Advancing Career and Technical Education in State and Local Career Pathways Systems

Minnesota Department of Education
Conference Room CC18, Conference Center B
1500 Highway 36 West, Roseville, MN 55113
Directions/Map: http://education.state.mn.us/MDE/Welcome/Direc/index.html

January 21, 2014

Agenda

9:00 – 9:15 am  Welcome, Introductions
The state team lead will provide updates on project activities since the last state team meeting and review the agenda for the day.

9:15 – 10:15 am  Status Update: Statewide Career Pathways Initiatives
State team members will share information on related career pathways initiatives within the state and identify opportunities to enhance and foster collaboration among the initiatives.

10:15 - 10:30 pm  Break

10:30 – 11:30 pm  Lessons from the Field: Findings from the Rochester Partnership
Local representatives from secondary and postsecondary education agencies, workforce training, and business/industry partners will share information on the activities happening in Rochester. State team members will consider how these local lessons may inform project activities going forward, and how state work might be leveraged within the site.

11:30 am – 12:30 pm  Lunch

12:30 – 1:30 pm  Subcommittee Small Group work
Subcommittees will meet in small groups to review current work and plans by goal:

- Strengthening cross-system partnerships to align program services and establish policy and legislation to support statewide systems alignment.

- Redesigning communications strategies to engage employers in key state industries, building on state Itasca Study pilots underway and Rochester area initiatives to develop career pathways.

- Building cross-system data and accountability systems to motivate accountability and program improvement, utilizing the framework from the Alliance for Quality in Career Pathways and information available from SLDS, WDQI and other initiatives in MN.
1:30 – 2:30 pm  What Have we Achieved?
Subcommittees formed during the June 25th meeting have been working to develop tactics and metrics, identify point persons, and set dates for achieving outcomes established for each element. Subcommittee leads will:

- Review elements and strategies they were tasked to address
- Share progress and any issues encountered in performing the work
- Solicit feedback from the group
- Describe next steps

2:30 – 3:00 pm  Next Steps
State team members will consider the supports needed to advance project work. This includes identifying Subject Matter Experts to provide technical assistance to the team and how to expand awareness of project activities.

3:00 pm  Adjourn

Meeting Goals:
By the end of the day, the team will have secured agreement on a:

- Validated a set of outcomes, strategies, or tactics for each of the three elements in the state’s strategic plan framework.
- Established completion dates and a responsible person for each tactic in the plan.
- Identified strategies for incorporating local experiences in the state strategic plan framework.
<table>
<thead>
<tr>
<th>Team Member</th>
<th>Agency/Organization</th>
<th>e-mail address</th>
<th>phone number</th>
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</thead>
<tbody>
<tr>
<td>Anne Kilzer</td>
<td>Minnesota Workforce Council Association</td>
<td><a href="mailto:akilzer@mncounties.org">akilzer@mncounties.org</a></td>
<td></td>
</tr>
<tr>
<td>Jim Gross</td>
<td>Rochester Community &amp; Technical College/Perkins Coordinator</td>
<td><a href="mailto:jim.gross@roch.edu">jim.gross@roch.edu</a></td>
<td></td>
</tr>
<tr>
<td>Andrea Ferstan</td>
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<tr>
<td>JoAnn Simser</td>
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<td></td>
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<tr>
<td>Mo Amundson</td>
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<td>Nola Speiser</td>
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<td>Randy Johnson</td>
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<tr>
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**Minnesota Coach-Advancing CTE in State and Local Career Pathway Systems**

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<tbody>
<tr>
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<td>503-222-5467 x401</td>
</tr>
</tbody>
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**Content Experts Called upon as Needed**

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<th>Team Member</th>
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<tr>
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<tr>
<td>Angie Bowman</td>
<td>Bowman Tool (Rochester)</td>
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Rev. 1/3/14
**Career Pathway Work Underway in Minnesota**

Minnesota is working on many fronts to create a comprehensive career pathway system for youth and adults through aligned workforce development and education services. Below are links to some of the major initiatives underway:

- **Advancing CTE in Career Pathways**, OVAE technical assistance initiative to five states, MN, CO, KS, MA, OR – Minnesota State Colleges and Universities in cooperation with the Minnesota Department of Education and the Minnesota Department of Employment and Economic Development three-years of technical assistance to support career pathway system alignment. A cross-agency leadership team has been assembled with representation from across the state’s public K–12, postsecondary, adult education and workforce development offices, and employer and stakeholder groups committed to improving Minnesota’s education and economic climate. MN initiatives focus on strengthening cross agency partnerships, engaging employers and building cross-system data and accountability systems through Sept. 2015
  - [http://cte.ed.gov/docs/NSWG/Advancing_CTE_in_CP.pdf](http://cte.ed.gov/docs/NSWG/Advancing_CTE_in_CP.pdf)
  - Contact: JoAnn.Simser@so.mnscu.edu

- **Alliance for Quality Career Pathways** – The purpose of the Alliance is to develop 1) a framework of criteria and indicators that define high-quality career pathway systems and 2) a set of shared performance metrics for measuring and managing the success of these systems. The Alliance includes ten states that are leading the nation in experience with developing and taking to scale career pathways and that have volunteered to work together to develop the Alliance framework. These states are Arkansas, California, Illinois, Kentucky, Massachusetts, Minnesota, Oregon, Virginia, Washington, and Wisconsin. Beta Framework in field testing through Dec. 2013; Final version due June 2014
  - Contact: judy.mortrude@state.mn.us

