

Fundamentals for Perkins Consortium Leaders—Part I

Setting the Stage for Perkins V

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October 13, 2022

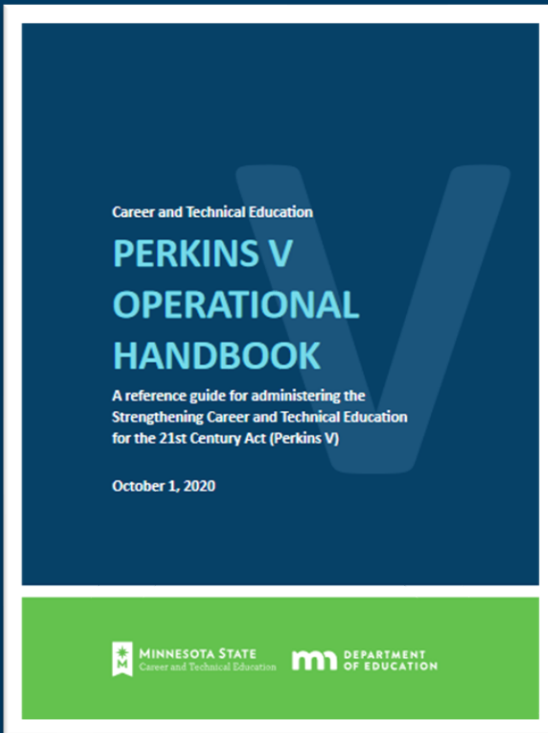


MINNESOTA STATE
Career and Technical Education

m **DEPARTMENT**
OF EDUCATION

Overview

- Perkins V
 - Background, Purpose, Priorities
- 4-Year State Plan
 - Vision, Mission, Principles, Strategic Directions
- Minnesota Perkins Model
 - State Governance
 - Consortium Governance
- High Quality CTE Programming
 - Programs of Study; State-recognized POS; Program Approval
- Local Application for Funding
 - Components
 - Requirements



Future Sessions:

- Fundamentals For Perkins Consortium Leaders
 - Part II – Distribution of Perkins Funding and Financial Requirements (November 10th)
 - Part III – Accountability & Monitoring (December 8th)



History of CTE Legislation

1917

Woodrow Wilson signed the **Smith-Hughes Vocational Education Act**, marking the beginning of **federal funding for vocational education in the United States**, and the **first federal investment** in our K-12 system.



Thomas Woodrow Wilson, 1919

1929

The **George-Reed Act** further expanded support for **vocational education**, specifically for **agriculture** and **home economics**.

1934

The **George-Elizey Act** authorized **\$3 million annually** for three years to be apportioned equally in **agriculture, home economics** and **trades and industry**.

1936

The **George-Deen Act** authorized **\$14 million annually** for **agriculture, home economics, trade** and **industry education**.

History of CTE Legislation

1940s

The **Federal Investment in Vocational Education** contributed to the **National Defense Efforts for World War II** by helping prepare workers in critical industries. During this time, vocational education students **planted victory gardens, sold war bonds, collected scrap metal and repaired agriculture equipment.**



1946

The **George-Barden Act** superseded the **George-Deen Act** and increased funding from \$14 million to \$29 million annual

1958

The **National Defense Education Act** supports the training of **highly skilled technicians in occupations supporting national defense.**

“

“This relationship with **industry and labor** must be maintained. The field of technician is not clearly defined, and there are many levels of technicians. All agencies should be involved in the development of this area of training - engineering colleges, junior colleges, area schools, vocational schools and departments.”

”

History of CTE Legislation



President Johnson



1963

President Johnson signed the **Vocational Education Act of 1963**, which broadened the definition of vocational education and focused on **program improvement and services for disadvantaged students and students with disabilities**.

The federal legislation added a strong focus on **access and equity**, noting that all vocational education programs should support **“persons of all ages and in all communities.”** To accomplish this goal, funding began to be distributed by population rather than field of study, including special funds for academically and economically disadvantaged and disabled students.

Funding also provided the **seed money** for most of our nation’s area **technical centers**, **incubated work-study programs** and **supported national vocational education research**.

History of CTE Legislation

1968

President Johnson signs the Vocational Education Amendments to **further fund research, established permanent programs for vocational education, consumer and homemaking education.** The Amendments also establish new requirements including national and state advisory councils, a state plan consisting of administrative policies and procedures and an annual and five-year program plan.



1976

The **Vocational Education Act** introduced a **stronger focus on women and girls through non-traditional occupations and gender equity**, reflecting the 1972 passage of Title IX. The Educational Amendments of 1976 extended, improved and maintained programs, developed new ones and expanded the law's focus on special populations within CTE particularly with respect to forbidding gender discrimination. This law also launched the National Assessment of Vocational Education.

History of CTE Legislation



1983

A Nation at Risk was published.



1984

A new set of amendments to the Vocational Education Act passed, **renaming the law the Carl D. Perkins Vocational Education Act**. In response to *A Nation at Risk*, this legislation included a focus on guidance counseling, industry-education partnerships that were to meet the needs of “high technology” sectors, and added a program evaluation element that included a measure of impacts of this investment such as meeting “labor market needs.”



Carl Dewey Perkins



1990

The Carl D. Perkins Vocational and Applied Technology Act was passed, **expanding the federal emphasis on integrating academic and vocational education and providing articulation between secondary and postsecondary institutions** through the Tech Prep program. It further shifted the emphasis from students who were non-college bound to the career development of all students

History of CTE Legislation



1994

Goals 2000: Educate America Act created the **National Skills Standards Board (NSSB)**, charged with identifying **broad occupational clusters** and creating a **system of standards, assessments and certifications** for each cluster. In that same year, the STWOA created the **National School to Work Office (NSTWO)**. NSTWO required states to develop **portable credentials based on industry recognized skill standards**, preferably standards that were also recognized by NSSB. The move toward standards-driven systems was strengthening.

