Perkins Leaders Annual Meeting

Dean Lakes Education Center, 4601 Dean Lakes Blvd., Shakopee, MN

October 30-31, 2023

Minnesota State
Career and Technical Education

Department of Education

Introductions

- Minnesota State
- MDE

Morning Session Agenda

- Federal & State Big Picture – Updates
- 4-Year State Plan – Overview & Table Discussion
- Continuous Improvement
  - Standardizing Operations
  - Single Source of Truth
- Uses of Funds – Foundation & Discussion

Federal & State Big Picture

Enrollment and Performance Data Under Perkins V - PY2021-22

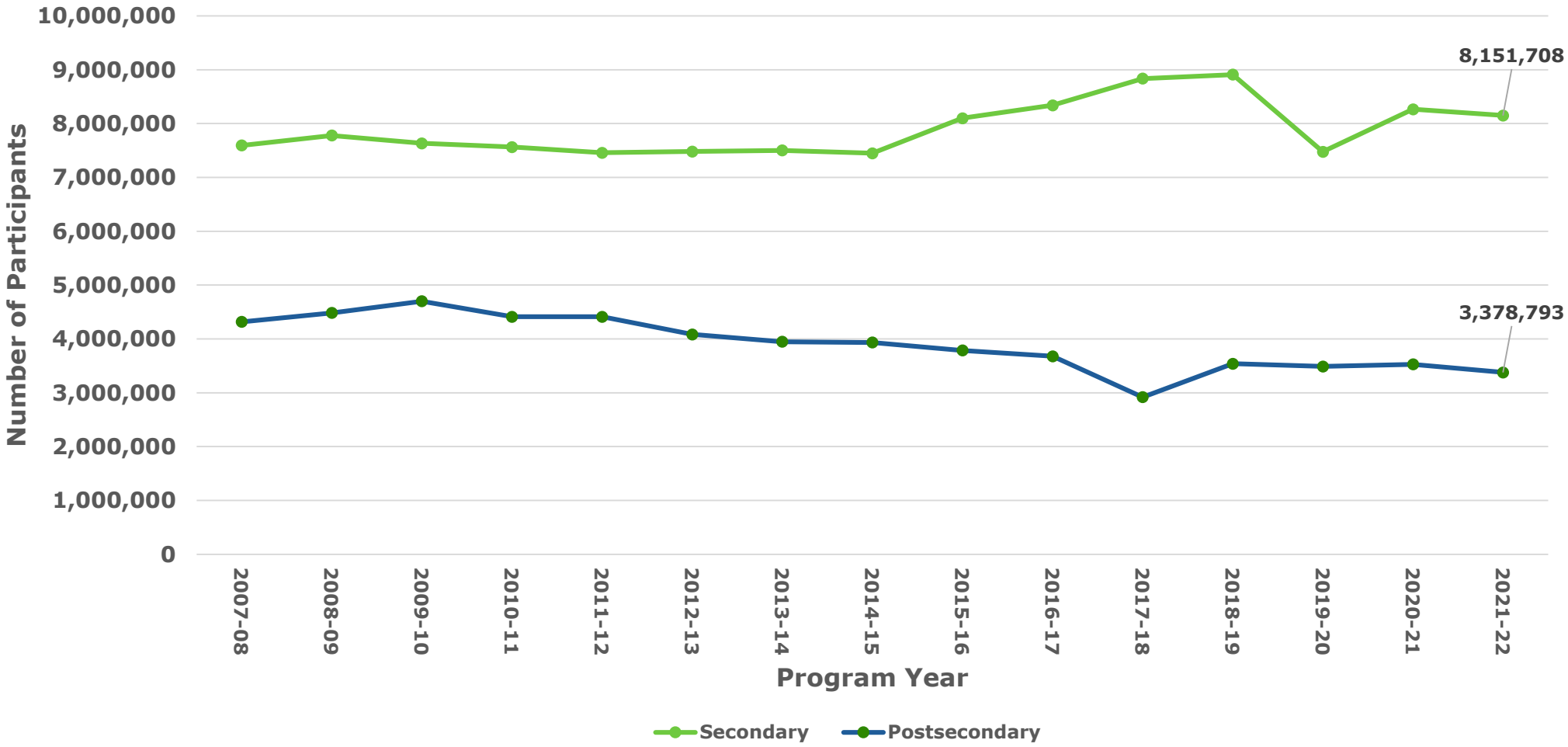
Goals

Review enrollment data for select student populations.

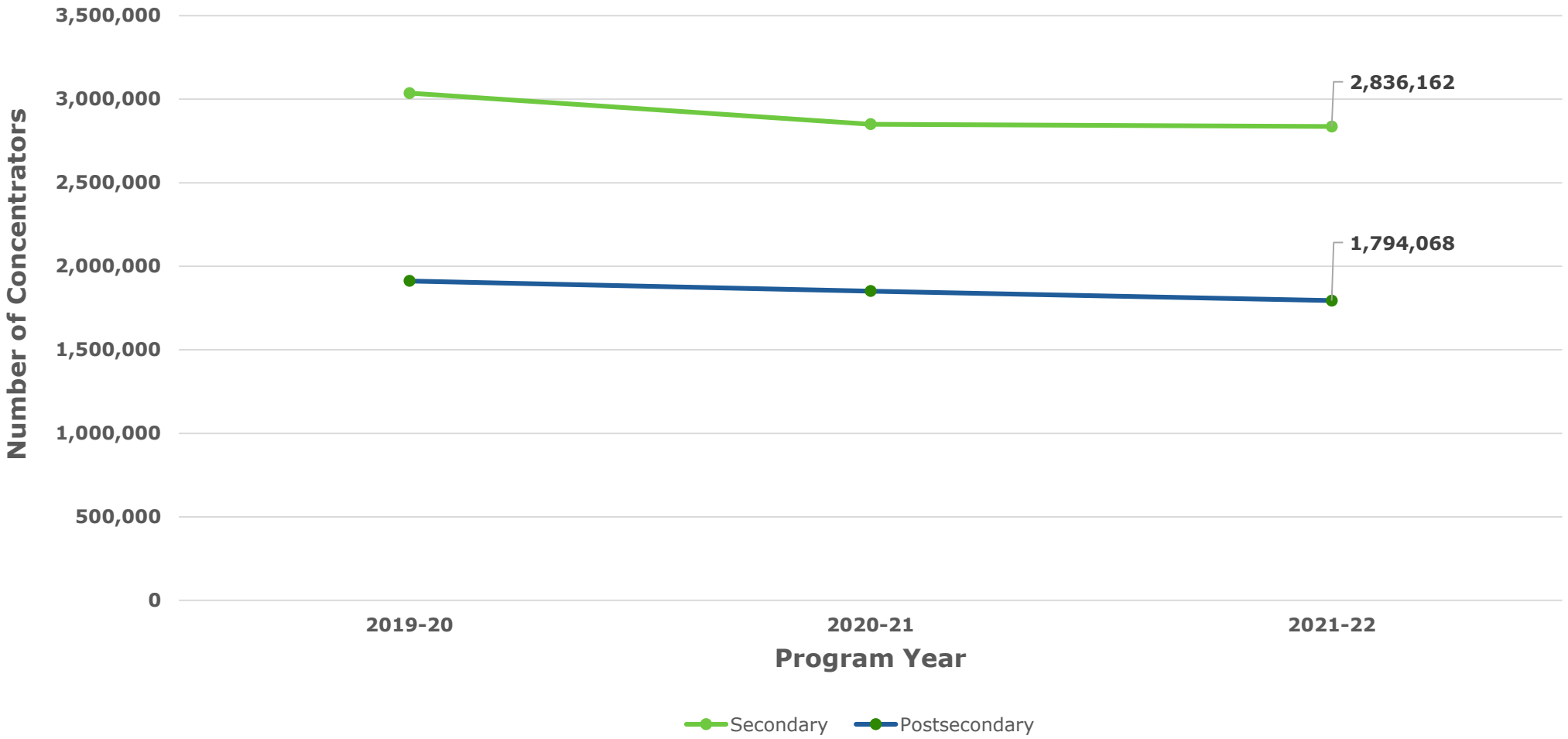
Review national performance data.

Identify additional resources available with respect to Perkins V data.