- **Career and College Readiness Collaborative** – (MDE, DEED, MnSCU and community partners) Minnesota Career and College Readiness Collaborative officially formed as a response to a 2012 state law that strongly encourages Minnesota school districts to assist students in exploring their college and career interests and aspirations and develop a plan for a smooth and successful transition to post-secondary education or employment.
  - [mn.gov/deed/programs-services/mn-career-college-collaborative/index.jsp](http://mn.gov/deed/programs-services/mn-career-college-collaborative/index.jsp)
  - Contact: denise.felder@so.mnscu.edu

- **Career Pathways and Technical Education Task Force** The 2013 Minnesota Legislature established a Career Pathways and Technical Education Advisory Task Force to recommend to the Legislature how to structurally redesign secondary and postsecondary education to:
  1. Improve secondary and postsecondary outcomes for students and adult learners.
2. Align secondary and postsecondary education programs serving students and adult learners.
3. Align secondary and postsecondary education programs and Minnesota’s workforce needs.
4. Measure and evaluate the combined efficacy of Minnesota’s public kindergarten through grade 12 and postsecondary education programs.

Report due to the MN Legislature, Feb. 15, 2014

- Contact: rose.hermodson@state.mn.us MN Department of Education

**Charting the Future**, a Draft Report of Strategic Workgroups addressing three questions:

- What the education of the future would look like?
- How would we meet Minnesota’s workforce needs of the future?
- What should the MnSCU system of the future look like?

--recommendations are to be presented to the Board of Trustees, Nov. 2013

  - Contact: Karen.hynick@so.mnscu.edu

**Minnesota Technical Skill Assessment Project** core competencies (secondary and postsecondary) and state approved technical skill assessments validated by business and industry in US Department of Education and Department of Labor Career Pathways and Clusters; completion by Aug, 2014

  - [http://www.cte.mnscu.edu/programs/mntsa.html](http://www.cte.mnscu.edu/programs/mntsa.html)
  - Contact: Ginny.karbowski@so.mnscu.edu or Michael.mitchell@state.mn.us


  - [http://www.careertech.org/](http://www.careertech.org/)
  - Contact: joann.simser@so.mnscu.edu

Governors Workforce Development Council **Career Pathways Committee** focus initially on definition/current work and then to policy development through Dec 2013

  - Contact: Mo Amundson, mamundson@clbp.org

**Skills@Work** Greater Twin Cities United Way and the Governor’s Workforce Development Council Campaign to address regional workforce needs and develop statewide policy recommendations to address state skill needs (2012-2013)

  - [http://www.gwdc.org/skills_at_work/index.html](http://www.gwdc.org/skills_at_work/index.html)
  - Contact: Andrea.Ferstan@unitedwaytwincities.org
2013 Minnesota Legislation:

• LMI Data Production Requirement legislation HF 729 Sec. 2 lines 63.19-64.18

• Tax credits for employers working with higher ed on internships (HF 677, Article 4, Sec 12.) Coalition for Greater MN Cities. Office of Higher Education will administrate.

• Statewide Adult High School Diploma Task Force (report due Feb 2, 2014)
# Career Pathways Strategic Planning

## ELEMENT 1: Build Cross-System Partnerships

### OUTCOMES:

**Element 1.1: Build Common Understanding of a Career Pathways System**

### STRATEGIES:

- Develop a definition of a comprehensive Career Pathways System that includes the integration of CTE Programs of Study
- Conduct an environmental scan of education and training programs (including national initiatives) at the state and local levels, with the goals of: identifying and comparing all initiatives underway at the state and local levels; eliminating duplication of effort; increasing system efficiencies, effectiveness and the leveraging of resources; surfacing innovation and excellence for replication; and identifying system shortcomings, for gaps and challenges to address.
- Establish a shared, agreed-upon vision and goals for the system
- Identify and engage key partners at the state and local levels
- Establish clear and agreed-upon roles and responsibilities for each partner