1998

The Carl D. Perkins Vocational and Technical Education Act was authorized with a **much stronger focus on accountability** for CTE program results and state flexibility.

1999

OVAE released the **16 Career Clusters** to better organize CTE.



“

With this new structure schools can better assure that each student has the opportunity to explore options, set goals and prepare for meaningful work in the new century.

- Richard Riley,
U.S. Secretary of Education

”

History of CTE Legislation



George W. Bush

2003-2004

The Bush administration's budget proposed eliminating the federal investment in CTE. Over the course of 2003 and 2004, NASDCTE and states launched a signature campaign to **rally CTE stakeholders to showcase the value** CTE has to **communities, national security and the economy**. Garnering over **5,000 signatures from employers**, the campaign halted the administration's quest to cut the funding and demonstrated the collective power and impact of the organization and the states.



2006

The **Carl D. Perkins Career and Technical Education Act (Perkins IV)**, was **passed, expanding local accountability and placing a stronger emphasis on academic and CTE integration and secondary-postsecondary connections through programs of study**. Perkins IV focused on strengthened accountability measures and procedures and ensuring or increasing the academic rigor of CTE programs – removing the “lesser than academic track.” The legislation changed the name from vocational education to **Career Technical Education**.

History of CTE Legislation



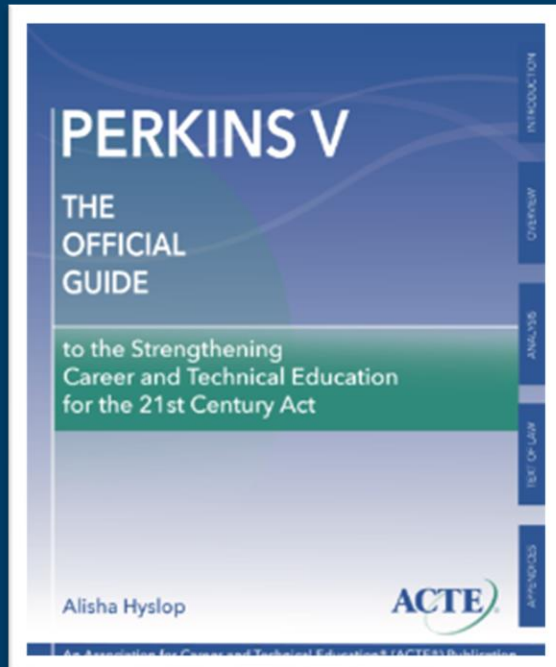
2018

President Donald Trump signed the **Strengthening Career and Technical Education for the 21st Century Act** into law, reauthorizing the **Carl D. Perkins Career and Technical Education Act** of 2006. **Perkins V** reflects the **100-year federal commitment** to CTE by providing federal support for CTE programs and focuses on **improving the academic and technical achievement** of CTE students, **strengthening the connections** between secondary and postsecondary education and **improving accountability**.

History of CTE Legislation

- 1917 -- Smith Hughes Vocational Education Act
- 1963 – Vocational Education Act
- 1976 – Vocational Education Act
- 1984 – Carl D. Perkins Vocational and Technical Education Act (Perkins I)
- 1990 – Carl D. Perkins Vocational and Applied Technology Education Act (Perkins II)
- 1998 – Carl D. Perkins Vocational and Technical Education Act (Perkins III)
- 2006 – Carl D. Perkins Career and Technical Education Act (Perkins IV)
- 2018 – Strengthening Career and Technical Education for the 21st Century Act (Perkins V—Public Law 115-224)

Perkins V



- Title I
 - Career and Technical Assistance to the States
 - Section 134 – Local Application for CTE Programs
 - Section 112 -- Within-State Allocation
 - Section 113 – Accountability
 - Section 123 – Improvement Plans
 - Section 131/132 Distribution of funds to Secondary/Postsecondary
 - Section 135 – Local Uses of Funds
- Title II
 - General Provisions—Federal & State Administrative Provisions
- Title III
 - Amendments to other laws

Purpose of the Perkins V Act

- To develop more fully the academic knowledge and technical and employability skills of secondary and postsecondary education students in CTE programs
 - Develop challenging academic and technical standards
 - Integrate rigorous and challenging academic and career and technical instruction
 - Increase state and local flexibility in providing services
 - Conduct national research and disseminate best practices
 - Provide technical assistance
 - Support partnerships
 - Keep the US competitive
 - Increase employment opportunities

Perkins V Priorities

- Data-driven Decision-making
- Increased stakeholder involvement
- Enhanced partnerships
- Efforts to serve special populations
- Accountability for results
- Target innovation and improvement
- Recruiting, training, and retaining teachers
- Providing high-quality CTE programs of study connected to high-skill, high-wage, in-demand occupations

Minnesota 4- Year State Plan



Minnesota 4-Year State Plan

Strengthening Career and Technical Education for the 21st
Century (Perkins V)



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.

