

# Strengthening Career and Technical Education for the 21st Century

September 2021

Perkins V



**MINNESOTA STATE**  
Career and Technical Education

**m** **DEPARTMENT**  
**OF EDUCATION**

**TAKING BOLD,  
FOCUSED  
ACTION  
CREATES  
EXPLOSIVE  
RESULTS.**

**JOHN DI LEMME**

# Points of Pride

- Hold for group activity.

# Purpose of Today

- Overview of Perkins
  - Alignment of CLNA, Application, APR
  - Local Uses of Funds
  - Maintain/Sustain from Innovate/Improve
- Accountability
- Much Ado about POS
- Recovery Funds

# Minnesota Overview

## Vision

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

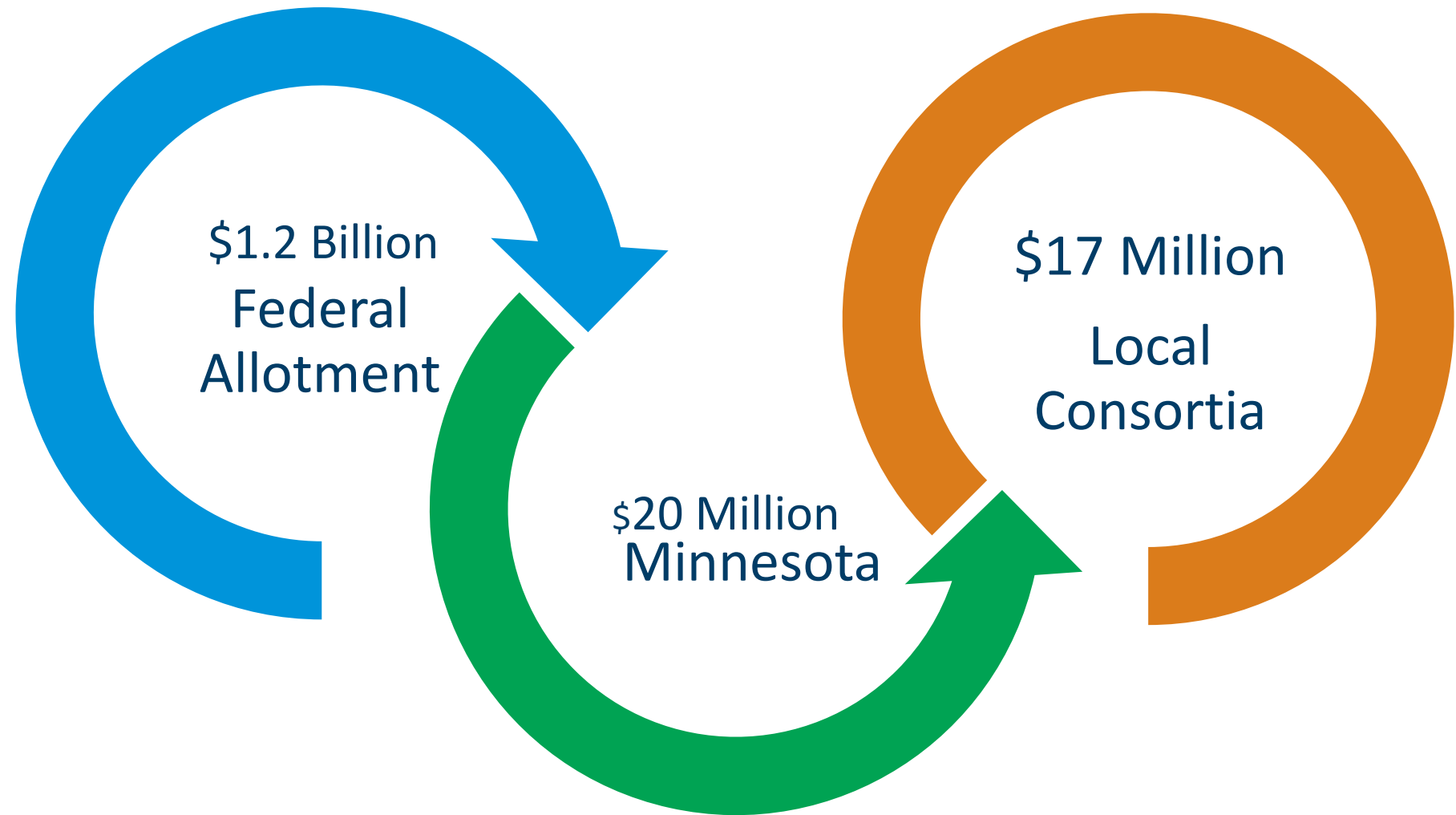
## Mission

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 the evolving labor market

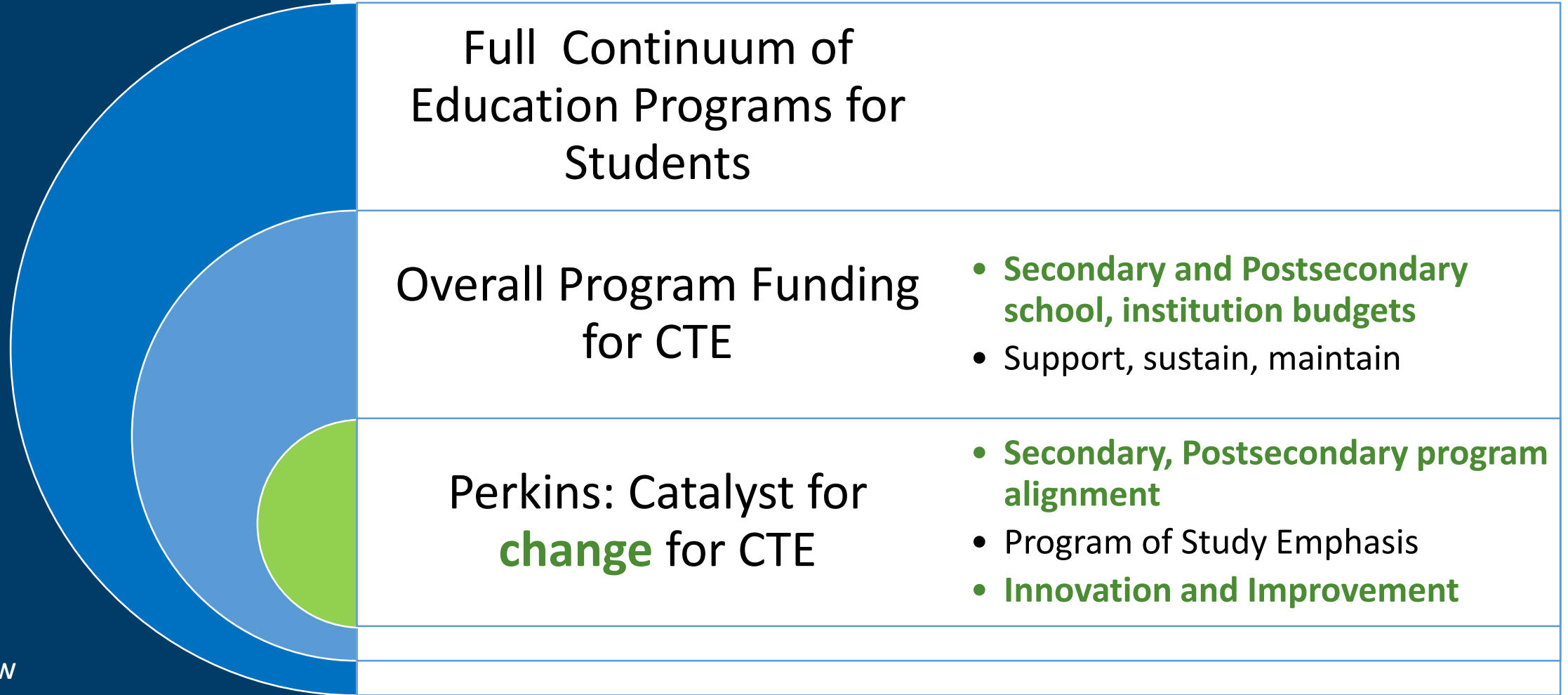
# One CTE Revenue Source: Federal Perkins Allocation



Overview

# CTE : Perkins V Relationships

Perkins Funding is **NOT** intended to be the **ONLY** or **PRIMARY** financial support for CTE programs!!