### TEAM:

Mo, JoAnn, Judy, Dan

### DUE DATE:

September 2015

## Tactic (State/Local/Both) | Metric | Point person | Initial targeted date of Completion
---|---|---|---
1 | Summarize, advocate for and disseminate models, tools and resources that support local/regional development and implementation of high quality career pathway programs or initiatives | Overview White paper on MN Career Pathway System<br>Presentation at stakeholder conferences and meetings to align efforts and incorporate high-quality strategies in current initiatives.<br>Best Practices Toolkits that outline description of critical elements, processes, and outcomes, of initiatives/programs shown to effectively serve different participants of a career pathway system based on the 6 elements (a MUCH shorter How-to type document like the CTE Rigorous POS or TSA Implementation handbooks) | JoAnn, Judy, Mo, Dan<br>JoAnn, Judy, Jim, Mo, Dan<br>Debra Hsu | February, 2014
<table>
<thead>
<tr>
<th></th>
<th>Activity</th>
<th>Description</th>
<th>Responsible Parties</th>
<th>Date</th>
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</thead>
<tbody>
<tr>
<td>1</td>
<td>Develop guidelines and expectations for how state leadership team members communicate out to the broader field about this team’s efforts and bring information back to the state leadership team. Make explicit the unique contribution of this project and how this project can leverage other initiatives to advance the integration of CTE in career pathway efforts.</td>
<td>White paper; Career Pathways Work Underway….</td>
<td>JoAnn, Judy, Mo, Dan</td>
<td>October, 2013</td>
</tr>
<tr>
<td>2</td>
<td>Build on the recent survey conducted as a part of the GWDC Career Pathway Policy Committee to produce directory of pathway programs (like Wisconsin’s). Develop a model of integrating programs of study and adult career pathway programs, including curriculum alignment and support services.</td>
<td>Model incorporating comprehensive career pathway programs where POS are aligned with bridge programs and where business/industry/community resources are integrated.</td>
<td>Judy, Debra Hsu</td>
<td>Session at CTE Works! Nov 14, 2013; Model available March 2014.</td>
</tr>
<tr>
<td>3</td>
<td>Implement high-quality career pathway program strategies based on promising practices nationally and disseminated by MN State team</td>
<td>Model for regional career pathway implementation strategies.</td>
<td>Mo, Jim, Randy</td>
<td>September 2014</td>
</tr>
<tr>
<td>1</td>
<td>Through dissemination activities, local/regional collaborations will engage in the self-assessment used in the Advancing CTE POS in State Career Pathway System project and using results to refine their partnerships, clarify roles, invite missing stakeholders</td>
<td>Model to be disseminated statewide.</td>
<td>Mo, Jim, Randy</td>
<td>March 2014</td>
</tr>
<tr>
<td>2</td>
<td>At the time of Perkins Reauthorization, revise state plan requirements to define membership of Consortia to require the inclusion of ABE &amp; Workforce partners and those partners are involved in the creation and implementation of POS</td>
<td>State CTE leaders communicate this change is coming. State CTE team is incorporating strategies in their annual work plan that supports consortium leaders in moving in that direction NOW. Provide input to US Senate staff from MN.</td>
<td>JoAnn, Dan, Julie, Judy</td>
<td>Ongoing, Nov 14, 2013, depends on reauthorization date</td>
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<td></td>
<td>Leverage existing meetings (Like Rochester’s Care Committee or groups working toward Workforce 2020) to define POS needs for the region, align initiatives, etc.</td>
<td>Model to be disseminated state wide.</td>
<td>Mo, Jim, Randy</td>
<td>March, 2014</td>
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Advancing CTE in State Career Pathway System Strategic Planning: 
Element 2

The two strategies identified below are taken from the project *Readiness Assessment Tool*. Since some strategies are not identified, it might be helpful for the work group to lay out a larger vision of what it means to ‘Engage Employers, Identify Key Industries, and Align System with Industry Needs’ and document where the state has formalized processes already in place to support this effort.

For example, the subcommittee might document that the state has procedures in place to access labor market information, and provide a brief recap of them (see the state’s application for the project). Then, the group might provide a justification for the key areas of work in Element 2 in which the state is seeking to focus.

Simply put, what does a process of employer engagement mean in the state, what are the existing strengths, where are the weaknesses, and how do the activities described in this planning document address them?

During our meeting, we mentioned several names of people who might participate. Ron Dreyer, Joe Mulford, and Jaime Simonsen from MnSCU System Office might provide valuable perspectives. Who else should be on this subcommittee from the state and local levels?
## Advancing CTE in State Career Pathway System Strategic Planning:
### Element 2

<table>
<thead>
<tr>
<th>ELEMENT 2:</th>
<th>Engage Employers, Identify Key Industries and Align System with Industry Needs</th>
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<tbody>
<tr>
<td>OUTCOMES:</td>
<td>Identify Employer Needs</td>
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<tr>
<td>STRATEGIES:</td>
<td>2.1 The education and skill needs of employers in high demand industry sectors/clusters in the state/region have been jointly analyzed and skill shortages identified. <em>(State/Local/Both)</em></td>
</tr>
<tr>
<td>TEAM:</td>
<td>Randy Johnson, Andrea Ferstan, Jaime Simonsen</td>
</tr>
<tr>
<td>DUE DATE:</td>
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<thead>
<tr>
<th>Tactic</th>
<th>Progress Metrics</th>
<th>Outcome</th>
<th>Point person</th>
<th>Initial targeted date of Completion</th>
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</thead>
<tbody>
<tr>
<td>1</td>
<td>Plan developed by Itasca Workforce Alignment Committee</td>
<td>Right quantity of people with the right skills and the right level of interest in the jobs and their associated pay as demonstrated through an annual supply/demand scorecard</td>
<td>Jaime Simonsen</td>
<td>Draft plan completed</td>
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</table>
## Advancing CTE in State Career Pathway System Strategic Planning:
### Element 2