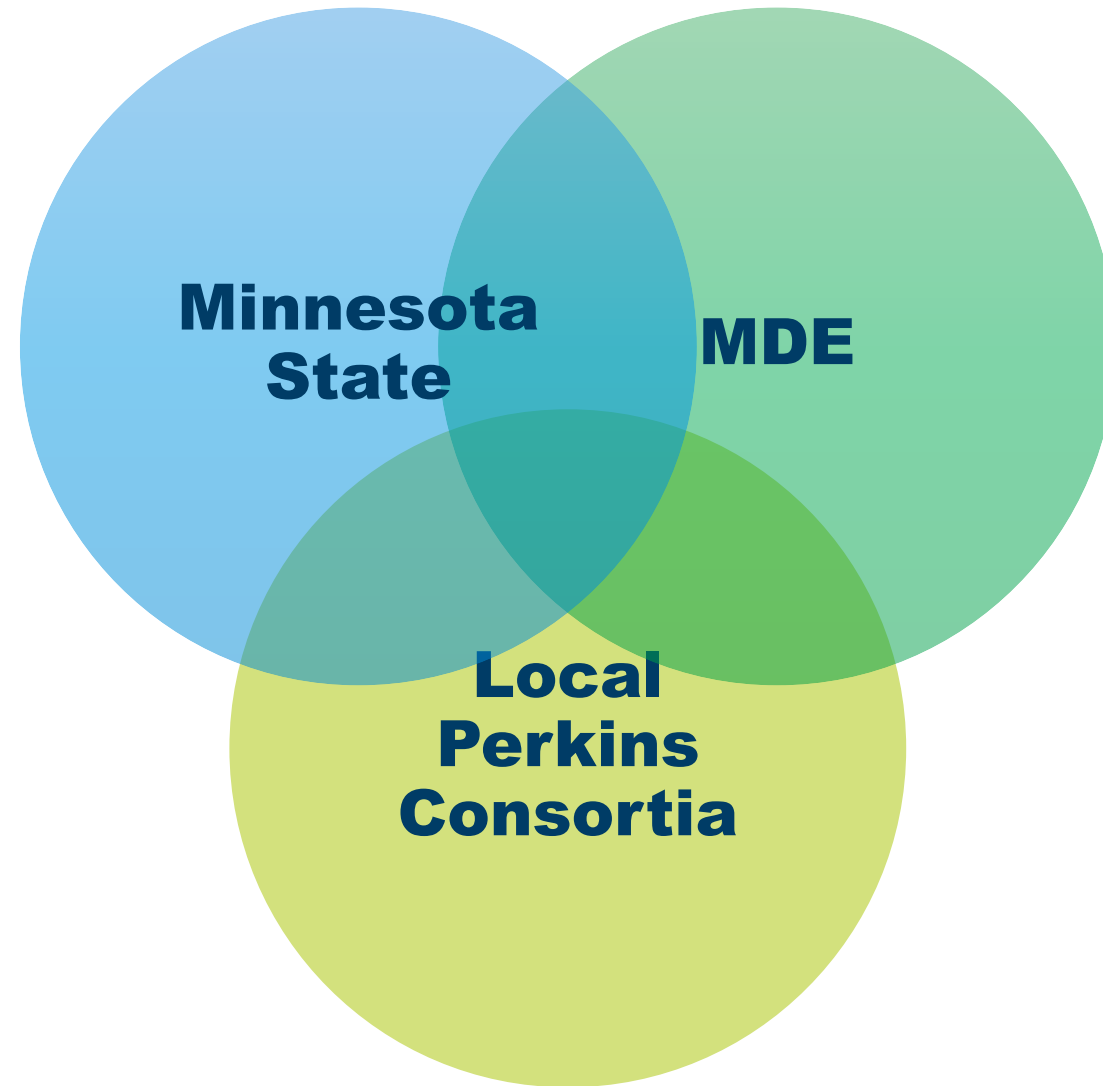
Principles

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

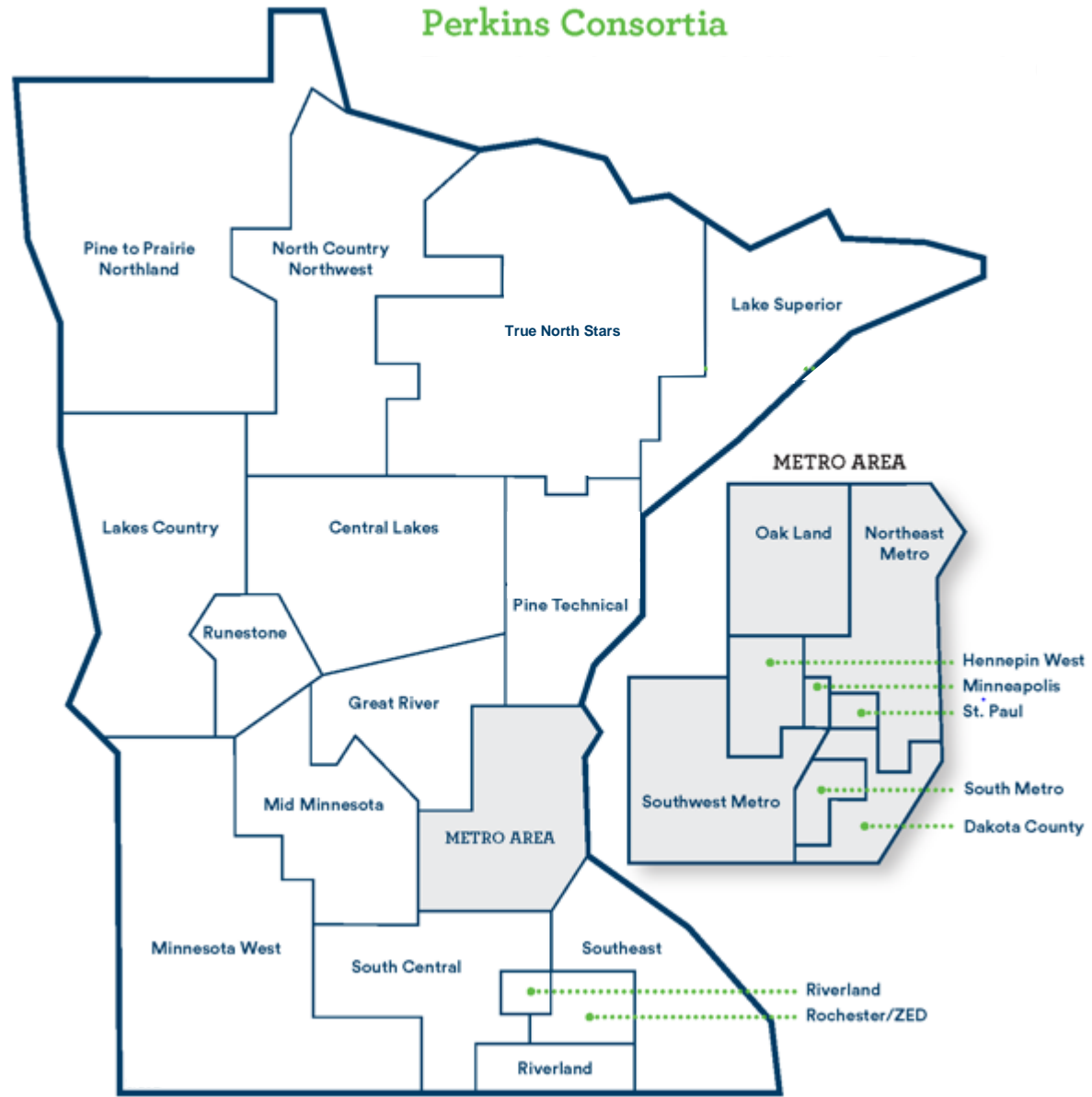
Career & Technical Education in Minnesota

