Minnesota State — Career and Technical Education

mn DEPARTMENT OF EDUCATION

2018 Perkins Coordinators Meeting

For your unwavering support and leadership for providing quality programs for student success, you are being honored with much appreciation and gratitude.

https://www.youtube.com/watch?v=OcfqDPAy7zc

Jeralyn Jargo

Minnesota State

Michelle Kamenov

MDE

OPPORTUNITIES

- What's changed since last we met?
- New personnel
  - State Staff
  - Local Leadership
- New Software
- Operational Handbook "tweaks"
- New ACT
  - Perkins V
    - Transition Plan
    - Timelines
    - New elements of the ACT
- Needs Assessment work

New Personnel

Karl Ohrn

Interim Associate
System Director,
CTE

Minnesota State

karl.ohrn@minnstate.edu
651-201-1686

Jeff Miller

Career and Technical
Education Pathways
Director

Minnesota State

jeff.miller@minnstate.edu
651-201-1661

Paul Zak

Interim Associate
Director for Research

Minnesota State

paul.zak@minnstate.edu
651-201-1865

Tim Barrett

Trades/Industry &
Technology Education
Specialist

MN Dept of Education (MDE)

timothy.barrett@state.mn.us
651-582-8677

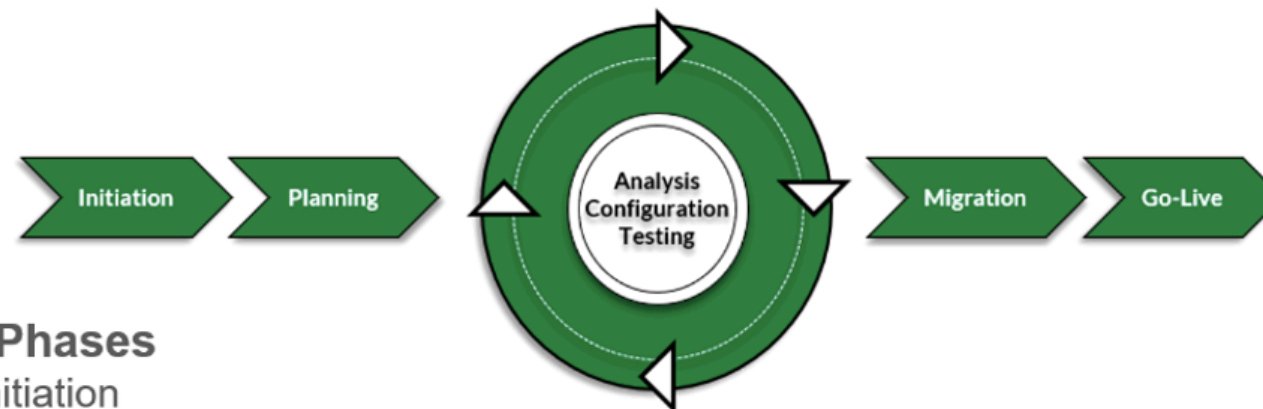# New Software: Grant Management System

- From   **Dulles**Technology PARTNERS   **Applyhere.mn**

- To   **AmpliFund** *Full Cycle*

Timeline- soft launch with pilot portions spring 2019

- Budget
- Needs Assessment/first draft

AmpliFund Implementation Methodology

Initiation → Planning → Analysis Configuration Testing → Migration → Go-Live

Project Phases
1. Initiation

Operational Handbook

Revised October 2018	Revisions	Section and Page
Revised	Dates revised for Secondary Five-year Cycle Schedule for Program Review.	Secondary Approval and Review (p. 33)
Revised	Removed names and added web page link for the most current staff contact information.	CTE State Staff Directory (p. 124)
Revised	Changed acronyms from OVAE to OCTAE and changed sentence structure for clarity.	Selection of Sites to be Monitored (p. 19)
Revised	Revised dates for clarity and consistency with the timeline posted on the CTE website.	Appendix D: Consortia Reporting Timeline (p. 129)
New	Added an example of an asset tag.	Appendix E: Asset Tag Example (p. 130)
New	Added an example of a mini grant application form used by the St. Paul Consortium.	Appendix F: Example of a Mini Grant Form (p. 131)
New	"WebGrants" was changed throughout the handbook to "Minnesota State grant management system" to reflect the change in grant management software.	
New	Removed figure of MN Perkins Budget Distribution (Oct. 1, 2016). Outdated.	Formula Distribution (p. 56)
New	Date changed from August 15 to July 31.	Fiscal Year Expenditure Timelines (p. 67)

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

Purpose: Perkins is dedicated to increasing learner access to high-quality Career Technical Education (CTE) programs of study. With a focus on systems alignment and program improvement, Perkins is critical to ensuring that programs are prepared to meet the ever-changing needs of learners and employers.