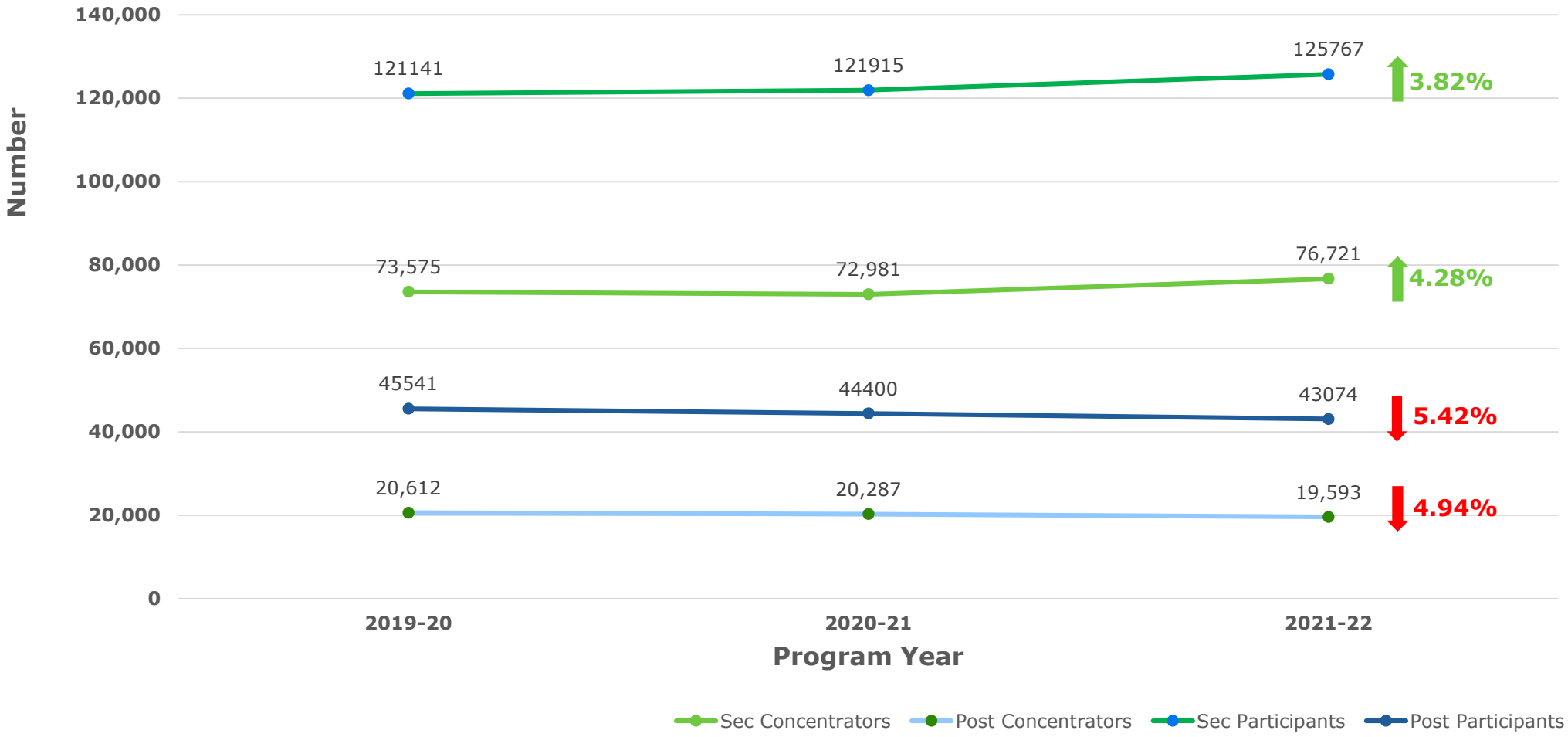
CTE Participants Nationwide



CTE Concentrators Nationwide

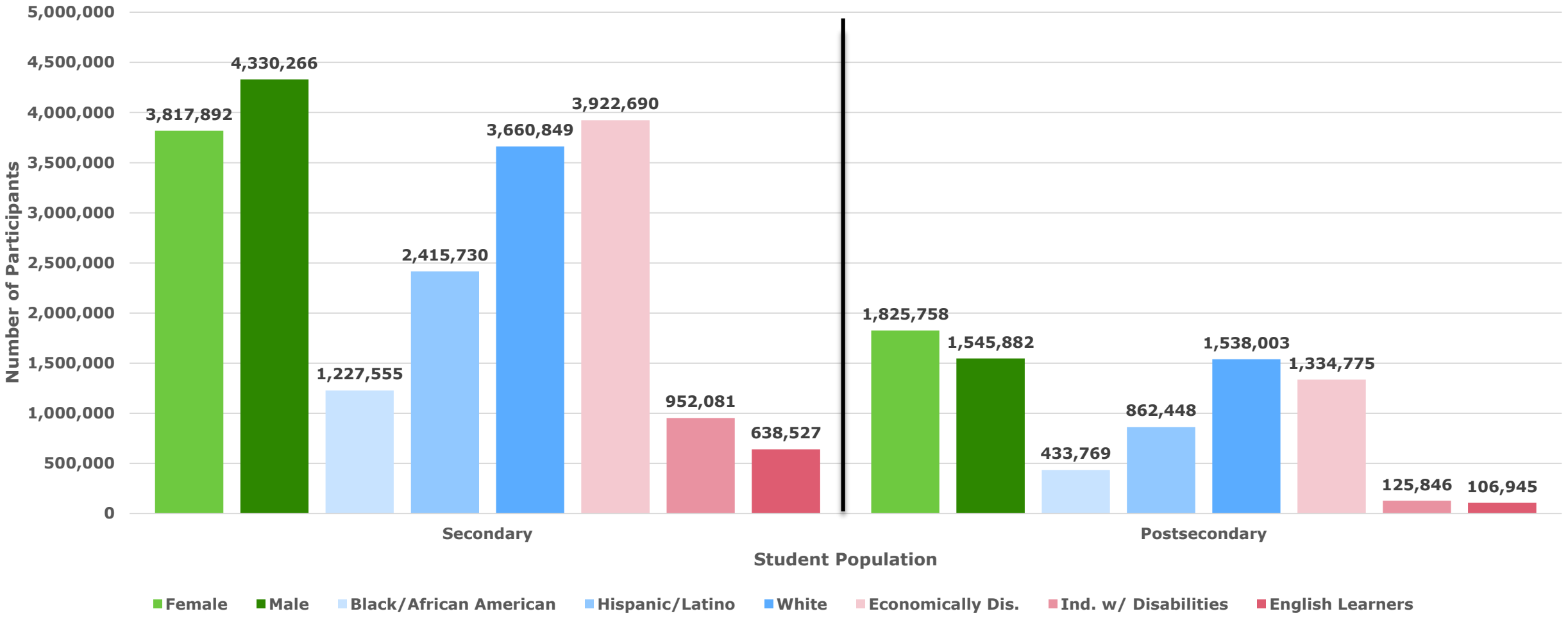


Minnesota Participants/Concentrators



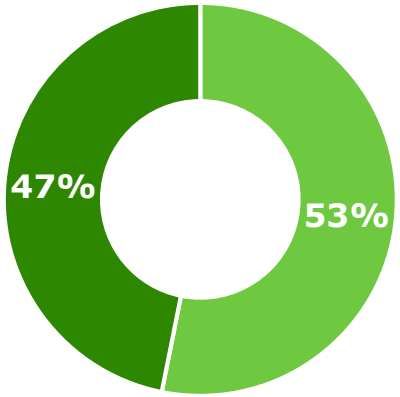
CTE Participants Nationwide - PY 2021-22

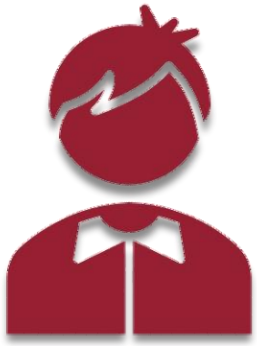
Secondary n=8,151,708 Postsecondary n=3,378,793



CTE Participants vs. Concentrators Nationwide PY 2021-22 *Secondary Level

CTE Participants

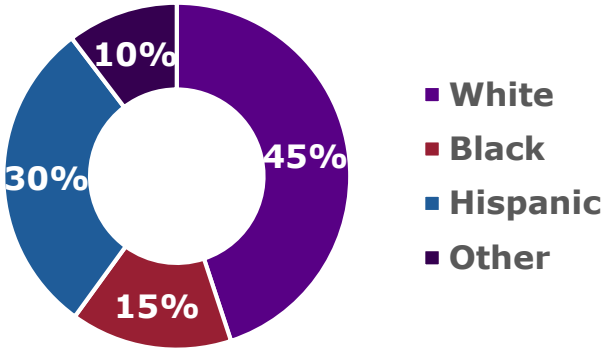




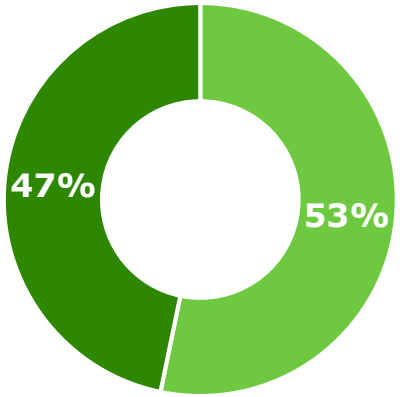
CTE Participants

- 48% Economically Disadvantaged
- 12% Students with Disabilities
- 8% ELL

CTE Participants



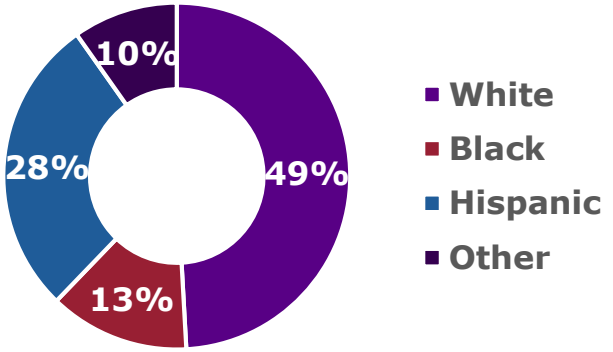
CTE Concentrators



CTE Concentrators

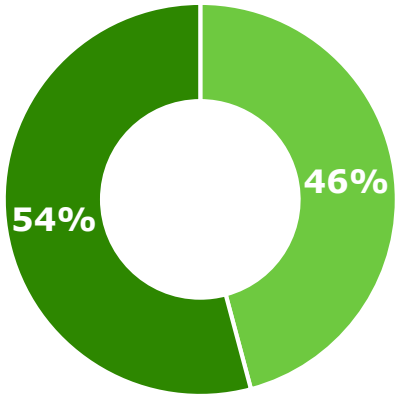
- 45% Economically Disadvantaged
- 11% Students with Disabilities
- 5% ELL

