



Minnesota
STATE COLLEGES
& UNIVERSITIES

Carl D. Perkins Vocational and Technical Education Act

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The Carl D. Perkins Vocational and Technical Education Act provides critical program funds to the member colleges of the Minnesota State Colleges and Universities system.

The Minnesota State Colleges and Universities system has continuously demonstrated exemplary implementation of the act. The United States Department of Education's Office for Vocational and Adult Education on numerous occasions has requested Perkins administrators from the system to present at best practice forums and has asked administrators to serve as leadership resources to other states.

Implementation examples include:

- Minnesota state colleges provide vocational and technical education to more than 118,000 students in credit programs.
- The colleges reach more than 140,000 individuals in 2 million hours of non-credit vocational and technical education delivery through customized training.
- Perkins funds are used to ensure program quality and accountability as a statewide education partner in economic development and community building.
- More than \$9 million is awarded to all the state colleges in Minnesota for activities tied to assuring student success, curriculum delivery that meets industry standards, technology integration and increasing access to educational opportunities and success for students representing underserved populations.
- With more jobs demanding education beyond a high school level, but not necessarily a bachelor's degree, Perkins funds have been used to strengthen the link between high school vocational education programs and college programs so that students are prepared to be successful in higher education and their careers. The loss of these funds would severely slow the momentum that currently exists, not only in Minnesota, but nationwide.

Minnesota State Colleges and Universities can serve as an exemplary model or demonstration site for the following priority issues under discussion in the Carl D. Perkins Vocational and Technical Education Act Reauthorization:

Accountability — The Minnesota State Colleges and Universities Integrated Statewide Record System provides a powerful system for applying data to effective decision making that goes above and beyond the performance accountability requirements of the act.

High School to College Transitions — The U.S. Department of Education has recognized Minnesota as a model state for supporting high school to college transitions in technical and academic education. A white paper discussing Postsecondary Enrollment Options and other exemplary practices was commissioned by the Department of Education to serve as a resource for other states.

Workforce Education Planning and Review — Minnesota State Colleges and Universities system has developed an exemplary tool to analyze gaps between labor supply and demand.

This tool is used for identifying workforce market share, labor shortages and labor surpluses. The data is used to inform colleges on new and emerging workforce needs that can be addressed through career and technical education.

Issues for Consideration

Accountability

- Continue emphasis on strong and meaningful performance measures.
- Maintain flexibility in the use of funds for data system development and infrastructure upgrades.
- Align post-secondary data collection requirements with those required the Higher Education Act and those carried out under the National Center for Educational Statistics and the Workforce Investment Act.
- Consider language that will enable states to coordinate higher education, employment and wage data.

Program Improvement

- Continue to strengthen the link between high school career and technical education programs and college programs.
- Support innovative initiatives that promote program development in new and emerging technological careers and careers with worker shortages.

- Support the identification and dissemination of information about exemplary and promising career and technical education programs.
- Continue efforts to strengthen integration of academic and technical curricula.

State Administration and Leadership Activities

- Maintain state governance over the single eligible agency as defined by current law.
- Continue support for state level leadership and administration of funds for statewide activities such as improvement of performance and accountability activities, professional development, leadership development, curriculum development, student assessment activities, new program development and technology initiatives.

Local Activities

- Continue to promote collaborative relationships between secondary and postsecondary institutions and local workforce investment boards.
- Promote the use of business and industry based advisory groups at the local, regional or statewide level as appropriate to the industry.

Funding

- Continue state flexibility in the determination of allocation of funds between secondary and postsecondary education.
- Maintain Perkins program administration at its current level.
- Oppose the block granting.
- Oppose shifting of funds to other programs including the Workforce Investment Act. A mandate to contribute a portion of Perkins funds to Workforce Center infrastructure is unnecessary. Minnesota state colleges receiving Perkins Act funds are active partners with their local Workforce Centers. As part of the Perkins annual application process, colleges provide a budget item that includes actual dollars allocated to Workforce Center partnership activities and an estimation of in-kind contributions. In Minnesota, Perkins recipient colleges contributed approximately \$211,600 in actual dollars and another \$402,000 in in-kind contributions in FY2004.

National Activities

- Continue support of the National Research Center for Career and Technical Education at the University of Minnesota.
- Maintain national activities and technical assistance sponsored by the Office of Vocational and Adult Education.
- Continue national evaluation of career and technical education.

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