- Perkins 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.

- Perkins affords states and local communities the opportunity to implement a vision for CTE that uniquely supports the range of educational needs of students — exploration through career preparation — and balances those student needs with the current and emerging needs of the economy.

Perkins V Time Lines

Transition Plan

July 2019- June 2020

⬇

4-Year State Plan

PY1: July 1, 2020- June 30, 2021

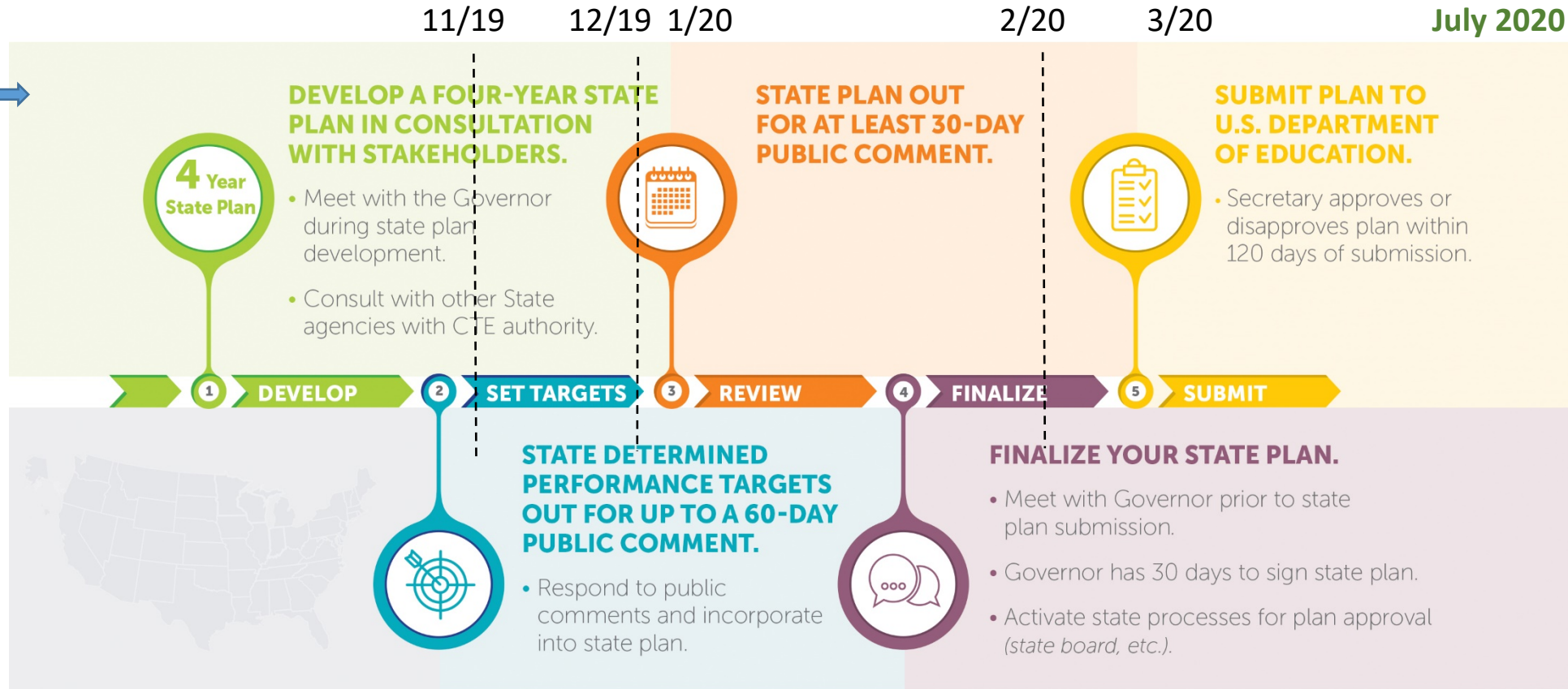PY2: July 1, 2021- June 30, 2022

PY3: July 1 2022- June 30, 2023

PY4: July 1 2023- June 30, 2024

Minnesota's Transition Plan would be due to OCTAE/WIOA April 2019. Approval of the plan would release federal funding July 1, 2019 for implementation of the Transition Plan. Full State Plan would be submitted with WIOA State Plan April of 2020.