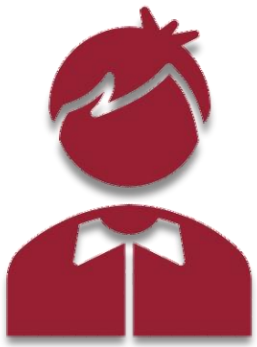
CTE Concentrators



CTE Participants vs. Concentrators Nationwide PY 2021-22 *Postsecondary Level

CTE Participants

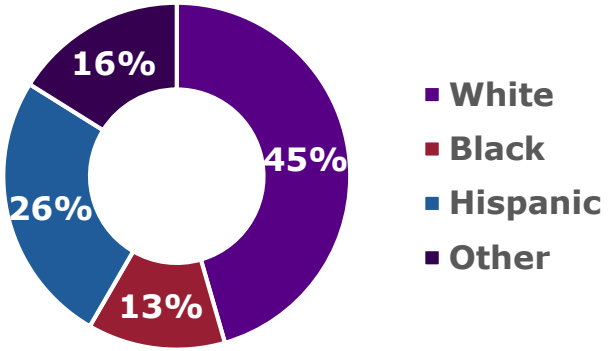




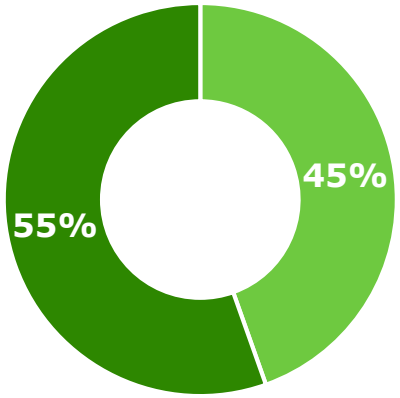
CTE Participants

- 39.5% Economically Disadvantaged
- 4% Students with Disabilities
- 3% ELL

CTE Participants



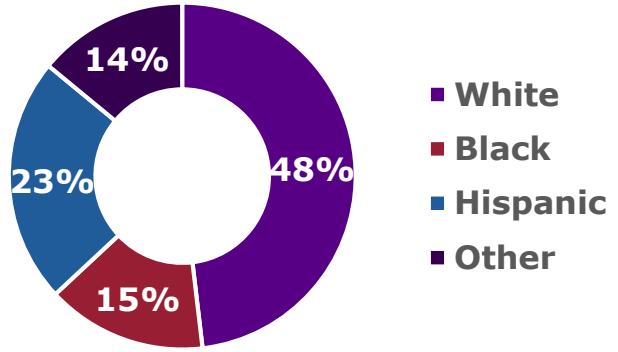
CTE Concentrators



CTE Concentrators

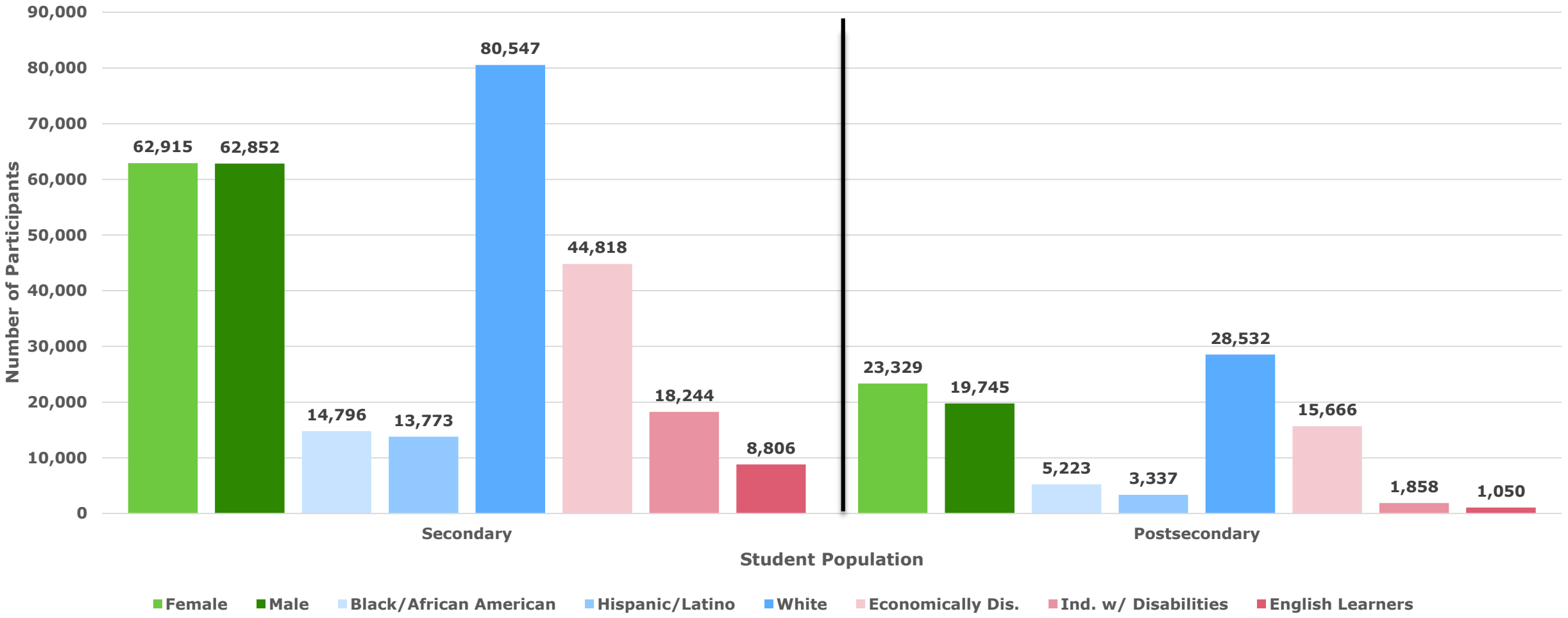
- 43% Economically Disadvantaged
- 5% Students with Disabilities
- 4% ELL

CTE Concentrators



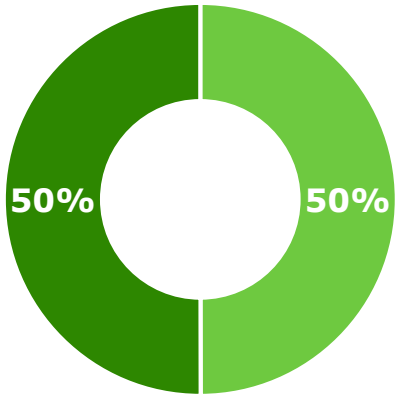
CTE Participants in Minnesota - PY 2021-22

Secondary n=125,767 Postsecondary n=43,074

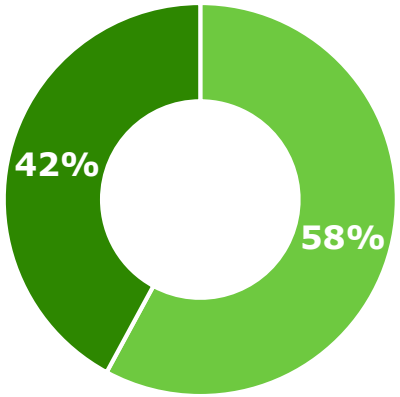


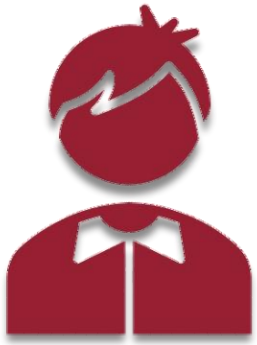
Minnesota CTE Participants vs. Concentrators PY 2021-22 *Secondary Level

CTE Participants



CTE Concentrators





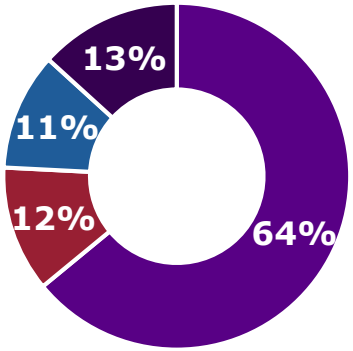
CTE Participants

- 35.64% Economically Disadvantaged
- 14.51% Students with Disabilities
- 7.00% ELL

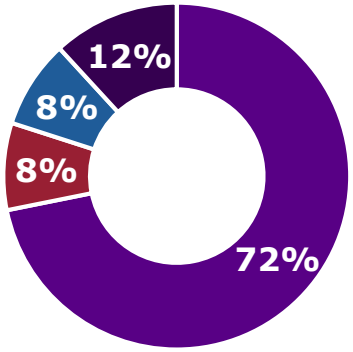
CTE Concentrators

- 33.55% Economically Disadvantaged
- 14.38% Students with Disabilities
- 4.77% ELL

CTE Participants



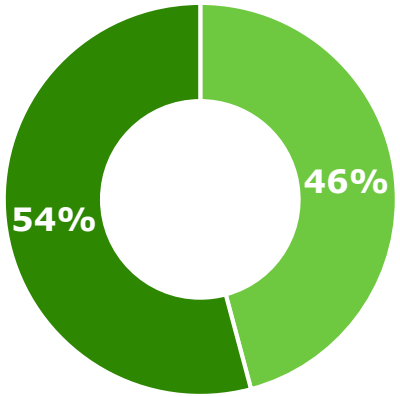
CTE Concentrators

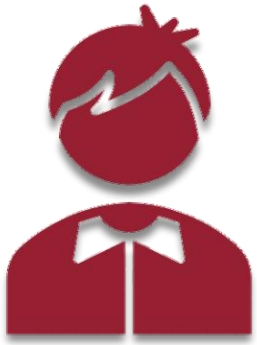


Minnesota CTE Participants vs. Concentrators PY 2021-22

*Postsecondary Level

CTE Participants

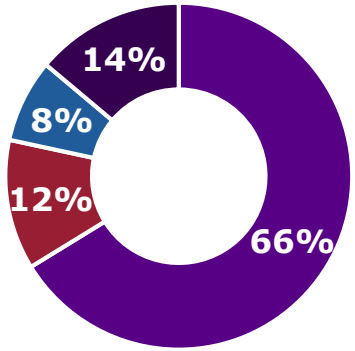




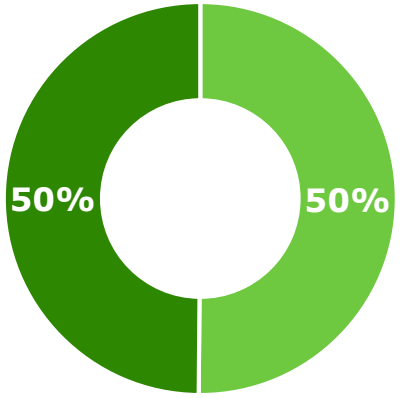
CTE Participants

- 36.37% Economically Disadvantaged
- 4.31% Students with Disabilities
- 2.44% ELL

CTE Participants



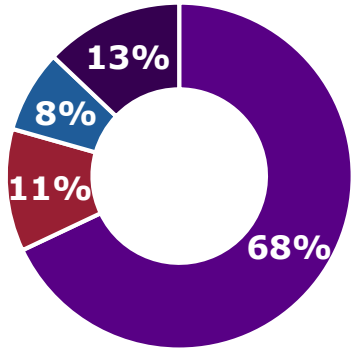
CTE Concentrators



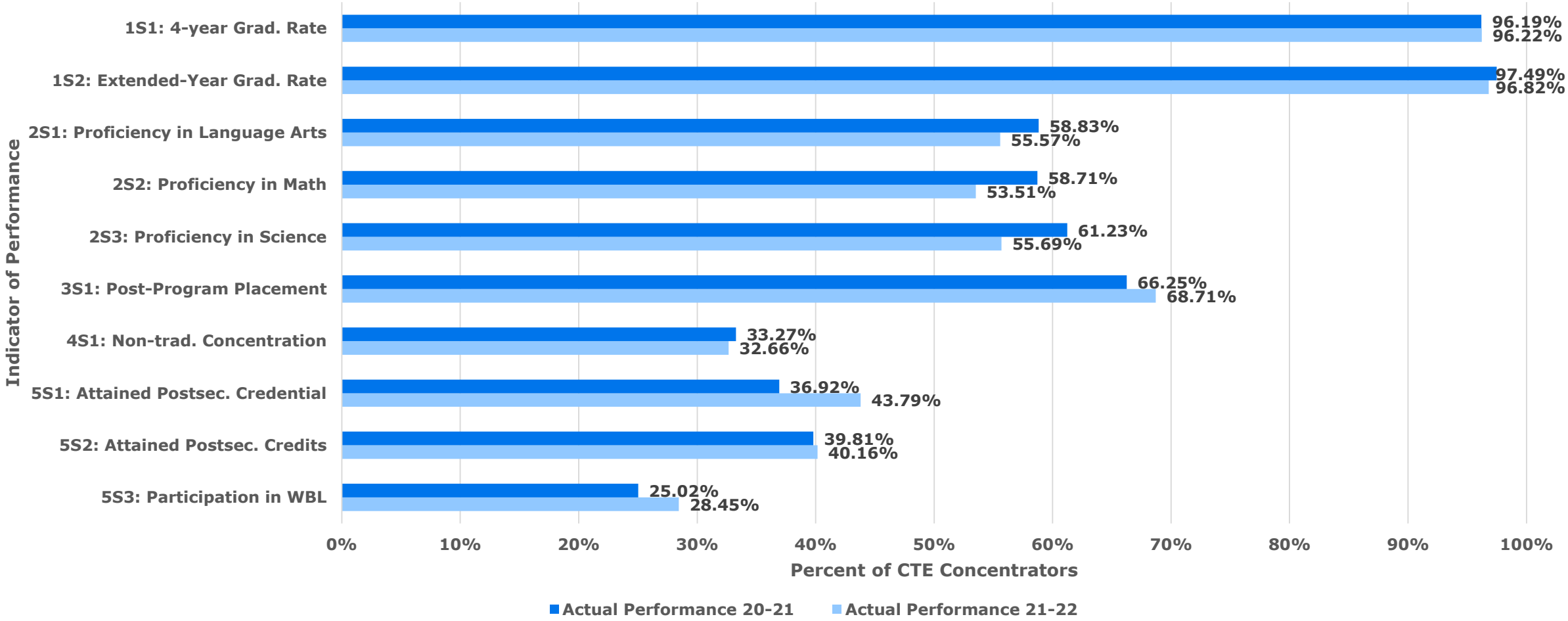
CTE Concentrators

- 45.30% Economically Disadvantaged
- 5.20% Students with Disabilities
- 3.02% ELL