<table>
<thead>
<tr>
<th><strong>2</strong></th>
<th>Identify pilots from higher education and workforce organizations to test a combination of new/existing data tools in four pilot areas:</th>
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<tbody>
<tr>
<td></td>
<td>1. Academic Planning pilot</td>
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<td>2. Career Planning pilot</td>
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<td>3. Curriculum Alignment pilot</td>
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<td>4. Employer Advisory pilot</td>
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<tr>
<td></td>
<td>• Pilot developed, launched and completed</td>
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<td></td>
<td>• Evaluation completed by third party evaluation team</td>
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<td></td>
<td>A set of recommendations to scale pilot efforts across the state</td>
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<tr>
<td></td>
<td>Jaime Simonsen</td>
</tr>
<tr>
<td></td>
<td>• Pilot developed: 2013 (4&lt;sup&gt;th&lt;/sup&gt; Q)</td>
</tr>
<tr>
<td></td>
<td>• Pilot launched: 2014 (1&lt;sup&gt;st&lt;/sup&gt; Q)</td>
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<tr>
<td></td>
<td>• Pilot completed and evaluation completed: 2014 (end 2&lt;sup&gt;nd&lt;/sup&gt; Q)</td>
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<tr>
<td><strong>3</strong></td>
<td>Determine role of anchor organization for this work and identify entity</td>
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<tr>
<td></td>
<td>• Defined core tasks of anchor org and initiated org design and budgeting discussions</td>
</tr>
<tr>
<td></td>
<td>• Finalize selection and role</td>
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<td></td>
<td>ibid</td>
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<tr>
<td></td>
<td>Jaime Simonsen</td>
</tr>
<tr>
<td></td>
<td>• Org elements defined - completed</td>
</tr>
<tr>
<td></td>
<td>• Org operational, 2014, (3&lt;sup&gt;rd&lt;/sup&gt; Q)</td>
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### Notes:
**ELEMENT 2:** Engage Employers, Identify Key Industries and Align System with Industry Needs

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<th>Outcomes</th>
<th>Point person</th>
<th>Initial targeted date of Completion</th>
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<tbody>
<tr>
<td>1</td>
<td>Develop and institute a coordinated system to drive and support industry and/or employer partnerships and career pathways in SE MN. This system would facilitate and coordinate engagement with employers across workforce training entities, ABE, and secondary and postsecondary education entities.</td>
<td>TBD</td>
<td>TBD</td>
<td>Randy Johnson</td>
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**OUTCOMES:** Engage Employers

**STRATEGIES:**

2.2 The state and local teams have a unified outreach strategy for engaging and working with employers in high demand industries during all phases of the project (sector identification, outreach, design, curriculum development, launch, operation, and evaluation).

(State/Local/Both)

**TEAM:** Randy Johnson, Andrea Ferstan
## Enhance key industry partnerships in S.E. Minnesota. Key tactics will include:

- Developing a checklist of employer engagement opportunities
- Secure commitments from employers tied to:
  - workforce related problems that they want to address;
  - type of engagement strategy they are willing to partake in; and
  - metrics that they will measure that are meaningful to them.
- Develop a coordinated system with workforce training entities, ABE, and secondary and postsecondary education entities focused on how best to intersect and engage with employers/industry to support career pathways.

| 2 | **Element 2** | Develop articulated agreements and/or commitments related to specific strategies and commitments. | TBD | Randy Johnson | Checklist and commitments: 2014 (1st Q) |
| 3 | Develop evaluation/ROI for Industry Partnerships (IPs) that both measures impact/return to business and provides comparative data on impact of IPs compared to other training models. | Issue an RFP to bring on evaluation entity to design and implement an evaluation plan for measuring business impact of IPs/CPs and comparative impact of IPs/CPs vs other education and training models/approaches. | ibid | TBD | 2013 (4th Q) |
| 4 | Implement evaluation | Design and implement evaluation for metro IPs and share design w/ SE MN |  |  | 2014 (3rd Q) |
## Advancing CTE in State Career Pathway System Strategic Planning: Element 2

| 5 | Utilize evaluation to inform public and private policies and investments | Produce report on how to develop a local industry partnerships and career pathways system, that utilizes AQCP work and includes core components, metrics, structure. Produce recommendations regarding needed state system (i.e., a state leadership board or office) to drive state sector-based career pathway system Share report with key stakeholders, including GWDC, MSPWIN’s statewide policy committee, MWCA members, legislators, DEED leadership | Legislation to support scaling of sector-based career pathway programs and systems (2015) | TBD | 2014 (3rd - 4th Q)  
|  |  |  |  |  | 
|  |  |  |  |  |  
|  |  |  |  |  |  

State of Minnesota – *Advancing Career and Technical Education in State and Local Career Pathways Systems*
## Career Pathways Strategic Planning

### ELEMENT 6: Identify and Implement Cross-System Data and Accountability Systems

### OUTCOMES:
#### Element 6.1: Measure Outcomes & Utilize Analysis

### STRATEGIES:
- Develop shared outcomes for CP system (participant level, agency level)
  - Create shared definitions for career pathway elements (who is on a CP and when?)
  - Identify indicators and measures to track career pathways progress

### TEAM:
- **Lead:** New Coordinator
- **Team/critical connectors:** Susan Carter/Deb Serum/Meredith Fergus (OHE)/Dan Smith