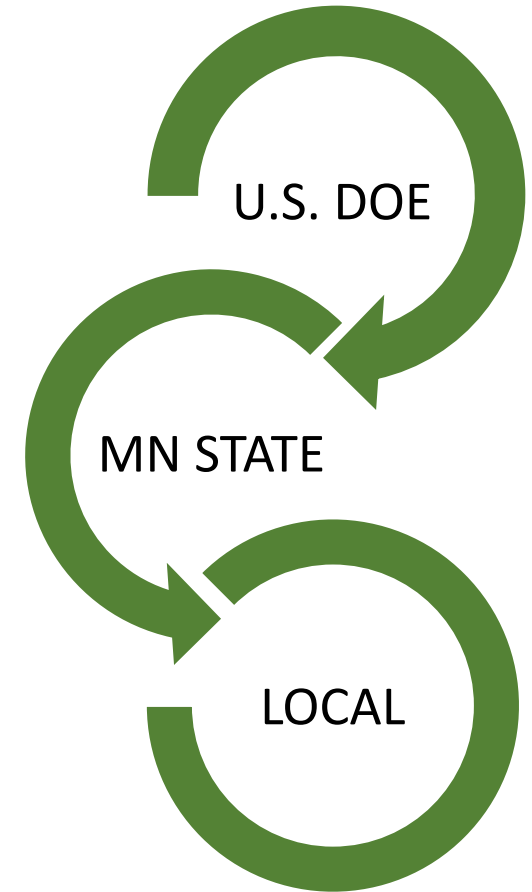
STATE PLAN DEVELOPMENT & SUBMISSION PROCESS

Transition Plan Spring 2019

11/19   12/19 1/20   2/20   3/20   **July 2020**

Start

DEVELOP A FOUR-YEAR STATE PLAN IN CONSULTATION WITH STAKEHOLDERS.

4 Year State Plan

- Meet with the Governor during state plan development.

- Consult with other State agencies with CTE authority.

STATE PLAN OUT FOR AT LEAST 30-DAY PUBLIC COMMENT.

SUBMIT PLAN TO U.S. DEPARTMENT OF EDUCATION.

- Secretary approves or disapproves plan within 120 days of submission.

① **DEVELOP** ② **SET TARGETS** ③ **REVIEW** ④ **FINALIZE** ⑤ **SUBMIT**

STATE DETERMINED PERFORMANCE TARGETS OUT FOR UP TO A 60-DAY PUBLIC COMMENT.

- Respond to public comments and incorporate into state plan.

FINALIZE YOUR STATE PLAN.

- Meet with Governor prior to state plan submission.

- Governor has 30 days to sign state plan.