Overview

P  
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Career Exploration → Authentic Career Connected Learning for **Students**

Programs of  
Study

**Learner  
Success**

Workforce  
Development

Economic  
Vitality

Recruit, Retain, Support, Develop **Educators**



## Critical in Perkins V

- Requires Comprehensive Local Needs Assessment
- Attention to Size, Scope and Quality
  - Consortia level and program/services level
- High quality Programs of Study
  - High Skill, high wage, in-demand
  - Secondary to postsecondary cluster and/or pathway connections

# Total Dependency

Requires  
prioritization

## CLNA

1. Student Performance
2. Program Size, Scope, Quality
3. Implementation of POS, State-Recognized
4. Recruitment, retention, training of CTE professionals
5. Equal Access

## Consortium Plan

Priority 1

Priority 2

Priority 3

Priority 4

Priority 5

Year 2 Plan

# Critical in Perkins V

- Use of funds
  - Includes recruitment, retention, training of educational professionals
  - Reserve: Innovation, Programs of Study
- Expansion of data requirement and performance for Special populations
- State Determined Performance Levels

Local  
consortia

Group Input

Sustain/maintain

Innovate/improve

Sustain/Innovate

# Local consortia

## Sustain/maintain

- Consortium purchases new equipment for an existing POS
- Funding for teachers to attend a workshop on the topic of academic integration in CTE

## Innovate/improve

- Consortium launches new POS not previously offered, aligned to high-demand occupations
- Joint development of CTE courses by CTE teachers and academic teachers to address math or reading indicator challenges and improve graduation rates

Sustain/Innovate

# Local consortia

Sustain/Innovate

## Sustain/maintain

- Pay for transportation to bus students to the annual job shadowing event at a local business
- Funding for teachers to attend a national conference to hear speakers talk about 21<sup>st</sup> century careers