### DUE DATE:

<table>
<thead>
<tr>
<th>Tactic</th>
<th>Metric</th>
<th>Point person</th>
<th>Initial targeted date of Completion</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Analyze the transition data between ABE/CTE/WFD programming – at state level and at local level if possible.</td>
<td># of ABE/WFD* participants into MnSCU CTE majors by institution. *Would need expanded data sharing to see WFD participants beyond MN FT. Need DHS agreement to utilize SNAP E&amp;T and MFIP E&amp;T</td>
<td>Susan Carter</td>
</tr>
<tr>
<td>2</td>
<td>Compare AQCP Metrics Framework and AQCP 6 Guiding Principles with current CTE Consortia metrics.</td>
<td>Review the data that are currently collected by consortia; perform a gap analysis to see where data are missing and the extent of overlap for current measures; and develop new reporting procedures.</td>
<td>Susan Carter; Judy Mortrude</td>
</tr>
<tr>
<td>3</td>
<td>Support Alliance for Quality Career Pathway Beta Testing.</td>
<td>CTE in CP Team participates in AQCP feedback session</td>
<td>Judy Mortrude</td>
</tr>
<tr>
<td></td>
<td>Career Pathways Strategic Planning</td>
<td></td>
<td></td>
</tr>
<tr>
<td>---</td>
<td>-------------------------------------------------------------------------------------------------</td>
<td>-----------------------------------------------------------------</td>
<td>-----------------------------------------------------------------</td>
</tr>
<tr>
<td>4</td>
<td>Pilot finalized AQCP Framework utilized by Perkins Consortia as a self-evaluation tool* for continuous improvement. *tool currently being piloted with MN FT grantees</td>
<td>Selected Perkins consortia utilize the AQCP self-evaluation tool as part of their consortia planning. Steps include disseminate new measures both to the field and to advise the groups you identify below; provide professional development to the field; and develop tools to support locals in using data to promote continuous improvement.</td>
<td>Susan Carter</td>
</tr>
<tr>
<td>5</td>
<td>Connect with GWDC CP/</td>
<td>Policy recommendation on creating shared definitions for career pathway elements and technical strategies for identifying and measuring career pathway programs is included in February 2014 report to legislature. Connect this work to Element 5: Identify and Pursue Needed Policy Changes.</td>
<td>Mo Amundson</td>
</tr>
<tr>
<td>6</td>
<td>GWDC ROI</td>
<td>Define CTE – majors to be analyzed via the GWDC ROI formula. Determine if this analysis is feasible.</td>
<td>Mo Amundson</td>
</tr>
<tr>
<td>7</td>
<td>Connect with LMI Legislated Scorecard* construction *contacted Deb Serum for update</td>
<td>LMI Legislated Scorecard contains agreed upon cross-system metrics</td>
<td>Teri Fritsma; Debra Hsu</td>
</tr>
<tr>
<td>8</td>
<td>Explore inWDQI/SLDS*</td>
<td>Analysis of CTE secondary to CTE postsecondary. Analysis of ABE/WFD to CTE postsecondary.</td>
<td>Craig Schoenecker</td>
</tr>
<tr>
<td>9</td>
<td>Disseminate data</td>
<td>Career Pathway program level data sent out to local CTE consortia who have developed the onramp for adults transitioning from ABE or WFD programming into CTE.</td>
<td>Sue Carter</td>
</tr>
</tbody>
</table>
### Notes:
- Datasets—know where the data exist, but there are constraints around data use; need strategy for being able to assess CP outcomes and agreements to support using data
- Dissemination—how analyze data and communicate it out to field so that there is trust in the data/findings and use for program improvement and accountability
- Partnerships—communication about how data are used among leadership
- Challenges with reporting requirements tied to legislative reporting requirements and differences across programs
DHS and GWDC

- What DHS has planned for the future which relates/aligns with the GWDC—
  - Career Pathways
  - Adult Experiential Learning
  - Youth Experiential Learning
  - Skills at Work
  - Minnesota State Energy Sector Partnership
  - Return on Investment Initiative (ROI)
  - Past Initiatives
DHS as Employer

- DHS is largest state agency
- 39% of state spending ($11 billion budget)
- 7,000 employees
- Serving millions of Minnesotans
- Framework for the Future (“Ladders Up”):
  - Healthy People
  - Stable Families
  - Strong Communities
Educational Demand

Defining the Problem: Increasing Need for More Education in Current Economy

Impact of the Great Recession

- Those with a Bachelor’s degree or better gained 187,000 jobs in the recession.
- Those with an Associate’s degree or some college education lost 1.75 million jobs in recession.
- Those with a high school diploma or less lost 5.6 million jobs altogether in recession.

- People with Bachelor’s degrees or better gained 2 million jobs in recovery.
- People with Associate’s degrees or some college education gained 1.6 million jobs in recovery.
- People with high school diplomas or less lost 230,000 jobs by February 2012 in recovery.
Setting the Context

**MINNESOTA’S GROWING SKILLS GAP**
Minnesota’s need for a highly skilled workforce is among the greatest in the nation. However, the state faces a growing skills gap due to increasing educational demand among employers and projected declines in education levels.