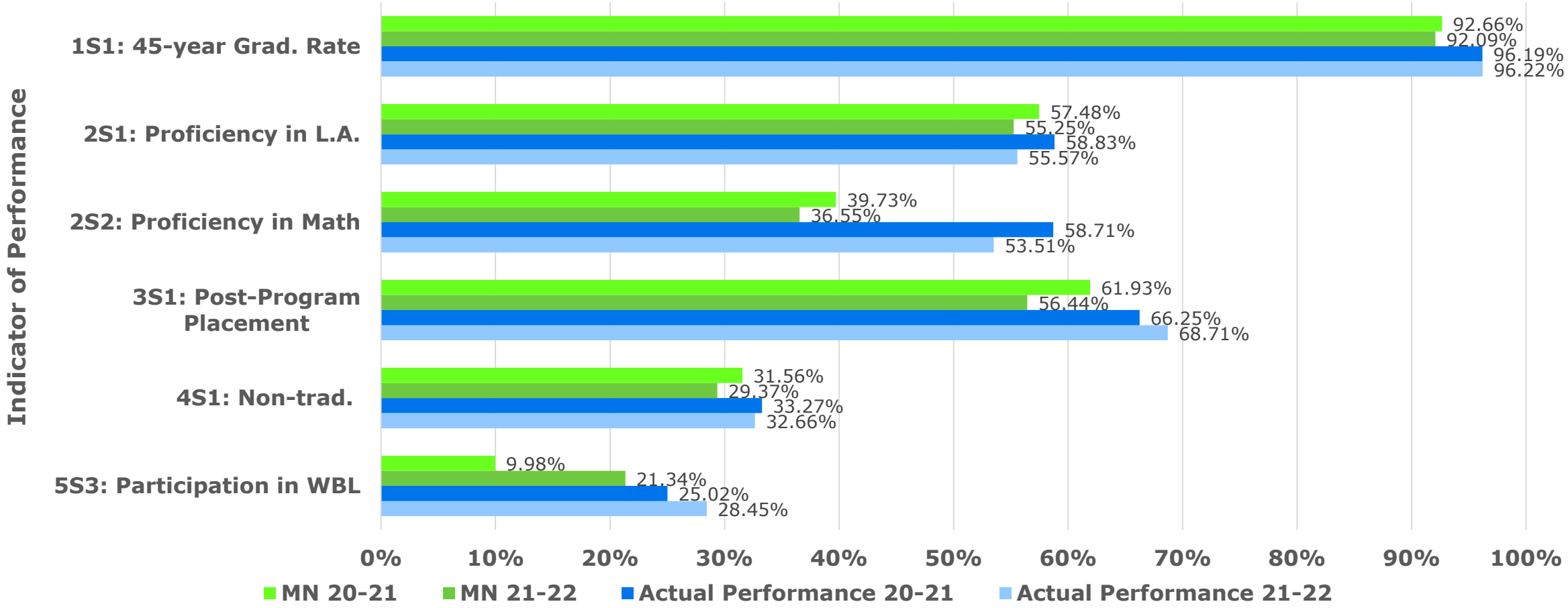
CTE Concentrators



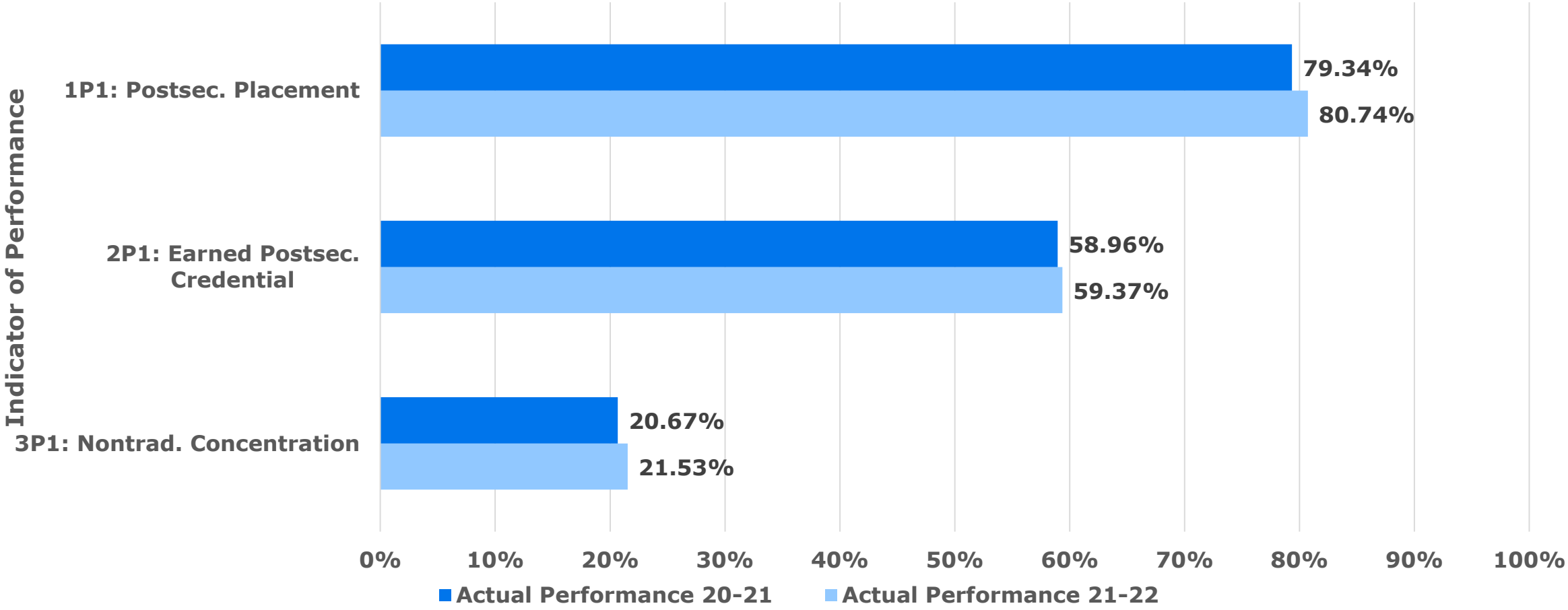
Secondary Concentrator Performance - PY 2021-22 vs. PY 2020-2021



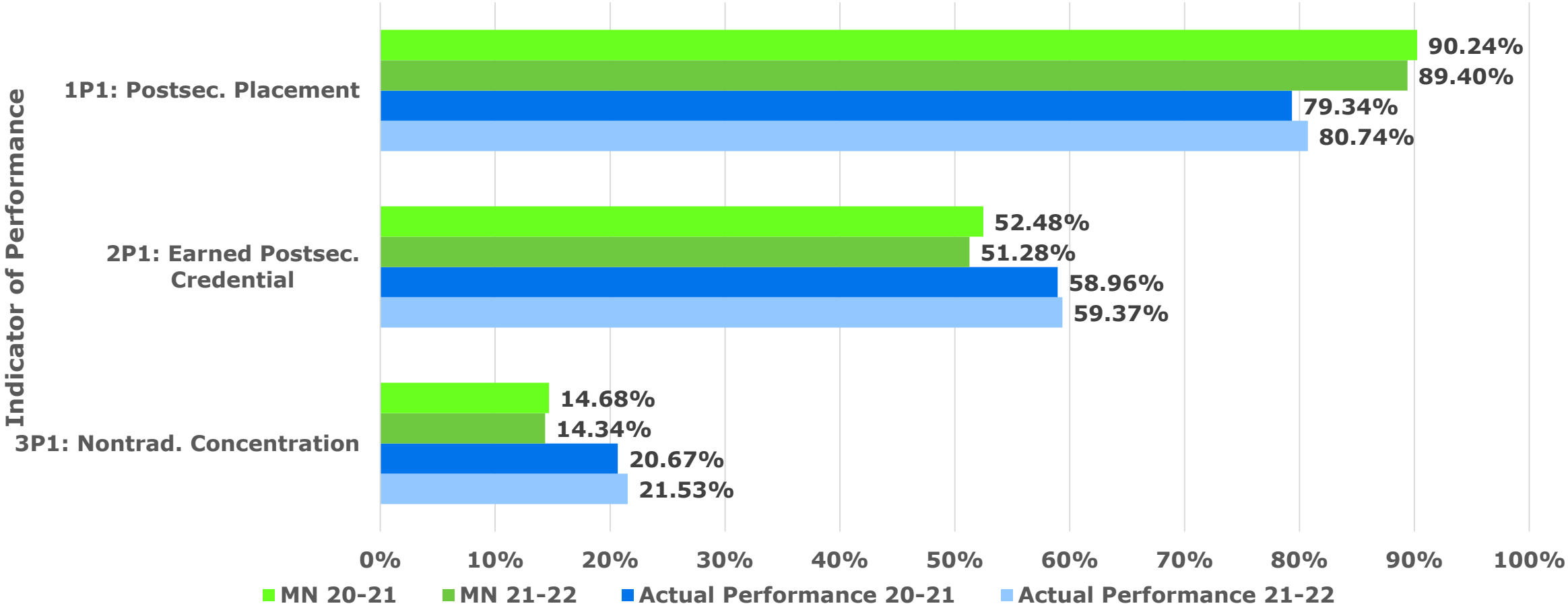
Secondary Concentrator Performance PY 2021-22 vs. PY 2020-21



Postsecondary Concentrator Performance PY 2021-22 vs. PY 2020-21



Postsecondary Concentrator Performance PY 2021-22 vs. PY 2020-21



Secondary & Postsecondary Performance Trends

Grad Rate (1S1/1S2)	• All states met targets • National average 96%
Academics (2S1-3)	• 34 states met Reading / ELA targets • 32 states met Math targets • 32 met Science targets
Placement (3S1)	• 47 states met post-program placement targets
Non-trad Concentration (4S1)	• 46 states met non-traditional program concentration targets

Placement (1P1)	• 48 states met post-program placement targets
Credential Attainment (2P1)	• 48 states met recognized postsecondary credential attainment targets
Non-trad Concentration (3P1)	• 47 states met non-traditional program concentration targets

PERKINS V

PQI Performance Trends

Credential Attainment (5S1)

- 22 states use this PQI; 17 met targets (77%)
- 227,765 CTE Concentrators earned a credential

Postsecondary Credit Attainment (5S2)

- 12 states use this PQI; 10 met targets (83%)
- 98,877 CTE Concentrators earned postsecondary credits

Work-based Learning Participation (5S3)