- Sole State agency authorized to receive and disburse federal funds - Minnesota Statute 136F.79
- Administration of State CTE programs
 - accomplished through State Plan developed jointly with MDE Office of Career and College Success
 - A cooperative agreement between the Commissioner of Education and Minnesota State Colleges and Universities will annually provide for the distribution of federal funds between secondary and postsecondary career and technical programs. Distribution to local education agencies must be determined by state and federal law.
- Minnesota Rule 3505.1700

Career & Technical Education in Minnesota



Career & Technical Education in Minnesota



Consortium Governance

- Superintendent and college president identify coordinators (secondary & postsecondary)
- Consortium identifies secondary/postsecondary fiscal host
- The defined consortium leadership structure has authority for all secondary and postsecondary spending decisions--spending authority may not be delegated!
- Each consortium must develop a single biennial application for funding (local application)
 - Includes initiatives to support MN CTE mission & vision
 - Signature approval by each district and college

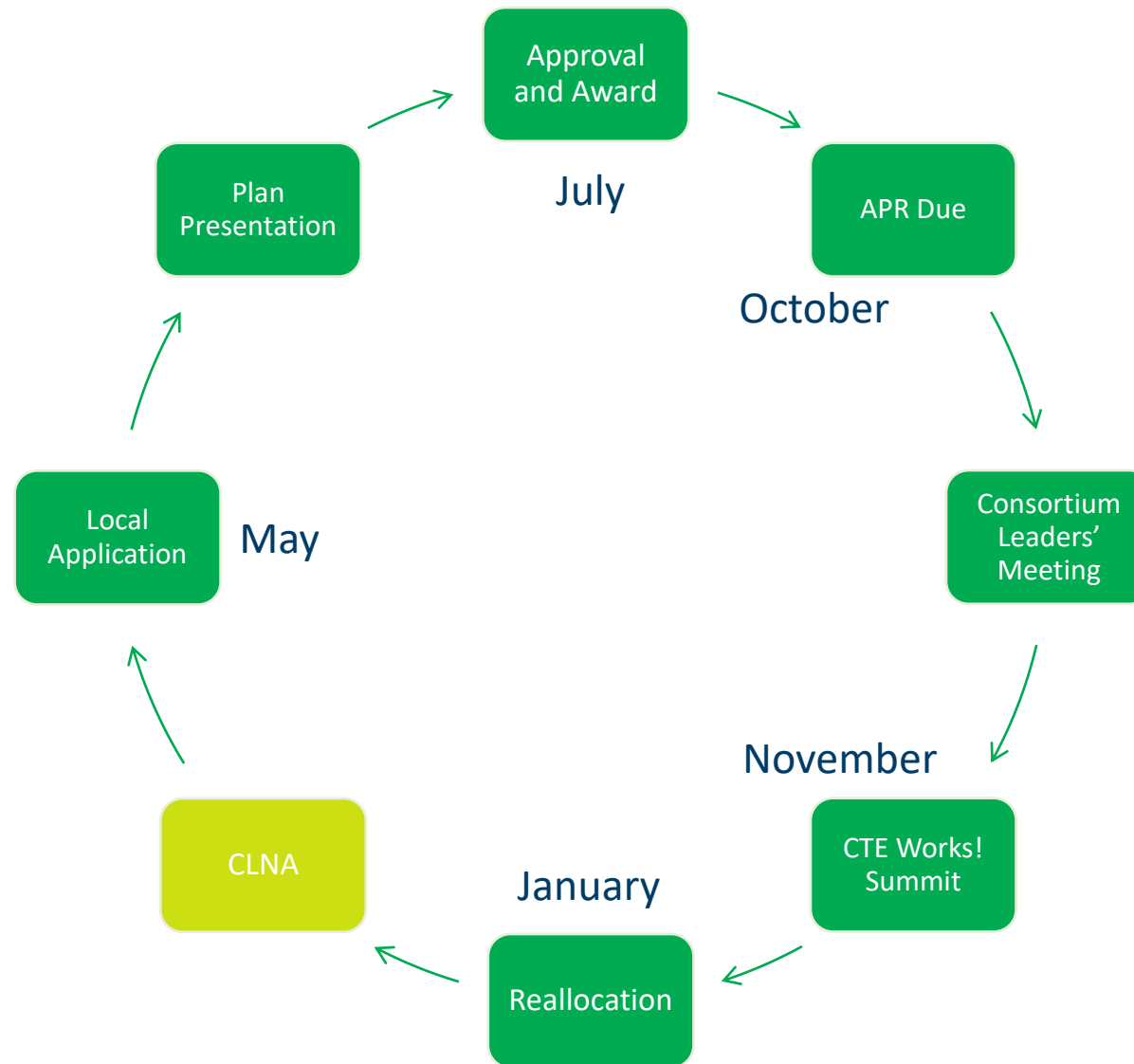
Consortium Membership

- At least one school district/one college
- Changing Consortium Membership
 - Letter of intent by October 1st one year prior to proposed change
 - Acknowledgement from all superintendents/presidents involved
 - Includes consideration of:
 - Financial impact
 - Changes in consortium performance on SDPLs
 - Availability of CTE programming for all students
 - Effect on articulation and dual-credit agreements
 - Changes to programs of study
 - Changes in consortium leadership, personnel, & governance structure

Consortium Leaders' Responsibilities

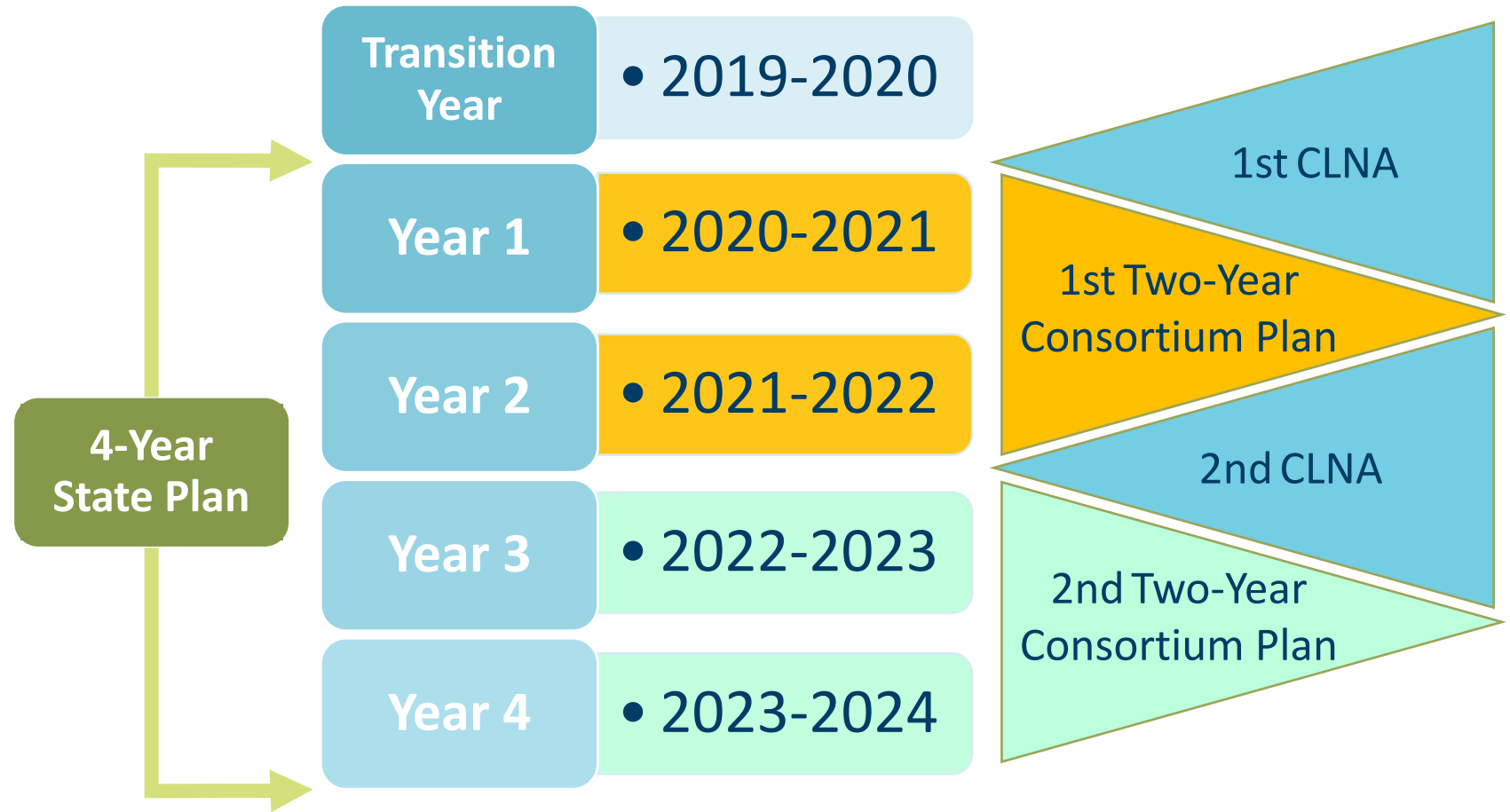
- Conduct Comprehensive Local Needs Assessment (CLNA)
- Complete & submit local application for funding
- Manage consortium activities and budget
- Complete & submit APR
- Provide or arrange with State CTE leadership to provide technical assistance and professional development
- Coordinate development and implementation of State-recognized POS among districts & college partner
- Participate in State-led CTE events