- Activate state processes for plan approval *(state board, etc.).*
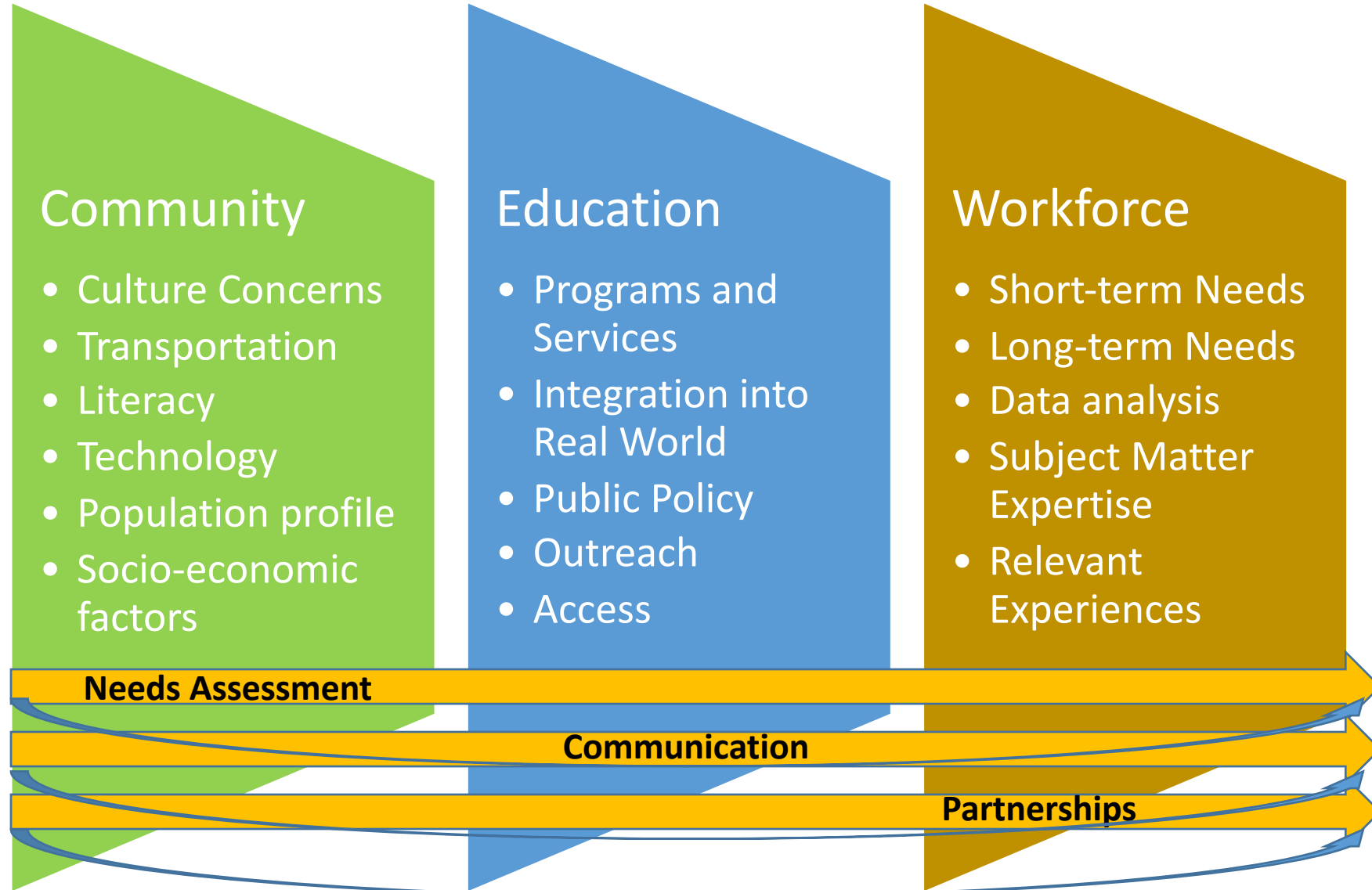
New ACT

What is the same?

- **Purpose and Intent**

  - FOCUS ON IMPROVEMENT AND INNOVATION

  - SUPPORT OF INSTITUTIONS AND PROGRAMS

  - New Purpose--Related to increasing employment

  opportunities for unemployed or underemployed.

- **Current structure and funding streams**

  - Title 1- Basic State Grant

- **Funding formulas**

  - Federal to state and state to local recipients

- **Who gets funding**

U.S. DOE

MN STATE

LOCAL

COMMON THREADS

Community
- Culture Concerns
- Transportation
- Literacy
- Technology
- Population profile
- Socio-economic factors

Education
- Programs and Services
- Integration into Real World
- Public Policy
- Outreach
- Access

Workforce
- Short-term Needs
- Long-term Needs
- Data analysis
- Subject Matter Expertise
- Relevant Experiences

Needs Assessment

Communication

Partnerships

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

What's changed?

- **State Plan**

  - Expanded consultation

  - Governor Sign-off

  - Engagement with other agencies

- **Local Application**

  - Results of needs assessment

  - Courses and activities to be supported, including state-approved program of study

  - Career exploration/career guidance and counseling

  - Activities for special populations

  - Work-based learning opportunities

CONSULTATION
NEEDS ASSESSMENT
CAREER EXPLORATION
SPECIAL POPULATIONS
WORK-BASED LEARNING

What's changed? Special Populations

PURPOSE (Sec. 1) Specifies one of the purposes of the Act is to develop more fully the academic knowledge and technical employability skills by increasing the employment opportunities for populations including:

- individuals with disabilities
- individuals from economically disadvantaged families, including low- income youth and adults
- individuals preparing for non-traditional fields
- single parents, including single pregnant women
- out-of-workforce individuals
- English learners
- homeless individuals
- youth who are in, or have aged out of, the foster care system;
- youth with a parent who is a member of the armed forces and is on active duty.

What's changed?