**GROWING DEMAND FOR SKILLS**
By 2018, 70 percent of Minnesota Jobs will require some education beyond high school.

**EDUCATIONAL ATTAINMENT**
40% of Minnesota adults age 18-64 hold a postsecondary degree.

**EDUCATION LEVELS EXPECTED TO FALL**
Across the nation, average education levels are projected to decline.

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Sources: U.S. Census Bureau, American Community Survey; Georgetown Center on Education and the Workforce; National Center for Higher Education Management Systems. Trendlines beyond 2008 are based on single-point-in-time estimates. Taken from the 2010 Governor’s Workforce Development Council publication, “Strengthening the Skills of Our Current Workforce.”
Teen Parents and Their Children

- “Dropping out of High School and having a child as a teen leads to significant hardship. Those without high school diplomas by age 20 are 50% more likely to have patchy employment and 7 times more likely to be poor as are their children.”

- 80% of teen parents on MFIP were on the program as children
What is DHS Doing (along with others)?

- Career Pathways/Work Experience/Education and Training):
  - “Pathways to Employment” for people with Disabilities (2001-present) an early partnership between DEED, MDE, DHS and GWDC and the State Council on Disability. Goal of increasing competitive employment for people with disabilities.
  - FastTRAC Initiative. DHS is a state level partner in FastTRAC and a contributor to funding for MFIP participants.
  - Funding GED completion for MFIP participants (current).
  - Received $2 million each year (15-16) for Paid Work experience for MFIP
What is DHS Doing (along with others)? Cont.

- Received $250,000 each year (15-16) for Work Study for MFIP
- Legislature also appropriated $2 million each year in 15-16 for strategies to reduce disparities (which will need to have a strong career pathway component)
- Currently (with MDH) running a public health teen parent home visiting model one goal of which is to complete high school.
- Providing child care for all teen parents so they can complete their education
What is DHS Doing (along with others)? Cont.

- Olmstead plan for employing people with disabilities (much higher for people with disabilities who are looking for work)
- ROI (DHS an active partner in the ROI activities with GWDC)
- SNAP Employment and Training “Pay for Performance” pilot
- Workforce challenges coming with ACA and parity rules for treatment
“This program changed my life. I actually got the experience I need in the workforce. I am actually doing something hands on.”

“There was a point in my life where I didn’t know where to go…”

-Antoinette McCarthy
GWDC policy committees are currently developing recommendations for the Governor and Legislature in three areas:

- Career Pathways
- Youth Experiential Learning
- Adult Experiential Learning

The committees are currently seeking input from Council members and others. In particular, committees are asking stakeholders to evaluate the recommendations on three criteria:

- **Effectiveness**: How successful will our policies be at producing our desired result?
- **Feasibility**: How likely is it that our recommendations will be enacted?
- **Equity**: Will our recommendations create conditions that allow all to reach their full potential by closing racial and economic disparities in educational attainment and employment?

**Career Pathways Policy Committee**
Mo Amundson and Laura Beeth, Co-Chairs

*The Career Pathways Policy Committee has been focused on defining career pathways, developing the concept of a "career pathways system" and crafting recommendations that would create and/or support a career pathways system.*

*There has been a lot of interest in career pathways at local, state, and federal levels due to promising results and intuitive appeal. However, lack of common language, components and population causes conflict and confusion and impedes progress. We must have a better understanding of the range of programs that call themselves part of a career pathway-- what services they provide and who they serve-- if we are to make progress growing, aligning and sustaining career pathways around the state.*

**ESTABLISHMENT OF A STATE PARTNERSHIP**

1. Form a state partnership to lead and sustain a high quality state career pathway system. Partners commit their agencies and organizations to support through policy alignment and resources a unified vision, criteria and goals of a high quality state-wide career pathway system. This partnership must include:
   a. Minnesota Department of Education
   b. Department of Employment and Economic Development
   c. Department of Health and Human Services

Disclaimer: these recommendations are drafts and for discussion purposes only. They do not represent the final recommendations of the GWDC, its committees, or staff. For more information or to provide input, please contact Nicholas.maryns@state.mn.us
d. Minnesota State Colleges and Universities

e. Key non-profit organizations

f. Industry and private sector partners

g. Additional partners as needed

2. The State Partnership will serve in a leadership function: committing to a shared vision strategy and goals, identifying key outcomes, collecting and analyzing data, committing to and agreeing on required components of a career pathway system as well as connecting programs as needed to better serve CP participants.

3. The State Partnership should adopt a definition of a CP system and core essential components of a career pathway. We suggest adoption of the definitions proposed in the AQCP framework.

4. Members of the State Partnership will embed their shared vision, strategy and goals in each of their agency/organization/institutional strategic plans.

FUNDING THE MINNESOTA CAREER PATHWAY SYSTEM

5. State partnership will develop a funding plan that focuses on providing flexible gap funding and programs that meet the established definitions of career pathways. Included in this plan will be federal formula funding and state partners will pursue waivers to remove policy barriers when applicable to meet data collection, reporting and performance accountability requirements.

6. Fully funding a CP program means supporting:
   h. Services and staff time
   i. Administrative costs
   j. Professional development
   k. Data collection

7. State partnership will leverage state and philanthropic resources when possible to fund career pathway systems and programs.