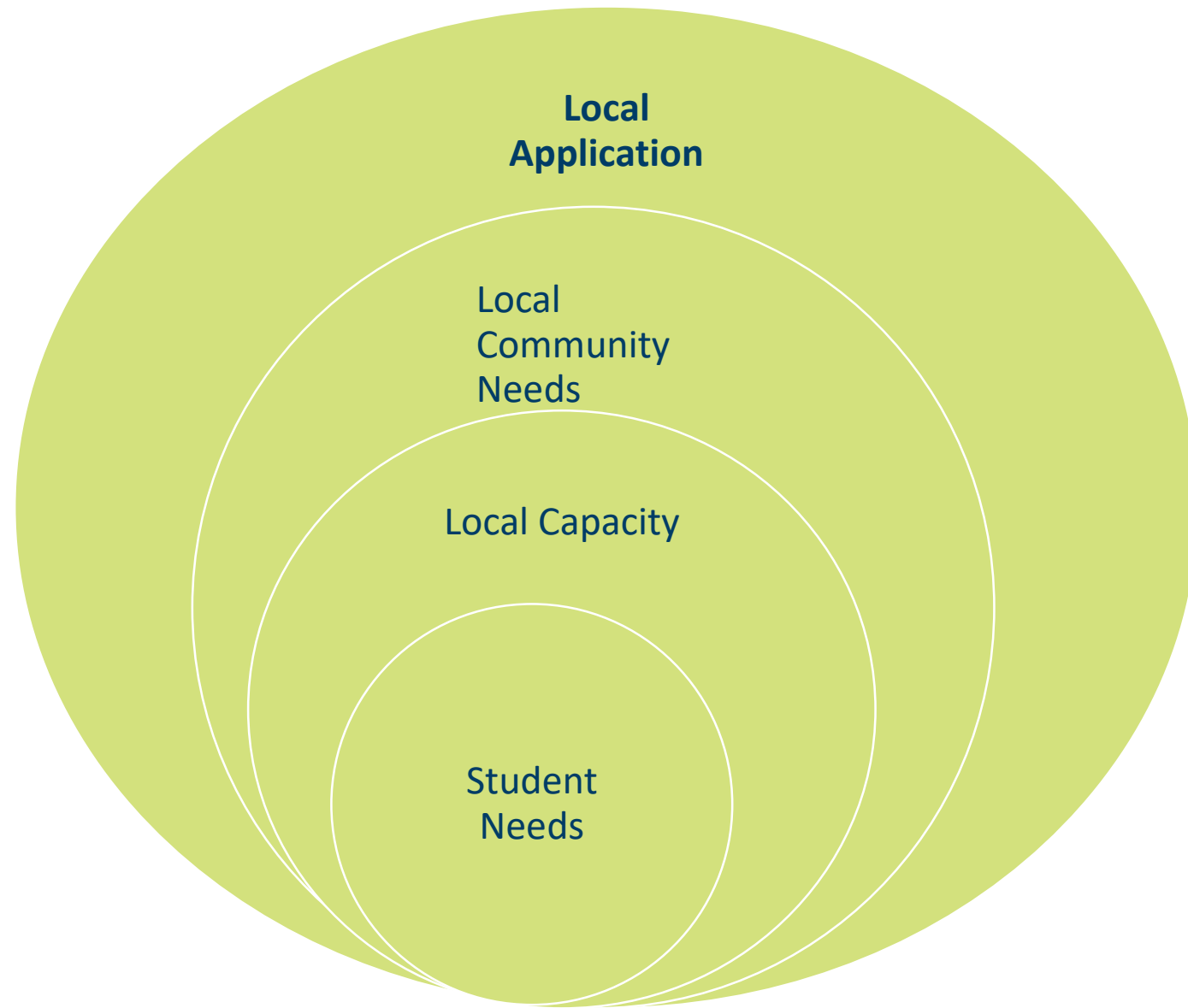
## Innovate/improve

- Develop 4-week teacher externship program with a local business, then teachers and business partners develop instructional units based on workplace experiences
- Coordinated, year-long series of workshops developed in collaboration with industry and postsecondary partners to expand teacher knowledge on career pathways

# Funding Decisions

It's a process...

