

**BOARD OF TRUSTEES
MINNESOTA STATE COLLEGES AND UNIVERSITIES**

BOARD ACTION

**MINNESOTA PERKINS FIVE-YEAR CAREER AND TECHNICAL
EDUCATION (CTE) STATE PLAN FOR THE 2006 CARL D. PERKINS
CAREER AND TECHNICAL EDUCATION ACT**

1 **INTRODUCTION**

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3 The Carl D. Perkins Career and Technical Education Act of 2006 (Perkins IV) directs how
4 Perkins funds are used for secondary, postsecondary, and adult career and technical education
5 (CTE). Perkins IV replaces the 1998 Carl D. Perkins Vocational and Technical Education Act
6 (Perkins III). As required by the Perkins IV Act, Minnesota is required to submit to the U.S.
7 Department of Education (USDE) either a full six-year (July 1, 2007-June 30, 2013) Plan or a
8 one-year Transition Plan (July 1, 2007-June 30, 2008) followed by a five-year Plan (July 1, 2008
9 – June 30, 2013).

10
11 Known as the **Minnesota Perkins Five-Year Career and Technical Education (CTE) State**
12 **Plan**, a draft plan document has been prepared jointly by staff in the Office of the Chancellor,
13 Minnesota State Colleges and Universities and at the Minnesota Department of Education
14 (available at <http://perkinsplan.project.mnscu.edu/>). Minnesota submitted a one-year Transition
15 Plan (available at www.cte.mnscu.edu), which was approved by the U.S. Department of
16 Education on July 1, 2007 and which described how Minnesota intended to meet the intent of
17 Perkins IV for FY08. The Transition Plan laid the foundation for the five-year plan starting in
18 FY2009. Minnesota is required to submit the State CTE Plan to the U.S. Department of
19 Education by April 1, 2008.

20
21 **BACKGROUND**

22
23 **The System Strategic Plan and Career and Technical Education in Minnesota**

24
25 The Perkins IV goals, as described in the Minnesota CTE Five-Year State Plan, align with the
26 strategic goals of the Minnesota State Colleges and Universities system and are consistent with
27 the Minnesota Department of Education goals. Each Minnesota Perkins CTE goal is aligned
28 with the system's strategic goals as follows:

29
30 – *Increase access and opportunity*

31 **Minnesota CTE Goal:** Provide access to services for special populations, including
32 under-represented students, in career and technical education programs

- 1 - *Promote and measure high-quality learning programs and services*
2 **Minnesota CTE Goal:** Implement a Career Pathway/Programs of Study Structure that
3 aligns high schools, community and technical colleges and university level programming
4 to support:
5 ▪ High school to college transitions for students in career and technical education
6 programs
7 ▪ Adult student transitions into high-skill, high-wage or high-demand
8 occupations
9
- 10 - *Provide programs and services integral for state and regional economic needs*
11 **Minnesota CTE Goal:** Effectively use employer, community and education partnerships
12 to support career and technical education
13
- 14 - *Innovate to meet current and future educational needs efficiently*
15 **Minnesota CTE Goal:** Examine and expand collaborative practices to support CTE
16 programs at the secondary and postsecondary levels to ensure a continuum of service
17 provision.
18

19 Accomplishing the above CTE goals, as outlined under the Minnesota Five-Year CTE State
20 Plan, will enable Minnesota to lay the foundation for a long-term alignment between high
21 schools and colleges regarding administration, funding, accountability, and, most importantly,
22 the programming of CTE.
23

24 **Program Administration under the New Consortium Structure and The Joint Single Local** 25 **Plan for Minnesota Career and Technical Education**

26
27 The president signed the new Perkins Act into law on August 14, 2006. Perkins IV is not
28 *dramatically* different from Perkins III, but does include some *significant changes*. The key
29 changes that affect Minnesota's career and technical education under Perkins IV are as follows:
30

- 31 ▪ **Local Consortium:** Established formal consortia of secondary and postsecondary partners to
32 receive Perkins funds and jointly administer programs and support services for all secondary
33 and postsecondary CTE students through an *annual joint local consortium plan*. In
34 Minnesota, 26 CTE consortia have been formed to implement the intent of Perkins IV
35 locally.
36
- 37 ▪ **Programs of Study:** Each local consortium must design, develop and implement programs
38 of study/career pathways that span at least two years of high school and the first two years of
39 postsecondary education to meet a new requirement under Perkins IV. These programs of
40 study will be implemented by each consortium in an incremental fashion over the five-year
41 span of the Perkins legislation.
- 42 ▪ **Accountability:** The accountability provisions have more indicators, a greater degree of
43 precision, and higher reporting requirements than under Perkins III. Under Perkins IV the
44 accountability provisions include requiring:
45 ○ The development of separate technical skill attainment measures as part of the overall
46 accountability requirements.