8. State partnership makes strategic decisions on local, regional and statewide solicitations for federal grants.

POLICIES AND COMMUNICATION

9. The State Partnership will provide effective guidance to k-12 and higher education students and parents and adults about career pathways transferable skills stackable credentials and market relevance in order to meet the needs of today’s and future job markets.

10. The State partnership will establish a system that is inclusive of all residents and leads them to marketable job skills and each agency within the partnership will align its policies to meet that goal.

11. The State partnership will enhance the stack ability of academic credentials in Career Pathways and use of credit for prior learning to ensure there are multiple entry points and exit points for students. Agency policies are reassessed on a regular basis to clear barriers for participants to enter and exit programs successfully.

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Youth Experiential Learning Policy Committee  
Twyla Flaws and Roy Smith, Co-Chairs

The Youth Experiential Learning Committee is focused on expanding experiential learning opportunities to youth and improving the quality of those experiences. The committee’s recommendations have centered around creating better incentives for educators, schools, and employers.

Too few students participate in experiential learning before they enter college or the workplace. As a starting point we will define experiential learning as:

- Offering students direct and systemic employer and/or community/customer feedback
- Allows students to apply skills they learn in the classroom
- Requires in-depth engagement, more than just a one-time experience

Experiential learning opportunities could impact the following problems identified by employers/students:

- Lack of career awareness when making decisions about post-secondary education
- Need for increased soft skills such as communication, problem solving, teamwork and professionalism
- Low motivation in school and disconnect between school and real world situations and careers.
- Lack of work experience and references that would help students get employment in the future

TEACHER’S LICENSE

In order for a HS student to get credit for any kind of experiential learning experience, they must be part of an “approved work based learning (WBL)” program overseen by a licensed WBL teacher. This can act to ensure quality and safety for students but under current regulations greatly reduce the number of students that have access to these programs. We recommend the following changes to teacher license regulations to encourage more WBL programs around the state:

1. The additional license for WBL should be attained through continuing education (ongoing training required by all teachers, usually offered at little or no cost during summer or in-service time), not through an additional two semesters of higher education that are paid for out of pocket by the already certified teacher seeking the extra endorsement.

2. This training should be available to professionals that work outside of the school. In many communities (especially in rural MN) WIB employees, HR reps at large businesses, non-profit employees and local chamber employees act as facilitators of experiential learning. If a student participates in a high quality experiential learning program, they should not be denied credit because it was run out of a community based organization rather than their school. We recommend that the license for work based learning be available to workforce development professionals that do not have a basic teaching license but have equitable education or years of experience.

3. In the future, the training on experiential learning (internships, project based learning, service learning) should be a mandatory part of a basic teacher license. Re-application for license should mandate these topics be covered.

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INCENTIVES FOR SCHOOLS

Often high quality experiential learning programs begin because of one, passionate and energetic teacher or administrator takes the initiative. We need to structure incentives so that all schools are motivated to bring this kind of instruction to their students.

4. Mandate an experiential learning credit for graduation. This could begin with the roll out of mandatory college and career plans, with students first encouraged to include experiential learning in their plan while schools work to ensure there are multiple avenues for students in their community to participate in experiential learning. Then after a planning and preparation period, the state would expect that every child leave HS with some kind of experiential learning credit, be it an internship, apprenticeship, service learning or project based learning.

This mandate should be accompanied by a grant money for schools to use to expand experiential learning similar to the grant created in 2007 to expand access to AP and IB classes. That program promises to make more students "college and career ready." We believe that this promise cannot be fulfilled unless critical workplace skills and career awareness is a part of every students High School experience. Money in the grant would be used to provide teacher training and any materials or support necessary to launch a high quality experiential learning program including, internships, service learning, entrepreneurial endeavors and project based learning.

Money in the grant would be used to provide teacher training and any materials or support necessary to launch a high quality experiential learning program including, internships, service learning, entrepreneurial endeavors and project based learning.

5. Reward and recognize high schools that reach key milestones of workplace skill development as measured by percentage of students graduating with an experiential learning credit with a grant award.

INCENTIVES FOR BUSINESS

Committed and enthusiastic business partners are key to sustaining and expanding experiential learning opportunities for Minnesota's youth. Research shows that large businesses are much more likely to participate in internship programs and to be motivated by the positive publicity associated with it. Businesses not involved in internships are much more likely to be small and medium sized businesses and much more susceptible to bottom line incentives for participation in internships and other experiential learning endeavors.

6. Create an acknowledgement or award for businesses that provide experiential learning experiences – aimed at increasing visibility and good PR for the business or organization.

7. Grants or tax relief to reimburse wages for interns at small to medium sized businesses in high growth or strategic industries. Research shows that financial incentives and supports for internships are essential to expanding these opportunities to small and medium sized businesses, or those businesses not already involved in supporting experiential learning.
TRANSPORTATION

Transportation is a widespread barrier to experiential learning outside the classroom for many students, especially those in low-income or rural communities. While transportation is not an area of expertise for this body, it is important that we voice our support for increased transportation options that connect workers, especially those in low-income and more rural communities, to economic opportunity.

8. The state should establish a Volunteer corps of Minnesotans to provide transportation to internships and act as mentors for youth.