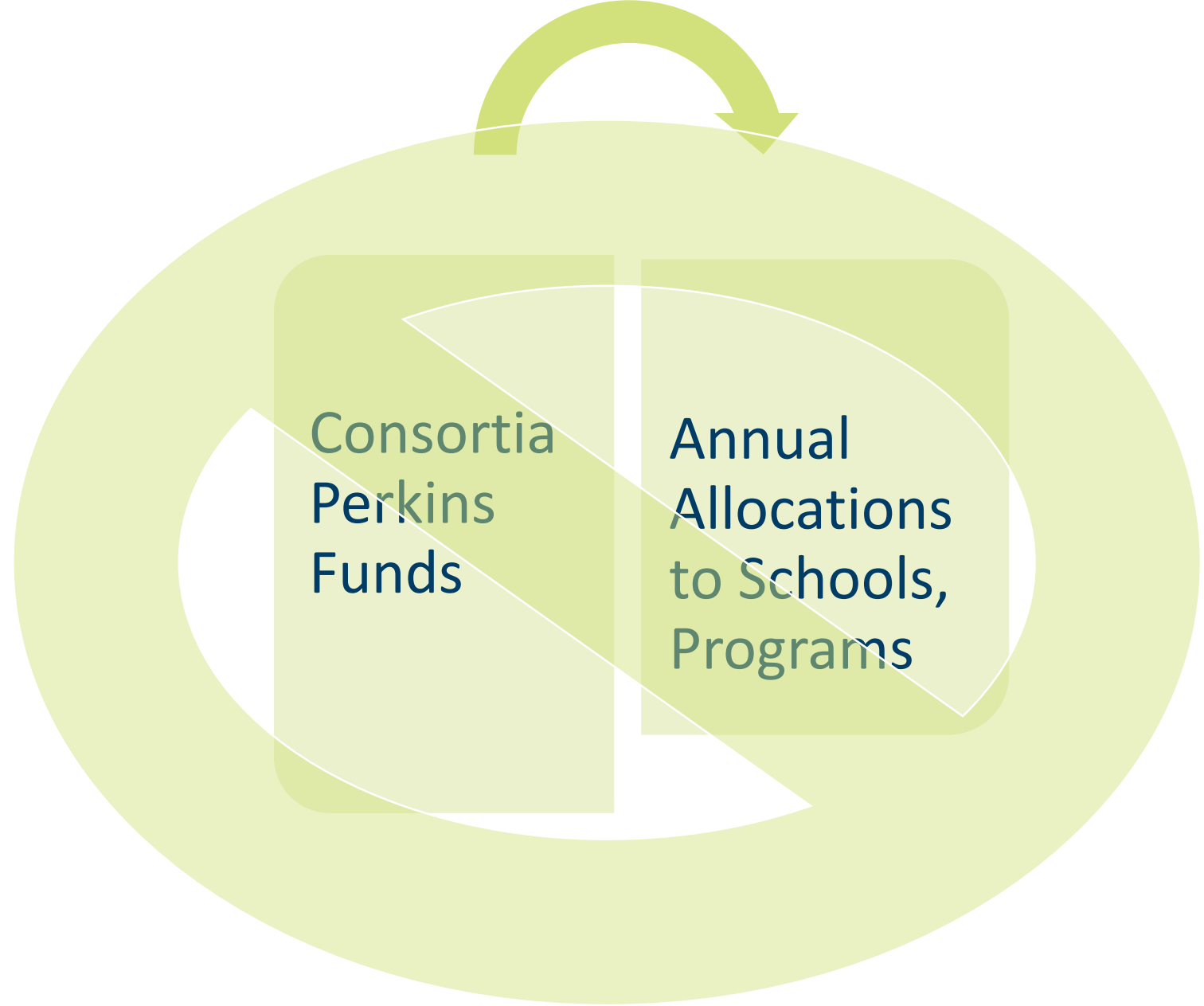
Funding



# Total Dependency

The process of budgeting annual Perkins funds by school or program is **INCONSISTENT** with aligning budgets to needs identified in the CLNA.

Perkins V is **NOT** the same as Perkins III or Perkins IV or Tech Prep.





## Guidelines/recommendations for making progress on key areas:

- 5% of the consortium's basic allocation for development of authentic **WBL programs** and/or activities
- 10% of basic allocation to address special populations in CTE
- Reserve: innovation in up to two of these
  - CTE teacher recruitment, retention
  - Achievement gaps in math, language arts
  - Performance gaps
  - Development of new Programs of Study

Review your personnel expenditures

# Work-based Learning

- **Perkins V** defines work-based learning as  
*“sustained interactions with industry or community professionals in real workplace settings, to the extent practicable, or simulated environments at an educational institution that foster in depth, firsthand engagement with the tasks required in a given career field, that are aligned to curriculum and instruction.”*
- **In practice**, work-based learning goes beyond career days and job shadows and places students in off-site experiences such as internships or youth apprenticeships; at a minimum, experiences are **at least 40 hours**
- In relation to **accountability** reporting, **course code 97** across all career fields is captured (secondary)

# Work-based Learning

- Examples of Work-based Learning Investments
  - Development of intermediary position shared by multiple schools to serve as single point of contact for area businesses and to coordinate work experiences
  - Professional development to support multiple individuals in the PELSB portfolio process for work-based learning endorsement
  - Purchase of online work-based learning coordination system. (e.g., [Seamless Work-based Learning](#))
  - Professional development related to competitive integrated employment and customized employment

## Aligning Documents and Plans

- CLNA: Identify categories of need to be prioritized (based on all five elements)
- Consortia Plan: Identify actions to be taken and budgeting to address top 3-5 priorities from the CLNA
- APR: Governance team analysis of the success created by actions taken/funds spent in consortia plan in addressing needs identified in the CLNA

# Accountability

(Separate Webinars and  
Technical Assistance)

## Multiple Measures

- Performance Indicators
- Size, scope, quality
- Equity of Access
- Performance Gaps

# State-level Performance Indicators

## Accountability

| Secondary Core Indicators                        | Postsecondary Core Indicators                   |
|--|---|
| 1S1: Graduation Rates (4-year)                   | 1P1: Postsecondary Retention and Placement      |
| 2S1: Academic Proficiency: Reading/Language Arts | 2P1: Earned Recognized Postsecondary Credential |
| 2S2: Academic Proficiency: Mathematics           | 3P1: Nontraditional Program Enrollment          |
| 3S1: Post-Program Placement                      |   |
| 4S1: Nontraditional Program Concentration        |   |
| 5S3: Program Quality: Work-Based Learning        |   |

# #9 on Application

| Performance Indicator  |  |              | Difference |
|--|--|--------------|------------|
| Expected Level   |  | Actual Level | XX %       |
| Root Cause Analysis  |  |              |            |
| SMART Goal<br>Specific<br>Measurable<br>Achievable<br>Relevant<br>Time Bound |  |              |            |
|  |  |              |            |

