



# Career and Technical Education in Minnesota: An Overview

Minnesota State Colleges and Universities & Minnesota Department of Education

## What is CTE?

Career and Technical Education (CTE) provides high school students and adults with the academic/general education and technical skills, knowledge and training necessary to succeed and to develop skills they will use throughout their careers. CTE programs are organized into 16 career clusters that identify the common core outcomes students need as they follow a pathway to their goals. CTE prepares students for the world of work and to be globally competitive by introducing them to workplace competencies, and makes academic/general education content accessible to students by providing it in a hands-on context.

## Minnesota CTE Goals

1. Develop Rigorous programs of Study and Career Pathways.
2. Partner with business, industry, and local communities.
3. Improve services to special populations.
4. Provide a continuum of service and transitions for students
5. Sustain the 26 consortia of Minnesota school districts

## CTE Enrollments

In Minnesota, 247,651 secondary and postsecondary students were enrolled in career and technical education courses in **2015—119,275** students took career and technical education courses at the Minnesota State Colleges and Universities and 128,376 students took courses at public high schools.

## CTE Students

CTE students are of all ages-youth to adult-and come from a wide range of backgrounds and experiences. CTE students can take courses in secondary schools and transition into postsecondary colleges through a program of study in one of 16 career clusters. Adult CTE students, including working learners, dislocated workers, adult basic

## Guiding Principles

Minnesota built its State Plan around seven guiding principles:

1. CTE and academic/general education must be integrated in a more comprehensive way.
2. College and work readiness skills are one and the same.
3. 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.
4. Federal Perkins funding for CTE is not an entitlement at either the state or local level.
5. All education spending must be connected with student success outcomes.
6. High schools and colleges should continue CTE programs and activities that have worked well.
7. CTE must be strategically placed within the broader vision,

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education students, English language workers and others enroll in colleges to advance their skills and earn more credentials within an adult career pathway in the same 16 career clusters [www.careertech.org](http://www.careertech.org).

## CTE Works! Annual Summit

This annual conference showcases best practices in Career and Technical Education across the state of Minnesota. It is attended by more than 300 CTE teachers, faculty, counselors, advisors, administrators, and workforce and business industry leaders. [www.cteworksminnesota.org](http://www.cteworksminnesota.org)

## Student Success and Workforce Preparation

- High School Graduation Rates--Reducing the graduation gap in MN: The goal for the state of MN is to reduce the achievement gap by 50 percent by 2017, including the graduation gap. The 4-year graduation rate (Class of 2014) for all students in MN is 81.2%. For CTE Concentrators who completed 3 or more CTE courses (240 hours) within one Career Field, the 4-year graduation rate (Class of 2014) is 90.2%. For CTE Concentrators, this represents an overall increase of 2.2% from the previous year. Compared with previous year's outcomes, the 4-year graduation gap for African American CTE Concentrators was reduced by 8.5%, followed by Asian/Pacific Island CTE Concentrators 5.2%, and Hispanic Concentrators 2.3%. There was an overall 8.7% increase in the 4-year graduation rate for English Language Learners (82.2%), a 3.7% increase for Economically Disadvantaged students (83.3%), and a 3.0% increase for Individuals with Disabilities (72.4%). For each CTE Concentrator student group, the 2013-14 graduation rate is African American 77.2%, American Indian 75.1%, Asian/Pacific Island 88.7%, Hispanic 81.1%, White 92.2%.
- **85** percent of college CTE students were placed or retained in employment, military service or apprenticeship by the end of the second quarter following the year they completed a CTE program [Based on students entering a state college in **FY2012** and receiving an award within three years]
- **78** percent of college students concentrating in CTE graduated or continued their education—**47** percent earned a CTE award, a certificate, diploma or associate degree within three years and **31** percent were retained or transferred to a two year college or four year university. [Based on students entering a state college in **FY2013** and followed for three years.]
- Over 22,000 CTE awards were earned by college graduates in FY14 —**10,117** associate degrees (AAS/AS), **5,259** diplomas and **7,543** certificates. [ISRS awards data for FY2014]
- CTE prepares students for some of the fastest growing jobs forecasted to rise in coming years, such as health care, business, arts, agriculture, information technology, and construction. "Careers with the Most Openings in Minnesota" [www.iseek.org/careers/highdemand](http://www.iseek.org/careers/highdemand)
- 65% of jobs will require postsecondary education and training beyond high school. (<https://cew.georgetown.edu/report/recovery-job-growth-and-education-requirements-through-2020/>)

## Perkins Federal Funding in Minnesota

The FY15 Carl D. Perkins Career and Technical Education Act award to MN totals \$16,684,637 or almost \$17 million. Of that \$14.2 million goes to 26 local consortia of public colleges and high schools to benefit all members of the consortium. (\$8.2 million is allocated on the basis of college Pell grant recipients and \$6 million on the basis of population of 5-17 year olds within a consortium and the percentage of those 5-17 year olds in

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households of poverty.) Of the \$14.2 million to local consortia, \$1.4 million is reserved to benefit rural students and/or high participation programs.

## Programs of Study

Local consortia across Minnesota have created Programs of Study in career pathways that identify a set of aligned programs and curricula that begin at the high school level and continue through college and university certificate, diploma and degree programs. Visit [www.MNProgramsofStudy.org](http://www.MNProgramsofStudy.org).

## Pathways to Postsecondary Summits

In October, 2014 through February, 2015 the Minnesota Department of Education and Minnesota State Colleges and Universities hosted regional summits engaging secondary and postsecondary teams. A total of 846 superintendents, principals, teachers, counselors, college presidents and faculty gathered to deepen common understandings of newly-enacted legislation, examine workforce trends and explore opportunities for new or expanded partnerships between educational systems that will better prepare our continuum of learners to be career and college ready.

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