

Summary of the Minnesota Four-Year Perkins V State Plan

Introduction

The Carl D. Perkins Act was reauthorized by Congress as the *Strengthening Career and Technical Education for the Twenty First Century Act* (Perkins V) and went into effect on July 1, 2019. The Perkins V Act provides supplemental funding for career and technical education (CTE) in Minnesota's secondary and postsecondary public educational institutions. Minnesota State, in partnership with the Minnesota Department of Education (MDE), guides the use of these federal funds and establishes statewide priorities to enhance and improve CTE throughout the State.

Minnesota implemented the first four-year plan under Perkins V in 2020. The 2024 four-year plan is a revised and updated version of the 2020 plan. Minnesota's strategic approach under Perkins V for enhancing Career and Technical Education (CTE) continues to focus on activities and priorities imperative to improving student success and skill up Minnesota's workforce. Additionally, the plan reinforces our ongoing commitment to addressing issues of access and equity, especially for Minnesota's special population* students.

Key Focus Areas

Minnesota's revised four-year plan retains documentation of the original plan development process, but provides updated data, legislation, and terminology. The plan continues to focus on:

- Aligning the State's education and workforce development activities with the education and skill needs of Minnesota and expanding access to quality career technical education leading to high-wage, high-skill, and in-demand careers.
- Implementing career and technical education Programs of Study (POS) based on comprehensive local needs assessments (CLNA) conducted through a consortium model of collaboration between secondary and postsecondary with input from industry
- Developing POS using the current State-recognized Programs of Study criteria and definitions of size, scope, and quality.
- Ensuring the administration and implementation of Perkins funding follows the law.
- Equitable distribution of Perkins funding:
 - Eighty-five percent of the funds allocated to local applicants (consortia) will be distributed in an equal split of 50% to secondary and 50% to postsecondary.
 - Eighty-five percent of the 85% allocated to local applicants will be distributed as basic funding and 15% will be distributed as reserve funding to target support for rural areas and applications serving high numbers of CTE students.
- Improving career and technical education for non-traditional training and employment, special populations recruitment, and individuals in State institutions (correctional institutions, juvenile justice facilities, institutions that serve individuals with disabilities).
- Recruiting, preparing, and retaining career and technical education professionals.
- Assessing the quality of career technical education using state-determined performance levels (SDPL).

Substantive Changes to Minnesota's state plan

- Establishing new SDPLs for each core accountability indicator for all four years higher than a baseline rate of the two most recently completed program years (grant years 2 and 3) and at levels showing continuous meaningful progress.

In Conclusion

Our plan for CTE in Minnesota compliments and aligns with other state partners to achieve shared objectives such as the WIOA State Plan, Minnesota State Equity 2030 Plan (to eliminate the educational equity gaps at every Minnesota State college and university), Minnesota Department of Education's Strategic Plan, and the Governor's One Minnesota Plan. By creating strong pathways from K-12 to postsecondary education and workforce, the priorities outlined in this plan help ensure all Minnesota students have equitable access to educational opportunities to obtain the skills and postsecondary credentials necessary to secure careers in high-wage, high-skill, and in-demand jobs and thrive in this economy.

Provide Feedback

To see the entire *2024 Minnesota Four-Year Perkins V State Plan, the Secondary and Postsecondary indicator Report Summary*, and provide comments, go to the [Public Comment Notice](#) webpage.

****Special populations of students specified in Sec 3(48) of the Strengthening Career and Technical Education for the 21st Century Act:***

- A. individuals with disabilities;*
- B. individuals from economically disadvantaged families, including low-income youth and adults;*
- C. individuals preparing for non-traditional fields;*
- D. single parents, including single pregnant women;*
- E. out-of-workforce individuals;*
- F. English learners;*
- G. homeless individuals described in section 725 of the McKinney-Vento Homeless Assistance Act (42 U.S.C. 11434a);*
- H. youth who are in, or have aged out of, the foster care system; and*
- I. youth with a parent who— (i) is a member of the armed forces (as such term is defined in section 101(a)(4) of title 10, United States Code); and (ii) is on active duty (as such term is defined in section 101(d)(1) of such title.*