Perkins Annual Cycle



Perkins V Timeline

- Signed into law July 31, 2018
- Took effect July 1, 2019

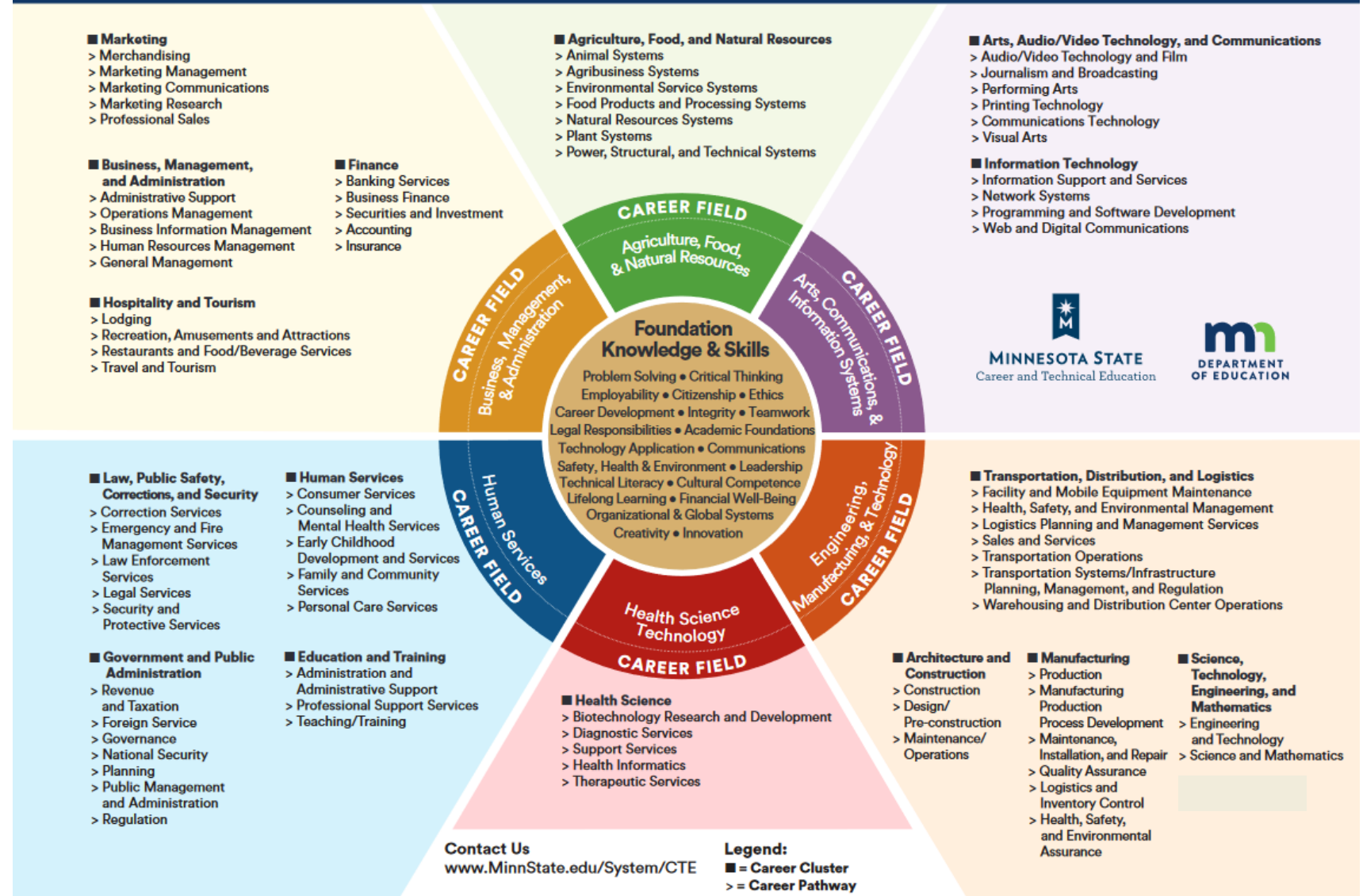


High Quality CTE Programming

- Program Approval -- Secondary
 - Submitted to MDE on a 5-year cycle prior to Nov 1
 - Programs taught by appropriately licensed CTE teacher
 - Districts are required to submit program data to MDE (P-file) annually
 - Approved Programs:
 - Can access State CTE levy
 - Eligible for Perkins Funding
- Program Approval – Postsecondary
 - CTE programs must be approved by Minnesota State Academic Programs Unit
 - Assigned a CTE-approved CIP code
 - Continued program review is the responsibility of the college

High Quality CTE Programing

Minnesota Career Fields, Clusters & Pathways



Program of Study

- Coordinated, nonduplicative sequence of academic and technical content at the secondary and postsecondary level that –
 - Incorporates challenging State academic standards
 - Addresses both academic and technical knowledge and skills including employability skills
 - Is aligned with the needs of industries in the economy of the State, region, Tribal community, or local area
 - Progresses in specificity
 - Has multiple entry and exit points that incorporate credentialing
 - Culminates in the attainment of a recognized postsecondary credential

Programs of Study

State-Recognized Programs of Study User Guide

A collaboration between Minnesota State and Minnesota Department of Education



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Relationship Between Programs and Programs of Study