- **Authorization levels**
  - Bill provides for a 6-year authorization with approximately 10.5% over the course of the ACT
- **Hold harmless**
- **Maintenance of effort**
- **Accountability**
- **Plan requirements**
  - Local Needs Assessment (every two years minimum)
- **Uses of funds**
  - **High skill, High wage, in-demand**
- **Federal availability of competitive opportunities: innovation, research**
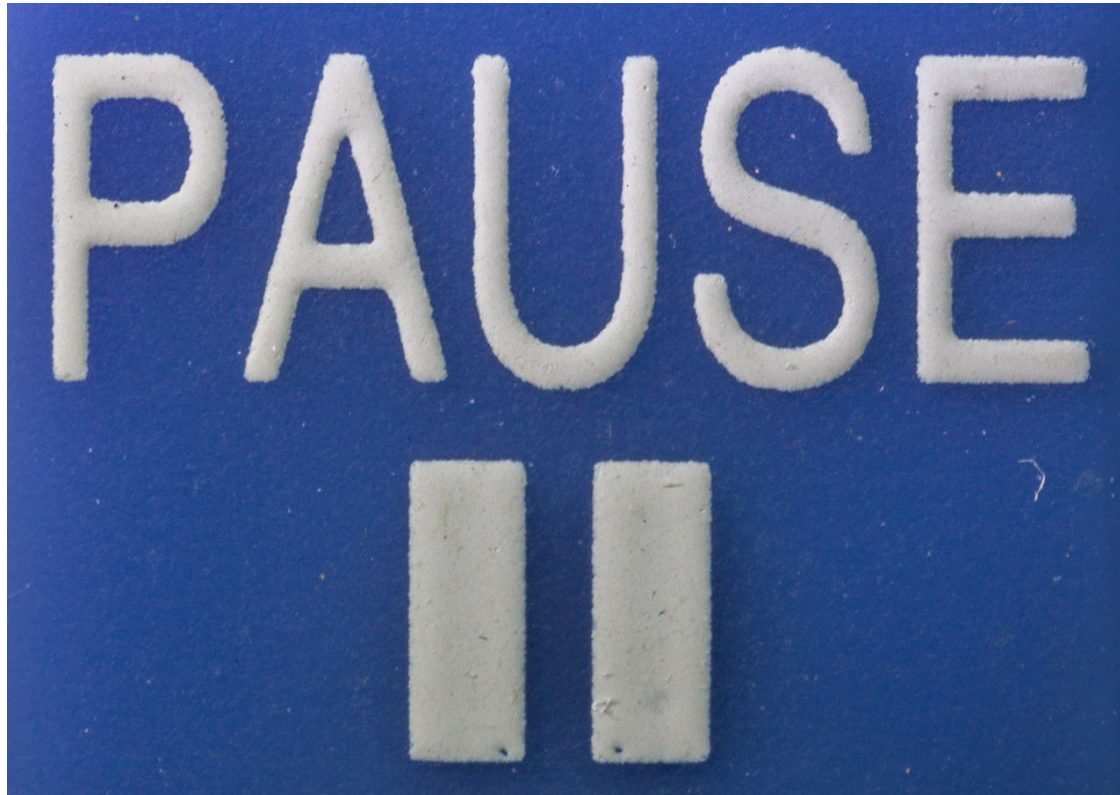
Is this the real life?
Is this just fantasy?
Caught in a landslide
No escape from reality
Open your eyes
Look up to the skies and see

4.46

https://www.youtube.com/watch?v=tgbNymZ7vqY

MINNESOTA

- **Non-negotiable**
  - **Consortia model**
  - **Requirement of RPOS/POS**
  - **Needs assessment Local/regional/state**
  - **2-year local application**
  - **Form of annual report and budget request**

NEEDS ASSESSMENT – Why?

Compliance

Quality

Validation
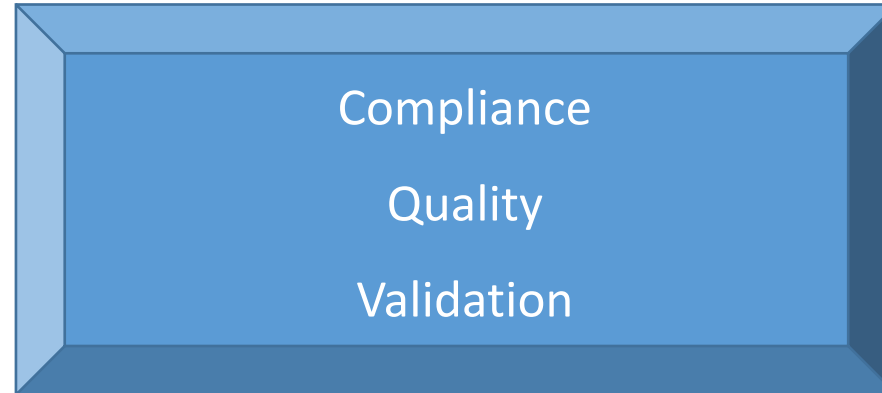
- **SEC. 133. LOCAL APPLICATION FOR CAREER AND TECHNICAL EDUCATION PROGRAMS.**

IN GENERAL- To be eligible to receive financial assistance…an eligible recipient shall-

(A) **Conduct a comprehensive local needs assessment related to career and technical education and include the results of the needs assessment in the local application…**

(B)   **not less than once every 2 years**

NEEDS ASSESSMENT – What?