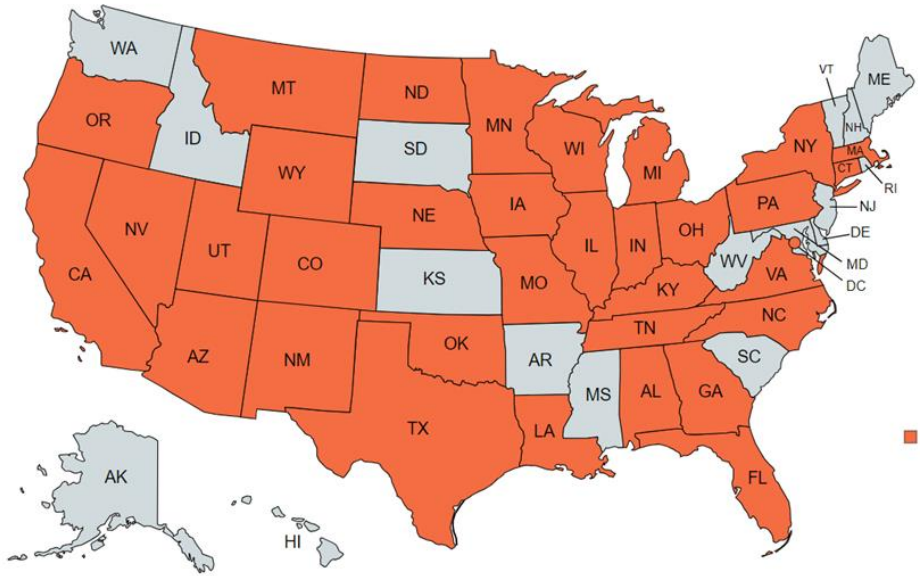
- 29 states use this PQI; 23 met targets (79%)
- 128,019 CTE Concentrators participated in work-based learning

PERKINS V

Career Z Challenge

CAREER Z CHALLENGE

Expanding Work-Based Learning Opportunities for Gen Z



Career Z Challenge semi-finalists are located in the 34 states highlighted in orange.

Purpose: To seek creative solutions to expand high school student access to high-quality work-based learning (WBL) to prepare them to contribute to today's workforce and propel them into careers of the future

Status: In Progress-Phase 2

Prize Pool: $2.5M

www.challenge.gov

Perkins Innovation and Modernization (PIM) Grant Program

The PIM grant program, authorized under section 114(e) of Perkins V, supports evidence-based educational programs and practices to improve and modernize CTE. The Department seeks to support applicants that will build capacity among secondary education, postsecondary education, and workforce development systems to expand access to career-connected high school programs for more students.

Status: Closed for applications, In Progress
Estimated Number of Awards: 10-20
Estimate Available Funds: $24,250,000
Estimated Average Size of Awards:$1,300,000 for each 12-month project period.

State – Recognized Programs of Study

Fun Facts

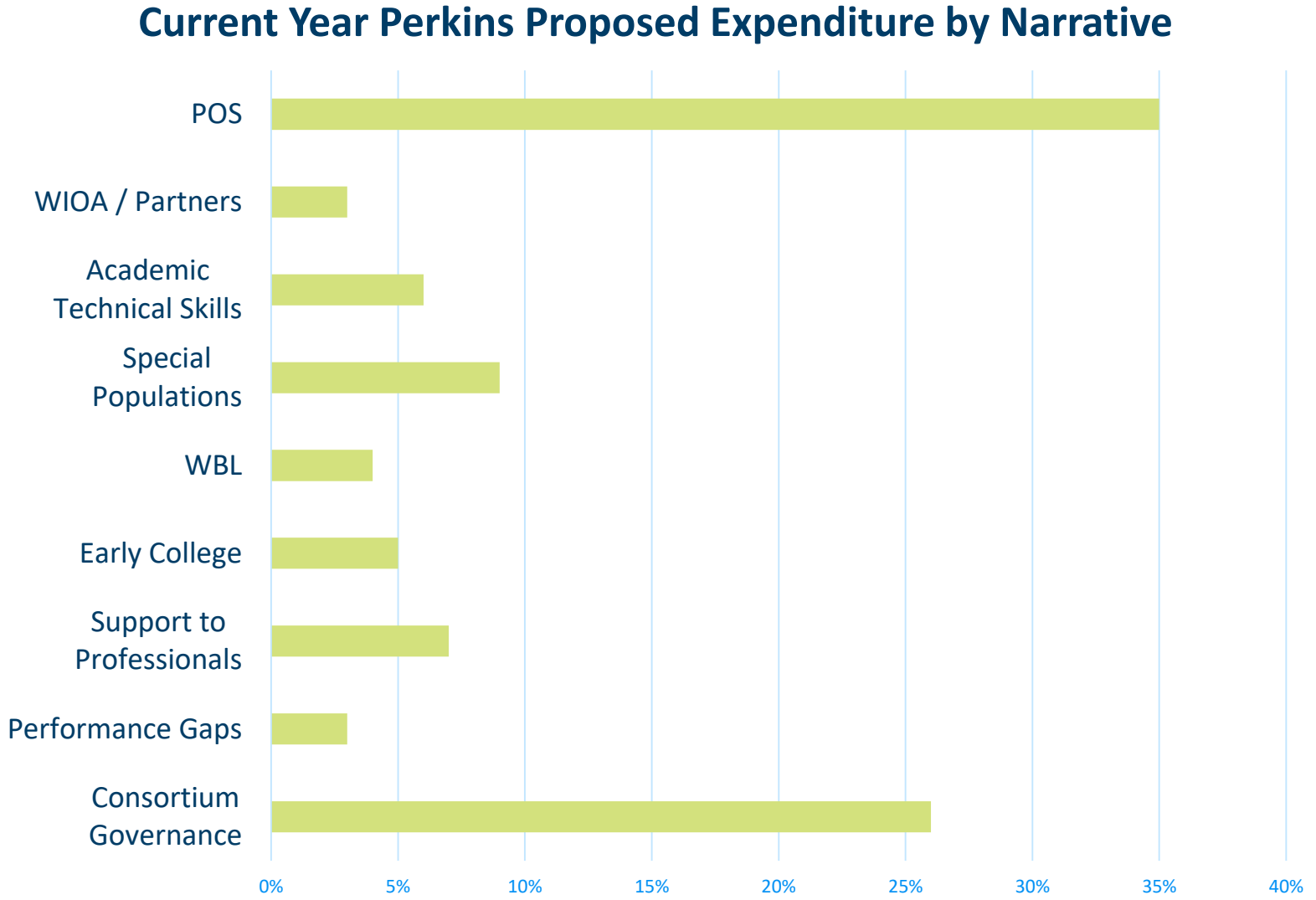
- There are 79 Career Pathways
- Think about the State-Recognized POS's (S-R POS)
- What are the top 3 S-R POS's (career pathways) consortia are focusing on for this program year?

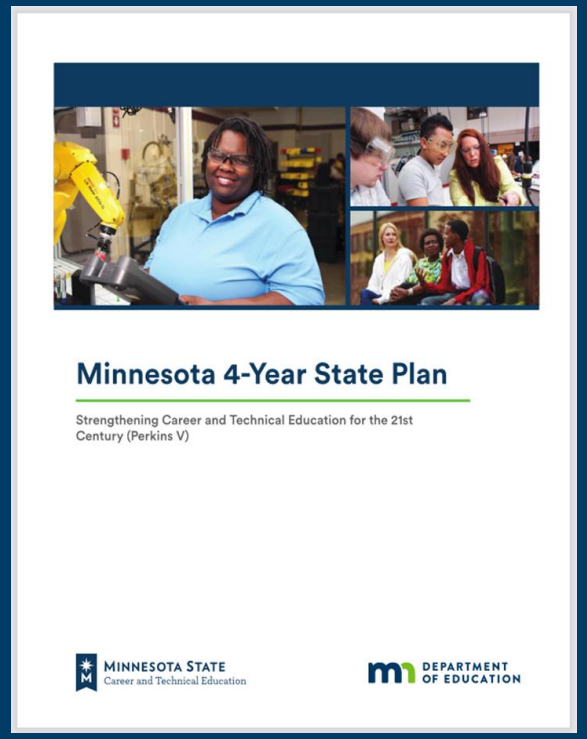
Narrative Funding Priorities

Fun Facts

- Programs of Study
- Workforce Innovation Opportunity Act (WIOA) and other workforce agencies
- Integrated Academic and Technical Skills
- Special Populations
- Work-based Learning
- Early College
- Support to Professionals
- Performance Gaps
- Consortium Governance

Narrative Funding Priorities





Minnesota 4-year State Plan

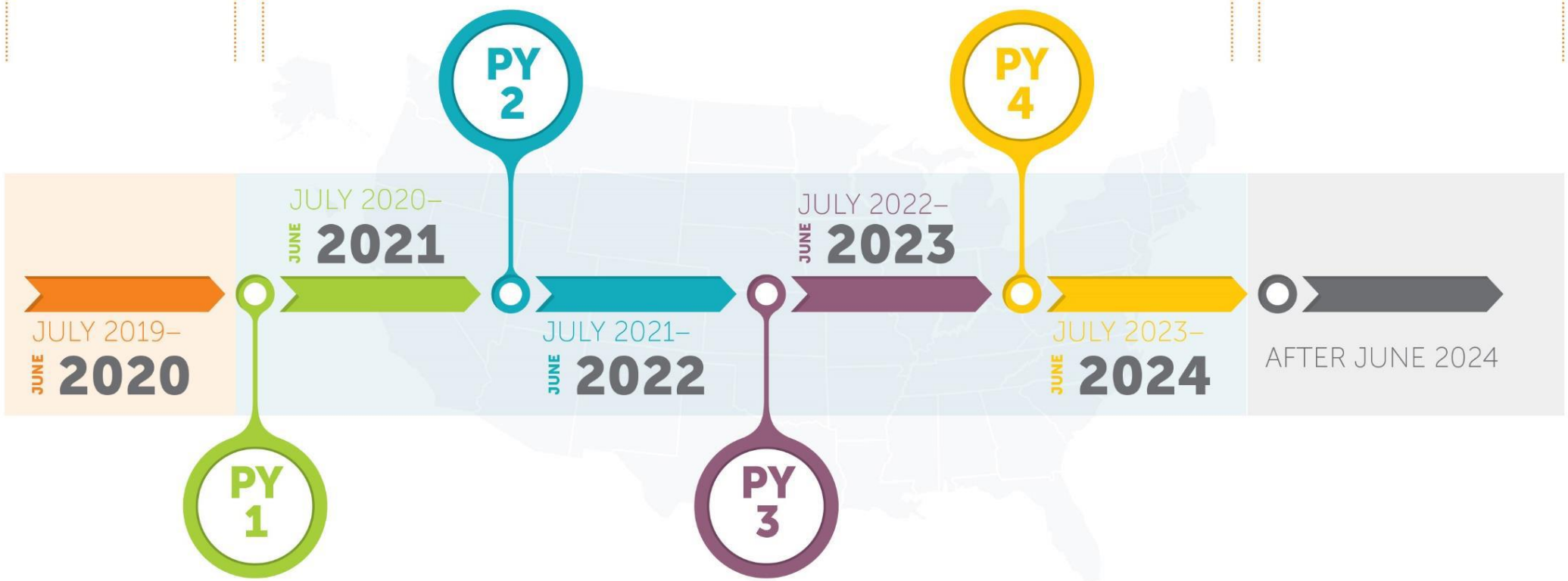
PERKINS V TIMELINE

ADVANCE CTE
State Leaders Connecting Learning to Work

TRANSITION *Plan* *(Optional)*

1st 4 YEAR STATE *Plan*

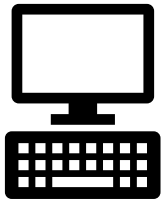
2nd 4 YEAR STATE *Plan* *or annual revisions*



State Plan Options Under Section 122(a)(5) of Perkins V

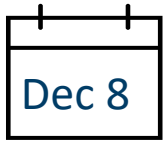
4-year State Plan Process

Input/Feedback



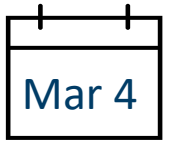
Update plan narrative

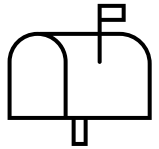
Submit “draft” narrative for inclusion with WIOA plan



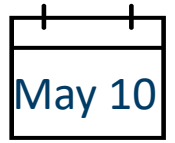
Public Comment Period

WIOA Combined Plan submitted to DOL





Perkins 4-year State Plan submitted to OCTAE



Career & Technical Education in Minnesota

Vision

Advancing career and technical education empowers every learner to realize a rewarding career.