State-recognized POS

State-Recognized Programs of Study User Guide

A collaboration between Minnesota State and Minnesota Department of Education



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Programs of Study Name:	Component is Present (✓)	List of Evidence
State-Recognized Required Components		
<p>Course standards accurately align to the academic, technical, and employability skills learners must master for entry and success in a given career pathway: Content standards, frameworks, and competencies that define what students are expected to know and be able to do to enter and advance in college and/or careers comprise the foundation of a POS.</p>		
<p>Program of study incorporates active involvement from an integrated network of partners: Ongoing relationships among education, business, and diverse community stakeholders bolster POS design, implementation, evaluation, and maintenance.</p>		
<p>Secondary program(s) meets MDE program approval requirements and incorporate courses that lead to postsecondary credits/credentials: Secondary programs have appropriately licensed teachers, advisory committees, develop and ensure access to equitable student leadership opportunities, and provide career exploration activities leading to postsecondary credits/credentials.</p>		
<p>Postsecondary academic program meets Minnesota State board policy and Higher Learning Commission requirements: A cohesive arrangement of college-level credit courses and experiences, designed to accomplish predetermined objectives, lead to the awarding of a degree, diploma, or certificate.</p>		
<p>Materials, Equipment, and Resources: Facilities, equipment, technology, and materials used in the program of study reflect current workplace, industry and/or occupational standards and practices for installation, use, maintenance, and safety.</p>		
<p>Incorporates authentic work experiences at the secondary and/or postsecondary level that are valued by industry: POS engages students in authentic work-based learning experiences that demonstrate progressive occupational learning aligned to industry workforce needs.</p>		
<p>Program of study development, improvement, and advocacy are supported by findings from a comprehensive local needs assessment: Systems and strategies for gathering, analyzing, and disseminating needs assessment data are effective for guiding the improvement of POS, and available in plain language to enhance use by stakeholders for POS advocacy.</p>		

State-recognized POS

State-Recognized Programs of Study User Guide

A collaboration between Minnesota State and Minnesota Department of Education



Programs of Study Name:	Component is Present (✓)	List of Evidence
State-Recognized Required Components		
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Program of study is developed, improved, and advocated by findings from a comprehensive local needs assessment: Systems and strategies for gathering, analyzing, and disseminating needs assessment data are effective for guiding the improvement of POS, and available in plain language to enhance use by stakeholders for POS advocacy.		
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State-Recognized Programs of Study User Guide

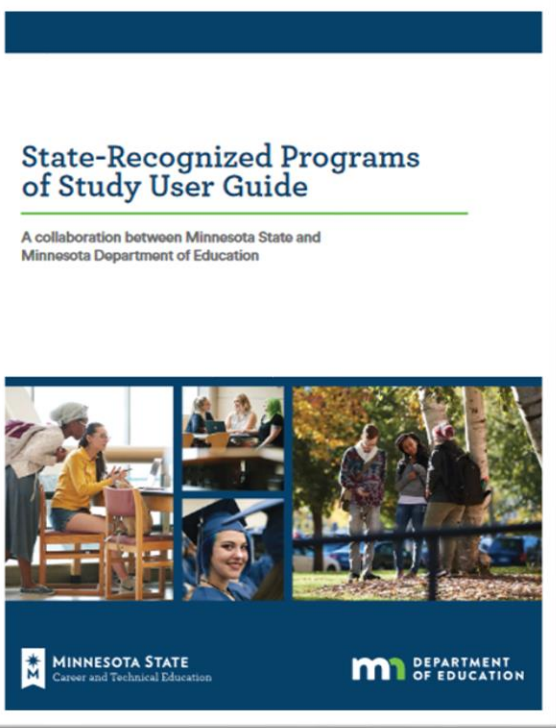
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Postsecondary academic standards align with board policy and Higher Learning Commission standards: Alignment of college-		

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State-recognized POS



Programs of Study Name:

Component is Present (✓)

List of Evidence

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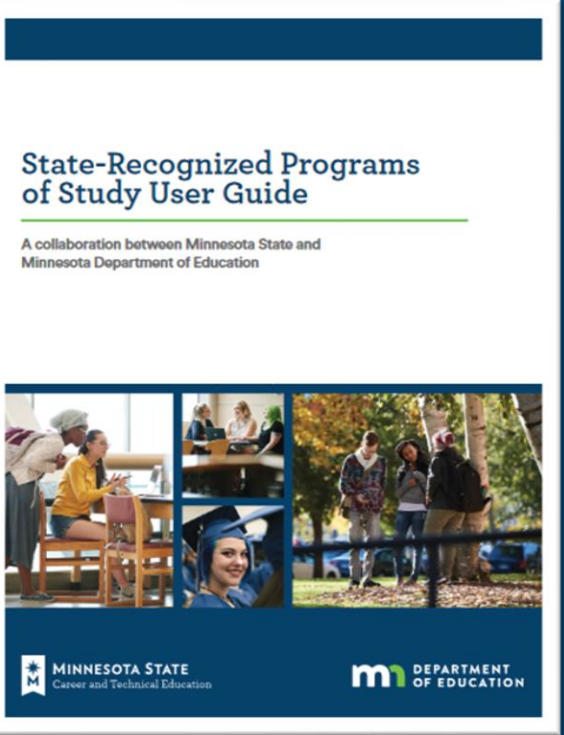
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State-recognized POS