- SEC. 133

- **(C) COMPREHENSIVE NEEDS ASSESSMENT**

- **(2) REQUIREMENTS**

  To be determined

  - **An evaluation of student performance including special populations and each subgroup described under ESSA**

  - **A description of how CTE programs are**

    - **Sufficient size, scope, and quality to meet the needs of ALL students served by the recipient**

    - **Aligned to State, regional Tribal, or local in-demand industry sectors or occupations identified by WIOA**

    - **Designed to meet local education or economic needs not identified by State or local workforce development boards.**

  - **An evaluation of progress toward implementation of CTE POS**

  - **A description of how the eligible recipient will improve recruitment, retention, and training of CTE teachers, faculty, specialized instructional support personnel, paraprofessionals, CTE guidance and academic counselors**

NEEDS ASSESSMENT – What?

- SEC. 133
- **(C) COMPREHENSIVE NEEDS ASSESSMENT**
- **(2) REQUIREMENTS…**
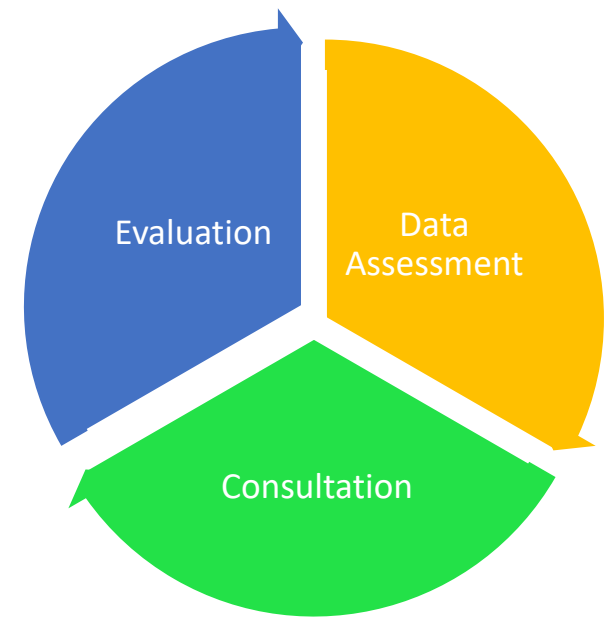
A **description of progress** toward implementation

of equal access to high-quality CTE courses and programs for ALL students including

- Strategies to overcome barriers that result in lower rates of access to, or performance gaps in, the courses and programs for special populations

- Providing programs that are designed to enable special populations to meet the local levels of performance

- Providing activities   to prepare special populations for high-skill, high wage or in-demand industry sectors

CONSULTATION

EVALUATION

NEEDS ASSESSMENT Consultation

Consultation

Consortium Name:

Consortium Member Schools:

Please describe the key stakeholders (individuals and groups) <u>involved in</u> the completion of this Needs Assessment. (to be dropdown field of categories)

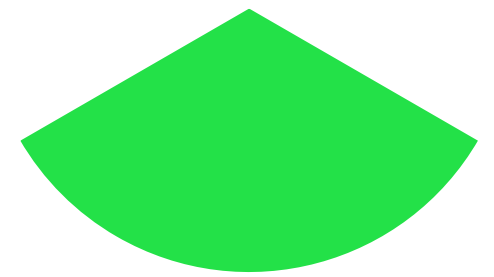List any other stakeholder groups <u>consulted with</u> in the Needs Assessment process:

List supplemental reports, documents, and materials used as references for this Needs Assessment. (to be checkbox multiselect field with categories of reports, documents, etc. and Other field and option to upload documents as attachments [Possible formats to include .doc; .pdf; URL)

Institutional/Workforce Data from:

- ☐ Secondary
- ☐ Postsecondary
- ☐ Government agencies
- ☐ Other external partners

Secondary Data:

- ☐ Workforce Partner reports/projections
- ☐ Published Educational research
- ☐ Industry/Education Association reports

Primary data collected:

- ☐ Surveys
- ☐ Focus Groups
- ☐ Interviews
- ☐ Onsite review by expert team

- ☐ **Other Sources:**

_____

_____

**Timeframe Needs Assessment was conducted**

Needs Assessment: Consultation

- Perkins V: In conducting the comprehensive needs assessment, and developing the local application, an eligible recipient shall involve a diverse body of stakeholders, including, at a minimum

- Representatives of CTE programs in a local educational agency or educational service agency, including teachers, career guidance and academic counselors, principals and other school leaders, administrators, and specialized instructional support personnel and paraprofessionals;

- Representatives of CTE programs at postsecondary educational institutions, including faculty and administrators;

- Representatives of the State board or local workforce development boards and local or regional industries;

- Parents and students;

- Representatives of special populations;

- Representatives of regional or local agencies serving out-of-school youth, homeless children and youth, and at-risk youth;

- Representatives of Indian Tribes and Tribal organizations in the State, where applicable; and

- Any other stakeholders that the eligible agency may require the eligible recipient to consult.

Needs Assessment: Consultation
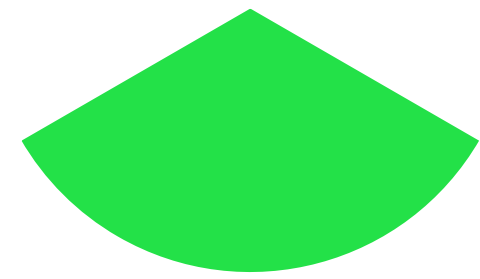
Function	Contact	Natural Alignment	Methodology
*Teachers			
*Career Guidance/Counselors			
*Principals/Admin			
*Specialized instructional support			
Local WFB/Economic Dev			
Parents			
*Student			
*Special Populations			
Out-of-school/at risk youth			
Tribal Organizations			
Other Stakeholders			

*Both secondary and postsecondary stakeholders will need to be consulted.

NEEDS ASSESSMENT – Process

Needs-Driven and Context-Specific Approach

- Use a framework to organize the needs assessment.

- Develop guiding questions to focus data collection on the issues most critical to the needs assessment.

- Ensure that **multiple data sources** align to each guiding question or framework element, allowing for triangulation of findings.

PROGRAMS OF STUDY

Data
Assessment

Designed to meet State, Regional, Local needs

- **How do you ensure that your POS are:**

Designed to meet local education or economic needs identified by State or local workforce development boards?

Data Assessment

Program alignment

- **How does your region determine that the CTE program(s) are :**

Aligned to State, regional Tribal, or local in-demand industry sectors or occupations identified by WIOA?

- **What evidence supports programming decisions? Is this currently POS offering aligned?**

- **Caveat:** Ensure that **multiple data sources** align to each guiding question or framework element, allowing for triangulation of findings.

Data Assessment

Program Size, Scope, and Quality

- **How does your region determine that the CTE program(s) are of :**

Size, Scope, and Quality to meet the needs of ALL Students?

  - What data do we need ?

- *What strengths and gaps were uncovered by our needs assessment regarding size, scope, and quality?*

- How does your process for monitoring the life-cycle of a program of study become part of how you ensure size, scope, and quality?

  - What data do you review?

  - How do you know when it time to phase out or transform programs that no longer have labor market relevance? Is there a process in place?

- *What new and/or modified policies, activities, or structures must be*

developed and implemented?

.

Data Assessment

Critical Conservations

Evaluation

What one program of study MUST your region support?

    What evidence supports that program decision?

Is this currently an active program of study in your region?

    Is the program of sufficient size, scope, and quality to meet the needs of ALL learners in your region?

    How can the advisory committee(s) be helpful?

    Are you missing "voices" at the table?

    Are the resources sufficient to support growth?

NEEDS ASSESSMENT   https://mn.gov/deed/data/

Data

LMI for Job Seekers
LMI for Career Explorers
LMI for Employers
LMI for News Media
Labor Market Highlights
Regional Labor Markets
 Central
 Metro
 Northeast
 Northwest
 Southeast
 Southwest
Labor Market Reports
Research and Analysis
Data Tools
LMI Help
Export and Trade Statistics

Labor Market Information Training

LABOR MARKET INFORMATION TRAINING OPPORTUNITIES

The Minnesota Department of Employment and Economic Development is excited to be offering a series of workshops on utilizing our Labor Market Information tools. Registration for the workshops is now open.

