some significant changes. The key changes that affect Minnesota’s career and technical education under Perkins IV are as follows:

- **Local Consortium**: Established formal consortia of secondary and postsecondary partners to receive Perkins funds and jointly administer programs and support services for all secondary and postsecondary CTE students through an annual joint local consortium plan. In Minnesota, 26 CTE consortia have been formed to implement the intent of Perkins IV locally.

- **Programs of Study**: Each local consortium must design, develop and implement programs of study/career pathways that span at least two years of high school and the first two years of postsecondary education to meet a new requirement under Perkins IV. These programs of study will be implemented by each consortium in an incremental fashion over the five-year span of the Perkins legislation.

- **Accountability**: The accountability provisions have more indicators, a greater degree of precision, and higher reporting requirements than under Perkins III. Under Perkins IV the accountability provisions include requiring:
  - The development of separate technical skill attainment measures as part of the overall accountability requirements.
- Measuring of secondary CTE performance using the No Child Left Behind accountability measures.
- Negotiation between each local consortia and the state on all accountability indicator targets and performance.

- **Tech Prep**: Minnesota is combining the Perkins Basic and Tech Prep funds to support and reinforce the intent of Perkins IV, which is to connect secondary and postsecondary CTE – as has been the model under Tech Prep.

- **Special Populations**: While ensuring the continued provision of programs and services to special populations, which has been the hallmark of the Perkins legislation, both at the state and local levels, consortia must address through their local plan:
  - The targeting of under-served and special populations, by advocating the use of the same strategies and measurement outcomes that apply to all other student populations, and
  - Preparing non-traditional students for high-skill, high-wage, or high-demand employment in the region.

Implementing the Minnesota State CTE Plan has policy implications beyond using Perkins funds to move forward CTE in Minnesota, which is taken up next.

**Policy Implications Resulting from Implementing the Minnesota Five-Year State Career and Technical Education Plan**

Minnesota receives approximately $20 million annually under the Perkins Law with 85% going to high schools and community and technical colleges. This federal investment has done much to provide a direction for state and local expenditures on CTE for several decades. The Perkins funds represent a small investment when compared to state education spending as a whole (about $15 billion for K-12 education and around $3 billion for higher education). On the other hand, the State Plan (as summarized on pp.1-2) will result in a significantly wider impact on state education and workforce development systems beyond just operating CTE in Minnesota. For example, the CTE State Plan will:

1. Redirect how Minnesota designs its CTE programs to support programs of study/career pathways implementation.
2. Establish a differentiated system of accountability for all CTE programs that distinguishes between technical skill proficiency and conventional graduation outcomes, significantly affecting how learner outcomes are assessed in high school and college CTE programs.

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1 In the Perkins legislation, 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 limited English proficiency.
3. Strengthen secondary and postsecondary collaboration by requiring high schools and colleges to expend Perkins funds as a consortium of high schools and colleges who together will meet the intent of the Perkins Law through a single joint local plan.

4. Determine the process for allocating Perkins funds to high schools and colleges based on a rationale agreed to by the Chancellor of the Minnesota State Colleges and Universities and the Commissioner of the Minnesota Department of Education.

5. Explore coordinated data systems that allow for a wider array of accountability measures as students move directly from high school to college, in and out of education, and transition between education and employment.

6. Require that dual enrollment and articulation strategies be addressed as consortia are implementing programs of study/career pathways.

7. Support the goal of improving college readiness by identifying the high school academic and CTE courses that are preparatory to college programs as an integral part of implementing programs of study/career pathways.

8. Target Perkins funds to complement state and other federal programs that focus primarily on student support services to the underserved student, including those classified as special populations.

Thus, in the larger frame, while it may not appear so on the surface, the State CTE Plan may have broader significant policy implications beyond CTE. In other words, the State Plan is not just directing the federal (Perkins) funds but how they will interact with state funds to not only implement the intent of Perkins IV, but the State Plan shows how CTE will be strategically placed within the broader vision, mission and goals for education within the State of Minnesota.

**The Minnesota Five-Year State Career and Technical Education Plan: Looking Towards Implementation**

Separately, the Minnesota State Colleges and Universities system and the Minnesota Department of Education have a demonstrated history in their capacity, commitment and collaboration in promoting CTE in Minnesota. Implementing the **Minnesota Five-Year State CTE Plan** takes the relationship between the two agencies to the next stage. When put into practice, the **Minnesota Five-Year State CTE Plan** will reinforce what was begun under the last State CTE Plan:

> The expectation of developing efficient systems, policies, processes and procedures that increasingly intertwine learning with work; and, where increasing achievement, greater opportunities, and varied options are not just choices but are objectively-determined outcomes that will first and foremost benefit all students..
In summary, by accomplishing the goals and objectives in the **Minnesota Five-Year State CTE Plan**, not only is the intent of the Perkins Law met, but Minnesota is making CTE a vital element in Minnesota’s statewide efforts at collectively addressing policy issues embedded with the strategic triad of high school reform, seamless education and employment transitions, and enhanced American competitiveness.

**RECOMMENDED COMMITTEE ACTION**

The Academic & Student Affairs Committee recommends that the Board of Trustees adopt the following motion:

**RECOMMENDED MOTION**


*Date of Adoption: March 19, 2008*

*Date of Implementation: July 1, 2008*