State-Recognized Programs of Study User Guide

A collaboration between Minnesota State and Minnesota Department of Education



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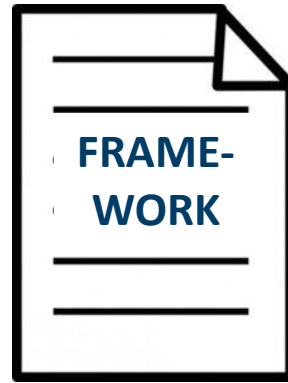
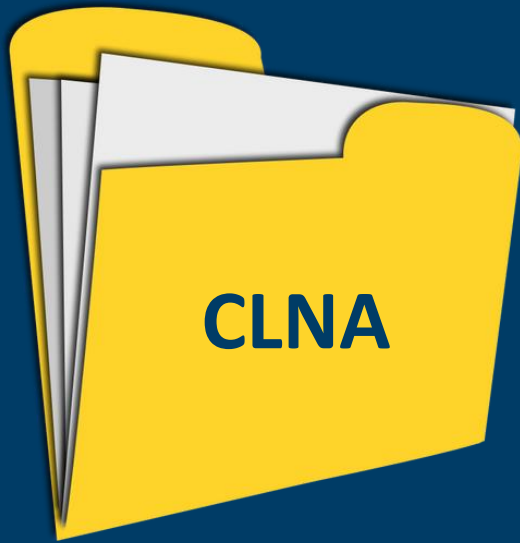
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Local Application for Funding

- Required every two years
- Each consortium submits one combined secondary/postsecondary application
- Contents:
 - CLNA Framework
 - Responses to questions (Narrative)
 - Programs of Study
 - Budget
 - Perkins-funded positions
 - Combined consortium equipment inventory
 - Statement of Assurances
 - Improvement Plans (If required)



Data
(Needs)

Report
Results

Priorities,
Budget

Local Application Process



CLNA



Local Application



Approved & Awarded



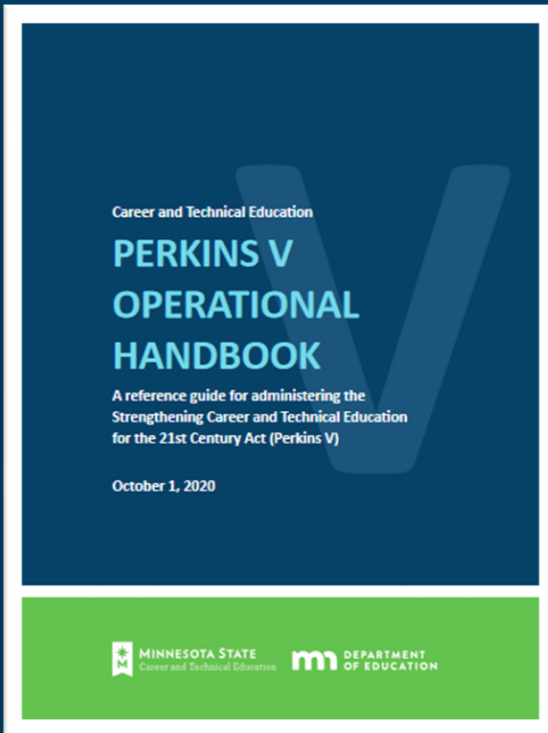
Consortia draw down funds



Complete Annual Report

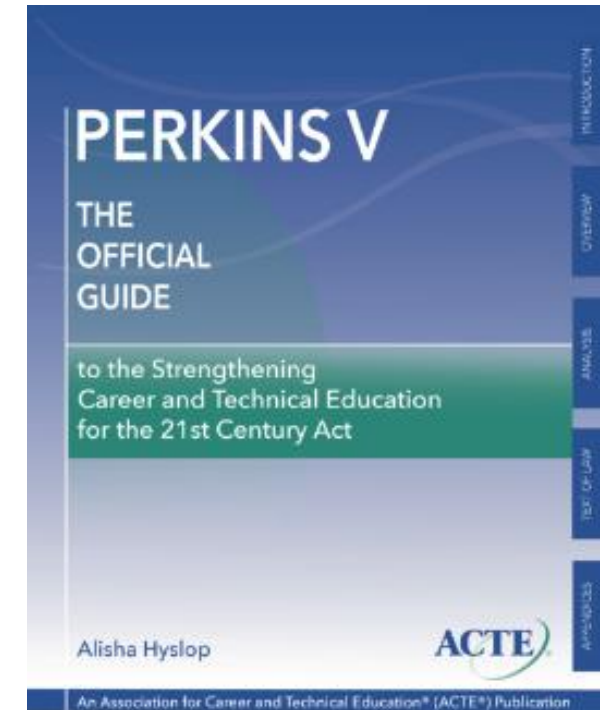
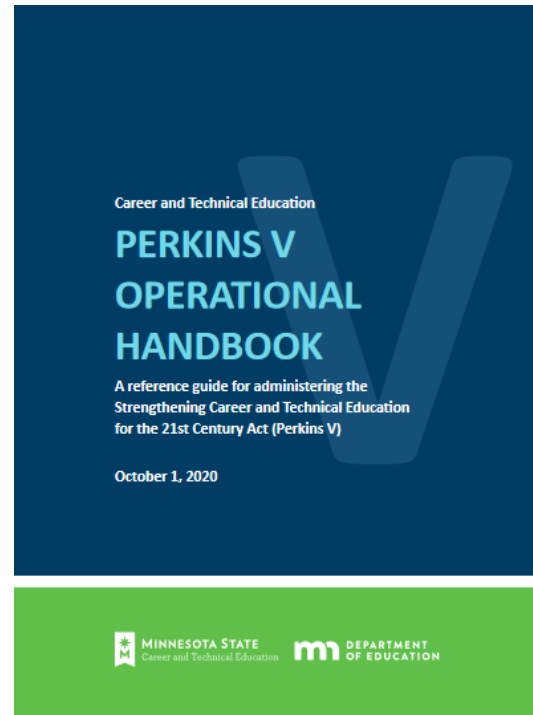
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Resources

- <https://www.minnstate.edu/system/cte/>
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Questions?

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