Labor Market Information for Decision-Making

This 3-hour hands-on training session will help attendees learn where to find and how to use DEED's labor market information data tools. Attendees will navigate our website and learn how to use the most relevant data tools to understand the local economy and provide the best guidance to job seekers and other clients.

This is a great session for small business owners, human resource professionals, career and education counselors, economic development staff and board members, and other partners in the workforce development system.

Topics include:

- Occupations in Demand and Current Job Vacancy Results
- Occupational and Industry Employment Projections
- Wage and Salary Data and Career Profiles
- Labor Force, Employment, and Unemployment Statistics
- Industry Employment Statistics and Trends
- Cost of Living
- Graduate Employment Outcomes
- Minnesota Economic Trends and Employment Review
- Demographic and Social Characteristics
- Other data tools may also be covered upon request

This training session offers CEUs for GCDF certification.

Training Location	Date/Time	Instructor	Registration
Rural MN CEP	Monday, October 29	Cameron	

Perkins V Evaluations

Evaluation

- Efforts to expand access to CTE programs for all students

- Innovative approaches to work-based learning

- Effectiveness of different CTE delivery systems

- Extent to which career and technical education programs supported by the ACT are grounded on evidence-based research

- Efforts to reduce disparities or performance gaps

- Impact of local needs assessment, implementation of program of study, CTE funding and finance models, and coordination of planning and delivery with WIOA, HEA and ESA
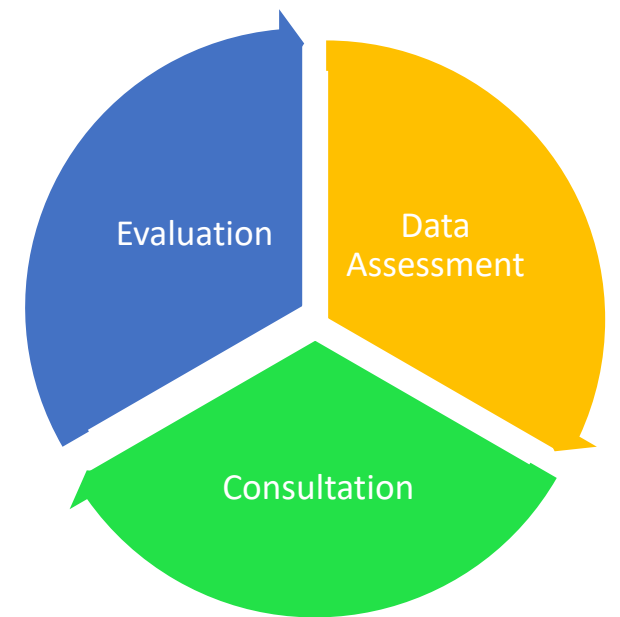
In the middle of difficulties lie *opportunities*.

- Albert Einstein.

Work Time

1) **Begin to complete the consultation chart on page 3.**

2) **Answer the critical question on page 4.**

3) **Take notes on what elements you want on the template of the grant management system.**

- https://www.youtube.com/watch?v=qVn2YGvIv0w   1.10

- https://www.youtube.com/watch?v=ye-FvKCZp3s   26

Report out

- Consultation advice
    - MODEL A SUMMIT AROUND THE PATHWAY
    - Used RealTime Talent to provide specific information
    - Pulling data- population change ed. Attainment and poverty rates
    - Small communities and geo spread- regional plan for communication
    - Top down and bottom up communication strategies
    - Articulation meeting might be an avenue
    - ID the problems to focus our work
    - Tap into other initaitives
    - Having the right players at the table; what data do we need to review?

- Communication plan
    - Region-wide newsletter
    - Region-wide survey
    - Link into the State communication

- Program of Study
    - Size, scope and quality

OPPORTUNITIES

- What's changed since last we met?
- New personnel
  - State Staff
  - Local Leadership
- New Software
- Operational Handbook "tweaks"
- New ACT
  - Perkins V
    - Transition Plan
    - Timelines
    - New elements of the ACT
- Needs Assessment work
- **Next steps**
  - **Local Transition Webinar Nov…**
    - **Submission of Modified 2019 Plan and Budget**
  - **Regional Planning Session November 15-17.**
  - **Accountability Measures….**
  - **Feedback on State Transition Plan**

Jeralyn Jargo
Jeralyn.Jargo@minnstate.edu

Michelle Kamenov
Michelle.Kamenov@state.mn.us
MINNESOTA DEPARTMENT OF EDUCATION