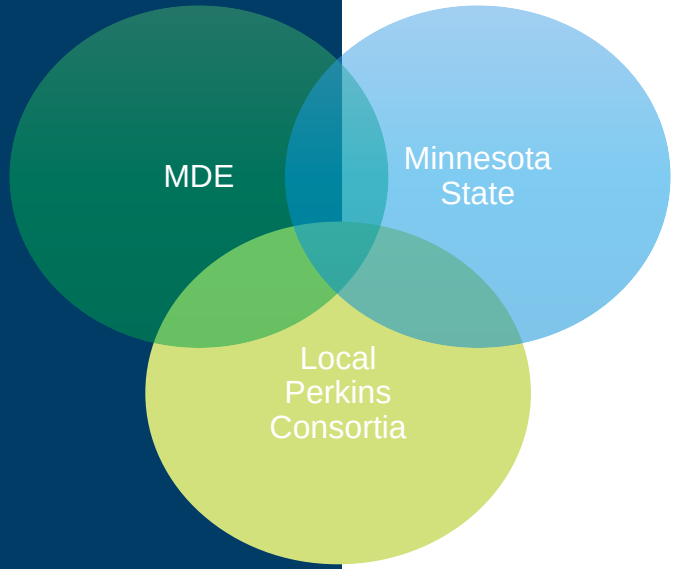
Mission

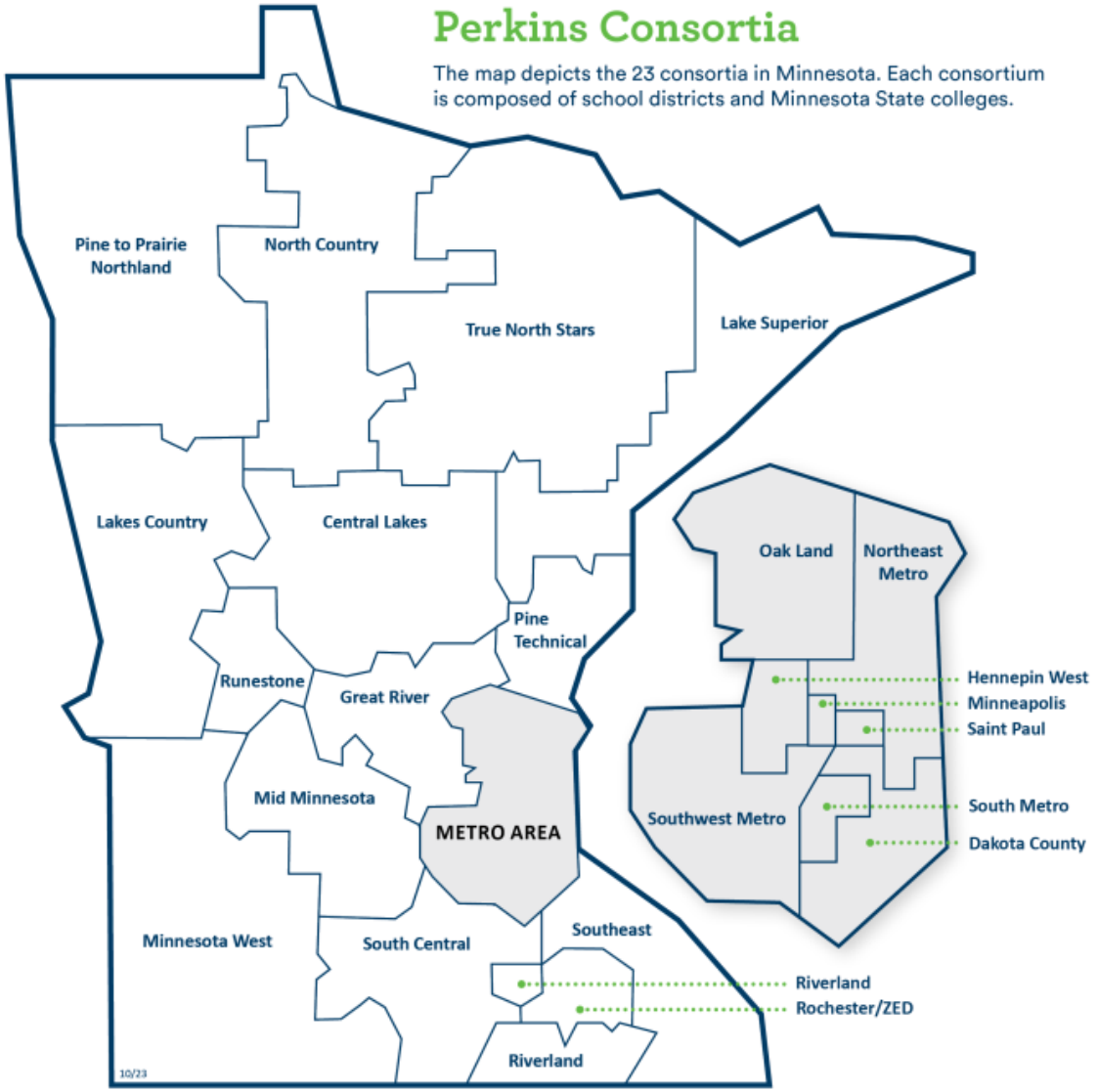
Quality career and technical education ensures every learner has equitable access to career-connected learning through a network of knowledgeable partners.

Principles

- An equity lens for decision-making
- Inclusion of all stakeholders
- Being bold, innovative and focused on continuous improvement
- Responsiveness to evolving labor market

Perkins Consortia





Perkins Consortia

- In the Minnesota 4-year State Application, a consortium is defined as having:
  - Minimum of one school district + one postsecondary Minnesota State College
  - Minimum of 6 programs of study
    - Of these 6 programs of study, a minimum of 4 career fields must be represented
    - All components of 3 of the 4 POS by career field must be provided within the consortium

      (In other words, only 1 of the 4 POS can be brokered.)
  - Greater than 1,000 CTE participants at the secondary level OR greater than 1,800 FYE at the postsecondary level

Programs of Study

- Minimum requirement is 6 POS by the submission of the 2nd two-year application
- POS will be submitted and reviewed on an annual basis with their local application
- Continuous improvement will be documented through the use of the POS continuous improvement rubric

Programs of Study

- State-Recognized criteria
  1. Course standards accurately align to the academic, technical, and employability skills learners must master for entry and success in a given career pathway
  2. POS incorporates active involvement from an integrated network of partners
  3. Secondary program(s) meets MDE program approval requirements and incorporates courses that lead to postsecondary credits/credentials
  4. Postsecondary academic program meets Minnesota State Board policy and HLC requirements
  5. Materials, equipment, and resources reflect current workplace, industry, occupational standards…
  6. Incorporates authentic work experiences… valued by industry
  7. POS development, improvement and advocacy are supported by findings from a CLNA

Definitions for Size, Scope, and Quality

- Size
  - Parameters/resources that affect whether the program can adequately address student learning outcomes. This includes:
    - Number of students within a program
    - Number of instructors/staff involved with the program
    - Number of courses within a program
    - Available resources for the program (space, equipment, supplies)

Definitions for Size, Scope, and Quality

- Scope
  - Programs of study are part of or working toward inclusion within a clearly defined career pathway with multiple entry and exit points. (The goal of 6 State-recognized programs of study offered within a consortium will be a component of the full Perkins V plan.)
  - Programs of study are aligned with local workforce needs and skills.
  - Postsecondary programs connect with secondary career and technical education via articulation agreements and/or dual credit, etc.
  - Programs develop not only specific work-based skills, but also broadly applicable employability skills

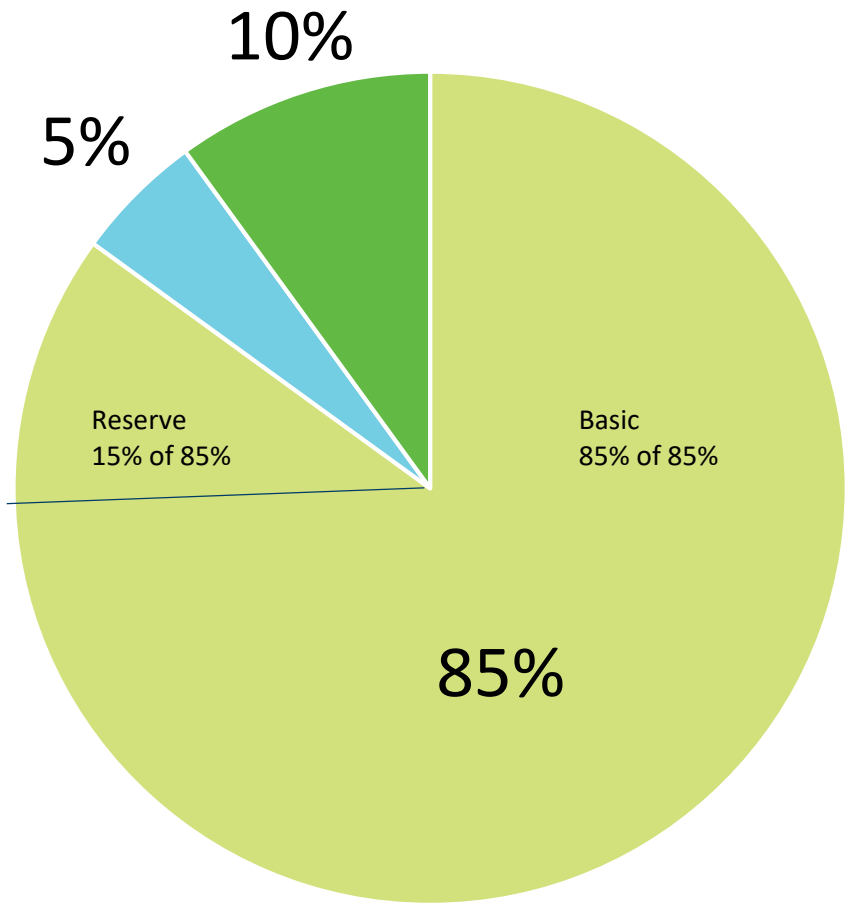
Definitions for Size, Scope, and Quality

- Quality
  - A program must meet two out of the following three criteria: the program develops (1) high-skilled individuals, (2) individuals who are competitive for high-wage jobs, and (3) individuals who are trained for in-demand occupations
    - High-Skilled: programs that result in industry-recognized certificates, credentials, or degrees
    - High-Wage: Above the median wage for all occupations
    - In-demand: occupations that are identified in the Occupation in Demand index and/or through local needs assessment

Distribution of Federal Award

State Leadership Funds:

42%/58% Secondary/Postsecondary Split



Funds to Consortia:

Basic=85% of 85%

Reserve=15% of 85%

50%/50%

Secondary/Postsec Split

Reserve Funding

All states but five now use Perkins V's Reserve Fund

Average Reserve Fund Percent Set-Aside

10%

Key Trends in State Use of Reserve Funding:

- Majority of states distribute reserve funding competitively
- Overwhelmingly states indicated that reserve funding is used at the secondary learner level while a little less than half use it for postsecondary activities
- Only a handful of states say they use reserve funding for all learner levels

PERKINS V

Reserve Funding (Cont.)