# Equitable access to high quality programs

Element #5

- **Data review process --Secondary**
  - *Review the Participant & Concentrator enrollment report for your consortium.*
    - Are there gaps in the number of students becoming participants and/or concentrators relative to the whole-school population?
      - If yes, then, drill down to the district level. Do these gaps occur at all or only some districts within your consortium?
      - Are the gaps happening for Participants only? Concentrators only? Or both?
  - *Review the Pipeline: Pathway report for any district with gaps.*
    - Is the pattern of student group gaps documented in the P&C enrollment report present within all pathways or only certain pathways?
    - What do you notice in the Pathway report about student groups who do not have a gap? For example, where those students engaging in CTE during earlier grades?
  - *Review the Pipeline: Career Field enrollment report (district level).*
    - If you noticed gaps in the concentrator population, are there specific career fields in which those gaps are more noticeable?
  - *Program inventory –which districts offer which state-approved programs?*
- **Action steps –Secondary**
  - *Develop a strategic & intentional plan of action to increase engagement in CTE with more targeted efforts allocated toward districts with gaps.*
    - Would it be more helpful to talk with district leadership? School counselors? Teachers? All?
    - Would it be more helpful to meet with these groups altogether? Or instead meet with each group separately? Meet with groups from each district separately/together?
    - Is there a role for Business & Industry partners in these conversations?
    - What materials exist to help inform families and students of the benefits of CTE?
    - Is there a need to increase access to certain programs? Is there a way to provide those consortium-wide opportunities?



# Performance gaps

Element #9

- **Data review process –Secondary**
  - Review the Accountability: Performance Indicator reports
    - *Consortium level:* Document all performance gaps by student group for each indicator. Use the "Gap (Ss group-GTtl)" student group minus Grand Total as a guide for documenting gap noting any student groups with small cell sizes.
    - *District level:* which districts and/or how many districts have a similar pattern in performance gaps?
- **Action steps**
  - Identify priorities
    - Are the performance gaps larger/more meaningful for any particular indicator(s) versus others?
    - Are the performance gaps larger/more meaningful for any particular student group(s)?
    - Are the priority performance gaps happening across all districts? Or only some?
  - Identify access points
    - What state-approved programs are offered within in the identified districts? What courses are identified student group's taking?
  - Collaborate with others
    - What initiatives have local districts identified as a priority? Are there any cross-points or opportunities to partner with existing work?
    - Are there any policy groups, outside organizations, or other agencies Perkins can partner with to implement improvements?
    - Connections with postsecondary? Similar or connected priorities?
  - Gather additional information
    - Would consortium-wide PD opportunities be helpful? Would more targeted or pilot project type opportunities be more helpful?
    - Would it be more helpful to implement training by career field area, or, all areas together?
  - Implement professional development

# Programs of Study

- Program Approval Process-secondary & postsecondary
- State Recognized Programs of Study
  - All elements of the quality rubric
- Recognizing high-skill, high-wage, in-demand
  - Aligned to LMI for your region
- Funding Priorities
- Performance Indicators

# POS and Performance Indicators

Reflections-

## Example of 2P1 Postsecondary Credential

State Goal = 50% Local Consortium Goal = 45%

| Cluster            | 2P1 Num | 2P1 Den | Rate   |
|--------------------|---------|---------|--------|
| *AFNR              | 14      | 23      | 60.8%  |
| Education/Trng     | 12      | 48      | 25%    |
| Inform Tech        | 70      | 259     | 27%    |
| *Business MGMT     | 140     | 265     | 52.83  |
| *LE/CJ Corrections | 250     | 471     | 53.07% |
| * Finance          | 15      | 45      | 33%    |

\* = State Recognized POS

What do you notice?

What additional questions do you have?

Where will you make investments?

# Leveraging Recovery Funds: American Rescue Plan (ARP) ESSERIII

- Apply funds to expand rigorous coursework
- CTE activities may include:
  - Collaboration between CTE and core content teachers
  - Implementation of new IRC into CTE courses
  - Increasing availability and variety of CTE classes
  - Increasing access to middle school experiential learning opportunities, high school work-based learning, youth apprenticeship programs
  - Providing professional learning and licensure assistance for CTE teachers.

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[www.minnstate.edu/system/cte/Strengthening-CTE](http://www.minnstate.edu/system/cte/Strengthening-CTE)

# **BOLD, FOCUSED ACTION**



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