- 1 ○ Measuring of secondary CTE performance using the No Child Left Behind
- 2 accountability measures.
- 3 ○ Negotiation between each local consortia and the state on all accountability indicator
- 4 targets and performance.
- 5
- 6 ■ **Tech Prep:** Minnesota is combining the Perkins Basic and Tech Prep funds to support and
- 7 reinforce the intent of Perkins IV, which is to connect secondary and postsecondary CTE – as
- 8 has been the model under Tech Prep.
- 9
- 10 ■ **Special Populations**¹: While ensuring the continued provision of programs and services to
- 11 special populations, which has been the hallmark of the Perkins legislation, both at the state
- 12 and local levels, consortia must address through their local plan:
- 13 ○ The targeting of under-served and special populations, by advocating the use of the same
- 14 strategies and measurement outcomes that apply to all other student populations, and
- 15 ○ Preparing non-traditional students for high-skill, high-wage, or high-demand
- 16 employment in the region.
- 17

18 Implementing the Minnesota State CTE Plan has policy implications beyond using Perkins funds

19 to move forward CTE in Minnesota, which is taken up next.

20

21 **Policy Implications Resulting from Implementing the Minnesota Five-Year State Career**

22 **and Technical Education Plan**

23

24 Minnesota receives approximately \$20 million annually under the Perkins Law with 85% going

25 to high schools and community and technical colleges. This federal investment has done much

26 to provide a direction for state and local expenditures on CTE for several decades. The Perkins

27 funds represent a small investment when compared to state education spending as a whole (about

28 \$15 billion for K-12 education and around \$3 billion for higher education). On the other hand,

29 the State Plan (as summarized on pp.1-2) will result in a significantly wider impact on state

30 education and workforce development systems beyond just operating CTE in Minnesota. For

31 example, the CTE State Plan will:

32

- 33 1. Redirect how Minnesota designs its CTE programs to support programs of study/career
- 34 pathways implementation.
- 35
- 36 2. Establish a differentiated system of accountability for all CTE programs that
- 37 distinguishes between technical skill proficiency and conventional graduation outcomes,
- 38 significantly affecting how learner outcomes are assessed in high school and college CTE
- 39 programs.

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.

- 1 3. Strengthen secondary and postsecondary collaboration by requiring high schools and
2 colleges to expend Perkins funds as a consortium of high schools and colleges who
3 together will meet the intent of the Perkins Law through a single joint local plan.
4
- 5 4. Determine the process for allocating Perkins funds to high schools and colleges based on
6 a rationale agreed to by the Chancellor of the Minnesota State Colleges and Universities
7 and the Commissioner of the Minnesota Department of Education.
8
- 9 5. Explore coordinated data systems that allow for a wider array of accountability measures
10 as students move directly from high school to college, in and out of education, and
11 transition between education and employment.
12
- 13 6. Require that dual enrollment and articulation strategies be addressed as consortia are
14 implementing programs of study/career pathways.
15
- 16 7. Support the goal of improving college readiness by identifying the high school academic
17 and CTE courses that are preparatory to college programs as an integral part of
18 implementing programs of study/career pathways.
19
- 20 8. Target Perkins funds to complement state and other federal programs that focus primarily
21 on student support services to the underserved student, including those classified as
22 special populations.
23

24 Thus, in the larger frame, while it may not appear so on the surface, the State CTE Plan may
25 have broader significant policy implications beyond CTE. In other words, the State Plan is not
26 just directing the federal (Perkins) funds but how they will interact with state funds to not only
27 implement the intent of Perkins IV, but the State Plan shows how CTE will be strategically
28 placed within the broader vision, mission and goals for education within the State of Minnesota.
29

30 **The Minnesota Five-Year State Career and Technical Education Plan: Looking Towards** 31 **Implementation**

32
33 Separately, the Minnesota State Colleges and Universities system and the Minnesota Department
34 of Education have a demonstrated history in their capacity, commitment and collaboration in
35 promoting CTE in Minnesota. Implementing the **Minnesota Five-Year State CTE Plan** takes
36 the relationship between the two agencies to the next stage. When put into practice, the
37 **Minnesota Five-Year State CTE Plan** will reinforce what was begun under the last State CTE
38 Plan:
39

40 *The expectation of developing efficient systems, policies, processes and*
41 *procedures that increasingly intertwine learning with work; and, where*
42 *increasing achievement, greater opportunities, and varied options are not just*
43 *choices but are objectively-determined outcomes that will first and foremost*
44 *benefit all students..*

1 In summary, by accomplishing the goals and objectives in the **Minnesota Five-Year State CTE**
2 **Plan**, not only is the intent of the Perkins Law met, but Minnesota is making CTE a vital element
3 in Minnesota's statewide efforts at collectively addressing policy issues embedded with the
4 strategic triad of high school reform, seamless education and employment transitions, and
5 enhanced American competitiveness.

6
7 **RECOMMENDED COMMITTEE ACTION**

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

11
12 **RECOMMENDED MOTION**

13
14 The Board of Trustees approves the Minnesota Five-Year Career and Technical Education State Plan for
15 the Carl D. Perkins Career and Technical Education Act of 2006.

16
17 *Date of Adoption:* *March 19, 2008*

18 *Date of Implementation:* *July 1, 2008*