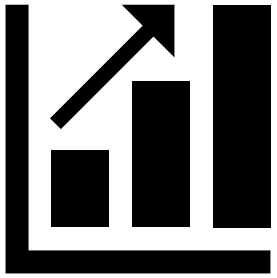
- Majority of states focus reserve fund resources on **rural areas (57%)** or where **gaps in CTE learner performance (35%)** have been identified
- The most frequent specific uses of reserve funding include:
  - Incentivizing CTE POS innovation (52%)
  - Closing equity gaps (50%)
  - Encouraging development / implementation of CTE POS (42%)
- Least common
  - Improving data quality/reporting (8%)
  - Credentialing efforts (15%)

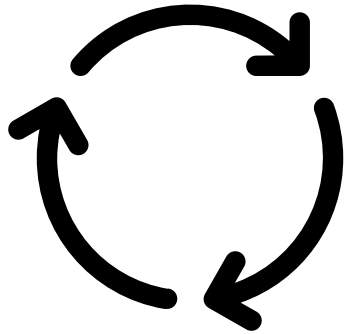
Perkins Reserve Funds

- What does Perkins V say about the use of Reserve?
  - The State may award funds to consortia for CTE activities described in Section 135, in --
    - Rural Areas;
    - Areas with high percentages of concentrators or participants;
    - Areas with high numbers of concentrators or participants, and
    - Areas with disparities or gaps in performance, and
  - In order to--
    - Foster innovation through the identification and promotion of promising and proven CTE programs, practices, and strategies, which may include program, practices, and strategies that prepare individuals for nontraditional fields; or
    - Promote the development, implementation, and adoption of programs of study or career pathways aligned with State-identified high-skill, high-wage, or in-demand occupations or industries

Perkins Reserve Funds Discussion

- Remain at 15% w/ same allocation formula
- Noncompetitive
- 2 Categories (instead of 4)
  - Development & Continuous Improvement of POS/Programs
    - Address area to meet specific workforce need?
    - Same POS/Program addressed by both secondary/postsecondary?
    - Specify POS/Program for within the consortium? Can it be brokered?
    - Develop NEW POS/Program (define)—show secondary/ps connection?
    - Mandate a two-year commitment?
    - Address nontraditional recruitment/retention?
  - Performance Gaps
    - Consortium identifies specific performance indicator to address?
    - Must focus on largest gap or most impact?
    - Specific gap or subpopulation?
    - Is equipment an allowable expense?
    - Address different gaps for secondary/postsecondary?
- Other Possible Considerations
    - How are reserve funds used differently than basic?
    - Consortia must use reserve to address improvement plans?





Continuous Improvement

- ✓ Standardizing Operations
- ✓ Single Source of Truth

Standardizing Operations

Goal: Improve processes and communications related to federal Perkins grant

- Standardize procedures
- Consistent, transparent communications

Standardizing Operations

FEEDBACK FROM CONSORTIA LEADERS:

- Need to REDUCE DUPLICATION of efforts and information on forms
- Need communications and work to be more INTENTIONAL
- Need communications and work to be more TRANSPARENT
- More TIMELY ACCESS to forms and templates

Standardizing Operations
Need—Transparent Process, Clear Communications

CHANGES BEING IMPLEMENTED:

- Processes Calendar:
  - Clarify responsibilities and timelines for Consortia AND for State
  - Goal: Provide ALIGNED CLNA Framework, Plan Application, APR, Inventory, Budget, and POS templates EARLIER and WITH TRAINING (transparency—how elements of one impact the elements of the next)
- Visual Planning Timeline

Standardizing Operations
Need—Procedures without Amplifund

- Create SharePoint site:
  - Folder for each Consortium
  - Assign access rights
  - Templates loaded and available

- Accept Microsoft (Word, Excel) and Adobe (PDF) docs only
  - No Google Docs/Sheets or Google Drive links

Standardizing Operations
Need—Provide Clear Timelines for Workflow

CLNA Workflow

Date	Function	Description
November thru February	**CLNA1:** Consortia Develop CLNA	Consortia engage with local and regional partners, gather and analyze data, and develop priorities & strategies
February 15	**CLNA2:** Consortia Complete CLNA	Target Date for Completion of CLNA

Reallocation Workflow

Date	Function	Description
October thru December	**Reallocation1:** Consortia Identify Potential Uses of Reallocation Funds	Consortia leadership teams identify funding needs aligned with CLNA priorities that were not able to be funded as part of approved consortium plan, and prioritize for potential support if reallocation funds are available
February 1	**Reallocation2:** State Team Distributes Reallocation Award Letters	Target Date for State to distribute awards to each consortia on availability of reallocation funds
March 1	**Reallocation3:** Consortia Submit Reallocation Budget Requests	Deadline for consortia submission of requested budget for awarded reallocation funds
March 20	**Reallocation4:** State Team Finalizes Approval of Reallocation Requests	Target Date for State team final approval of all reallocation requests

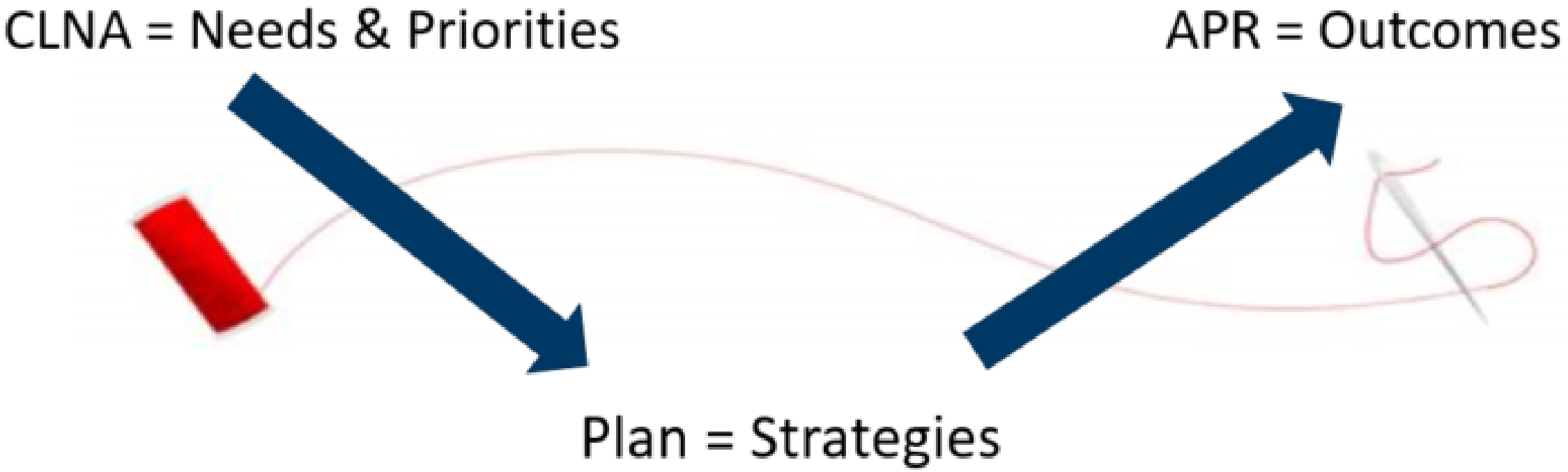
Standardizing Operations
Need—Provide Clear Timelines for Workflow

Consortia Plan Workflow

Date	Function	Description
February thru April	**Plan1:** Consortia Schedule Meetings with State Team Liaisons	Consortia leaders schedule one or more meetings with their State team liaisons (one MDE and one Minnesota State rep) for training and discussion on completion of consortium plan, budgets, and POS spreadsheet
April 5	**Plan2:** Completion of Planning Meetings with State Liaisons	Target Date for completion of consortia planning meetings with State team liaisons
May 1	**Plan3:** Consortia Plans and Attachments due	Target Date to submit consortia plans, budgets, POS, CLNA, and other supporting documentation
May and June	**Plan4:** State Team Meetings with Consortia Leaders to Review Plan Submissions	State team leaders meet with consortia leaders to review or clarify information provided in application documents, and to review requirements for completion of APR
July 1	**Plan5:** State Team Finalizes All Plan Approvals & Sends Award Letters	Target date for State to complete all consortia plan approvals and transmit award letters to each consortium

Standardizing Operations
Need—Aligning Processes and Documents

Updated Forms for "Pulling the Needle Through…" and reduced duplication



Standardizing Operations
Need—Updated Templates for Attachments

- S-RPOS and Funding Spreadsheet:
  - Dropdowns to foster/require secondary-to-postsecondary alignment
  - Dual columns to support POS alignment with multiple postsecondary partners
  - Tool for identifying secondary programs aligned to each POS

- Budget Template w/ Uses of Funds (removed from Application Plan)

Standardizing Operations
Collection of Feedback, Comments, and Questions from Consortia Leaders

- We will present an overview of the proposed changes to the CLNA and the Consortium Application plan documents
- A few hard copies of each document will be placed on each table
- During and after the overview (we will provide time now and during lunch), write DIRECTLY ON these hard copies your comments and questions
- State team will collect the hard copies and comments, using them to make final revisions before documents are released to consortia

Single Source of Truth

The O. G.

Defined by Merriam-Webster: someone or something that is an original or originator and especially one that is highly respected or regarded.

Defined by Slang Dictionary: Someone or something that is incredibly exceptional and authentic … used as a term to praise someone who is an expert at something.

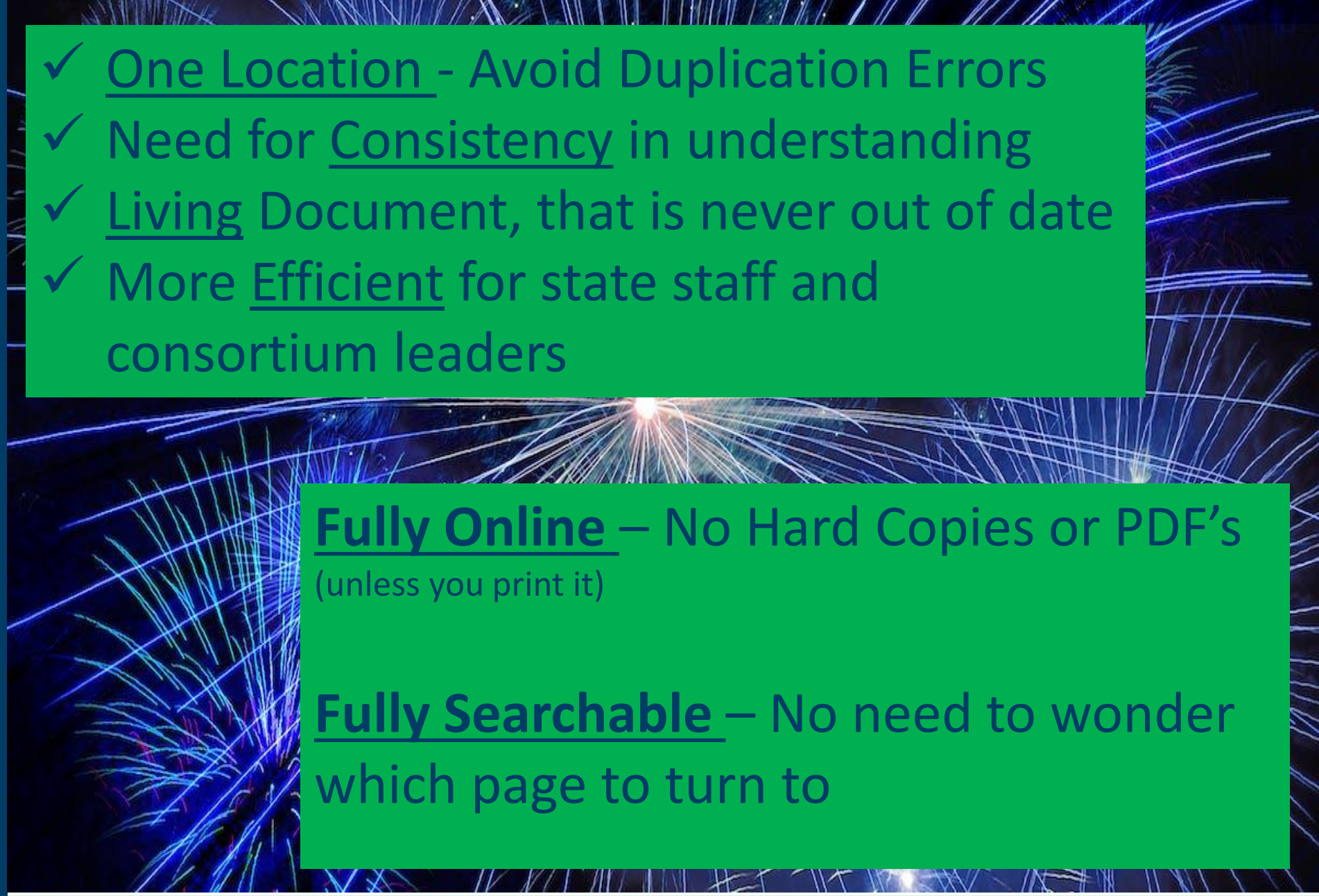
The O.G.

Minnesota Perkins V Operational Guide (O.G.)

developed to be the main and trusted source of information for Minnesota State and Minnesota Department of Education (MDE) staff and Perkins Coordinators when administering the Strengthening Career and Technical Education for the 21st Century Act (Perkins V Federal Grant). All grant recipients are expected to adhere to the policies and procedures for audit compliance and program quality purposes.

Single Source of Truth: The O.G.

MN Perkins V Operational Guide



- ✓ One Location - Avoid Duplication Errors
- ✓ Need for Consistency in understanding
- ✓ Living Document, that is never out of date
- ✓ More Efficient for state staff and consortium leaders

Fully Online – No Hard Copies or PDF's
(unless you print it)

Fully Searchable – No need to wonder which page to turn to

Constantly Under Construction:

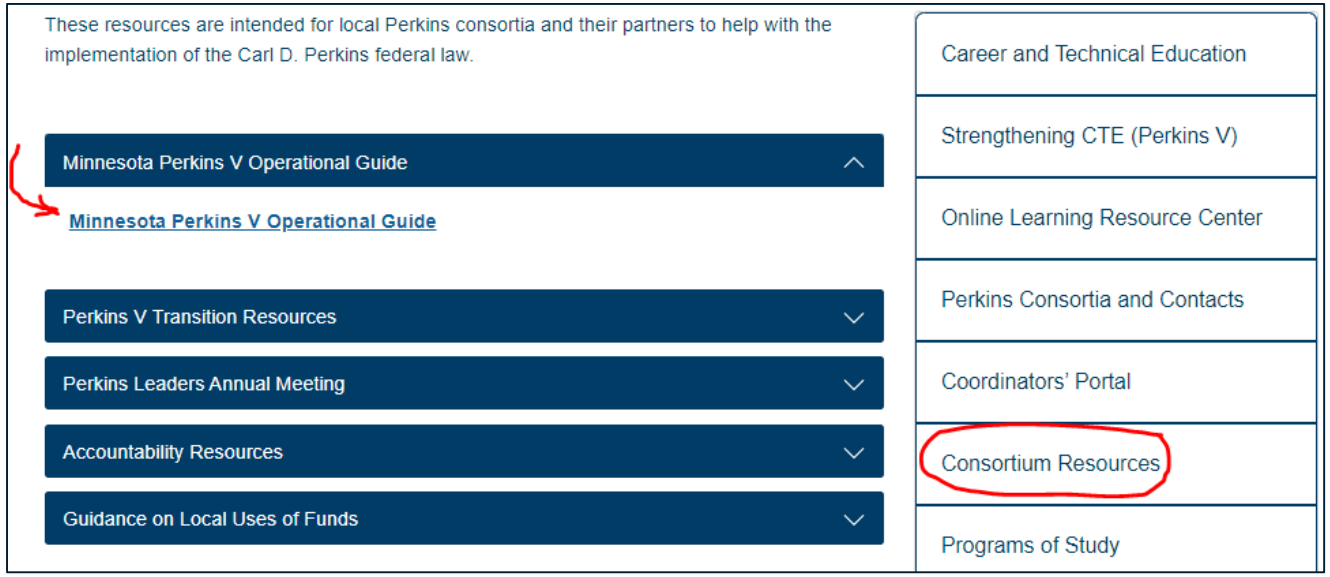
- State Staff will continuously improve the language for clarity, and ease of navigation
- Consortium Leaders are encouraged to consistently check it as your first line of offense
- Any significant changes in policy/procedure will be communicated through professional development/technical assistance and the Operational Guide will be updated to match

Demonstrate Navigation and Search

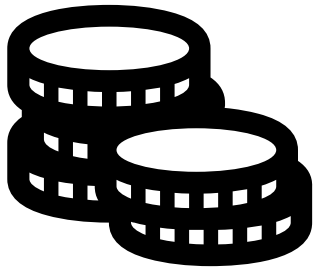
Destroy Your Old Copy

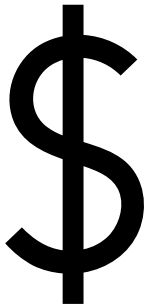
Minnesota State CTE website: https://www.minnstate.edu/system/cte/

- ***Consortium Resources*** menu tab
- ***Minnesota Perkins V Operational Guide*** dropdown



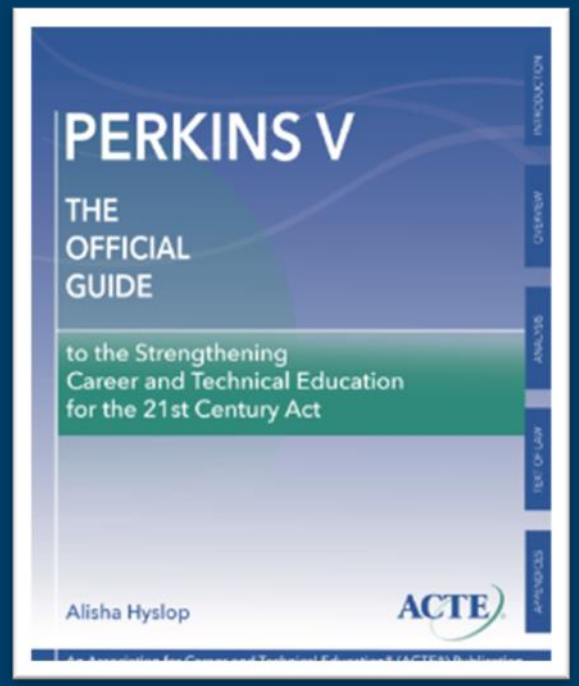
Let us know if there is confusion, you have questions, or need clarification by using the ***Submit Your Feedback*** button on any page of the O.G.





Perkins Uses of Funds

Uses of Funds Directives



- Local Uses of Funds—Perkins V, Section 135
- Supplement, not Supplant—Perkins V, Section 211
- Uniform Grants Guidance
  - 2 CFR Part 200
- EDGAR—Education Department General Administrative Regulations
  - Title 34 CFR Parts 75-81
- State Guidance for Local Uses of Funds
  - Operational Guide

Uses of Funds

- To be allowable, a cost must:
  - Be necessary, reasonable, and allocable
  - Comply with cost principles and Federal award
  - Be adequately documented
  - Be incurred during approved budget period (200.403)

Uses of Funds

- **Necessary**—A cost is "generally recognized as ordinary and necessary for the operation of the non-Federal entity or the proper and efficient performance of the Federal award." (200.404)
  - Is the cost included in your local application/plan?
  - Is it aligned with the goals of the program/grant?
  - Does your agency have the capacity to use what you are purchasing?
  - Is the staff knowledgeable regarding the program?
- **Reasonable**—A cost is reasonable if, in its nature and amount, it does not exceed that which would be incurred by a reasonably prudent person under the circumstances prevailing at the time the decision was made to incur the cost." (200.404)
  - Prudent person standard
  - If it was on the front page of the newspaper, could you defend it?
  - Reasonableness is focused on the cost
- **Allocable**—A cost is allocable to a Federal award or cost objective if the goods or services involved are chargeable or assignable in accordance with the relative benefits received. (200.405)
  - Was it incurred specifically for the award?
  - If it benefits both award and other work, can the cost be distributed in proportions that may be approximated using reasonable methods?
  - Is it necessary to the overall operation of the entity and assignable to the award in accordance with this subpart?

Uses of Funds Table Discussion

- Review Scenarios
- Report Out

QUESTIONS?