Adult Experiential Learning Policy Committee
Steve Ditschler, Chair

Similar to the Youth Experiential Learning Committee, the Adult committee is focused on expanding opportunities for low-skill adults, incumbent workers, and others outside the K-12 system, and improving the quality of those experiences. The committee has focused primarily on internships, but is looking for ways to expand other types of experiential learning, such as project-based learning and service learning).

Too few students participate in experiential learning before they leave college or enter the workplace. As a starting point we will define experiential learning as:

- Offering students direct and systemic employer and/or community/customer feedback
- Allows students to apply skills they learn in the classroom
- Requires in-depth engagement, more than just a one-time experience

Experiential learning opportunities could impact the following problems identified by employers/post-secondary students:

- Exposure to current and emerging industry skills and equipment
- Soft skills such as communication, problem solving, team work and professionalism
- Motivation and connections between school and real world situations
- Valuable work experience and references that will help students get employment in the future

ESTABLISH THE MINNESOTA INTERNSHIP EXCHANGE AND FUND

1. Establish the Minnesota Internship Exchange and Fund for college aged students and adults. The Funds would be spent on building and maintaining the database as well as on grants for teacher training at secondary or non-profit organizations, to reimburse wages for interns that qualify for the Minnesota Internship Program and to host preparatory and reflective seminars for students. Students will be selected for the program based on a variety of criteria:

   Students must be seeking an internship in a high demand and/or strategic industry and have demonstrated experience or interest in that subject.
This program will set ambitious goals based on regional data to ensure that students of color and other under-represented groups are served through this program. Best practices and tools from local organizations working to close racial employment gaps should be used to ensure these goals are met and revised regularly.

Students must also participate in a 2-3 day seminar before and after the internship to prepare them for success in the workplace as well as reflect on the experience afterward and incorporate takeaways from the experience into their career plan. These seminars will be supported through the Fund if the student is not working through a class for college credit, otherwise this instruction can be a part of a secondary class in conjunction with the internship.

The Exchange would facilitate matching of interns and internships from all backgrounds, industries and regions, but the Fund will support interns in strategic ways to impact two critical goals for the state of MN: to address the racial gap in unemployment and to address skills gaps in growing industries.

2. MNSCU and UMN institutions should change their policy on conferring tenure on professors to include and reward experiential learning in the classroom. Schools may apply for grant funding through the MN Internship Exchange and Fund (above) to provide training for their professors on facilitating experiential learning. After a transition period, this would be made a requirement for receiving state grant funds.

3. All internships on the MN Internship Exchange must be paid at least the minimum wage, ensuring that access to internship opportunities are not only available to students with the resources to support themselves while working an unpaid internship.

4. The state should authorize the GWDC to convene a committee to identify and select metrics to measure the effectiveness of internships. These metrics should be clearly communicated to all partners so that there is a common vision of what an effective experiential learning experience is. The GWDC should then be authorized to collect, analyze and distribute this data to facilitate continuous improvement of programs.
Through interviews or surveys, 600 workforce stakeholders helped us identify the four best things we could do to improve workforce alignment in Minnesota.

<table>
<thead>
<tr>
<th>Where they said we should focus</th>
<th>What they said was needed</th>
<th>What we plan to pilot</th>
</tr>
</thead>
</table>
| Help academic leaders determine what courses or programs to start or stop to meet the needs of the employers and students | - Access to real-time job demand data  
- Insight into skills & certifications in demand  
- Easier access to government LMI data  
- Insight into student demand  
- Deeper, more effective employer engagement | → HWOL / Wanted Analytics  
→ HWOL / Wanted Analytics  
→ EMSI  
→ N/A – will gather ideas  
→ New advisory meetings |
| Help academic leaders & employers work together more quickly & easily to align existing courses with what is required in the workplace | - Data on top employers by occupation  
- Online way to gather employer feedback  
- Way to map employer needs to course outcomes  
- Way to measure results of alignment effort | → HWOL / Wanted Analytics  
→ TSTC (Formerly Skillsnet)  
→ TSTC (Formerly Skillsnet)  
→ TSTC (Formerly Skillsnet) |
| Help career counselors support students and job seekers in identifying & preparing for jobs that they enjoy & that pay the bills | - Access to real-time job demand data  
- Easier access to government LMI data  
- Deeper, more effective employer engagement  
- Improved tools to support career research  
- More internships | → HWOL / Wanted Analytics  
→ EMSI  
→ New advisory meetings  
→ EMSI  
→ N/A – many groups focusing on this |
| Help employers determine the best way to partner with higher ed to meet the employer’s current & future talent needs | - Data to support effective school advisory mtgs.  
- Data on # of graduates by school and degree  
- Insight into which schools want to partner  
-Ability to easily share feedback with all schools | → EMSI & HWOL  
→ CareerOneStop biz center  
→ N/A – will gather ideas  
→ N/A – will gather ideas |

Source: HWOL: Help Wanted Online, EMSI: Economic Modeling Specialists International
Although no technology tool is perfect, there are several reasons why we chose to pilot and rigorously evaluate these three tools across the state.

<table>
<thead>
<tr>
<th>Tool or approach</th>
<th>Description</th>
<th>Why this was chosen</th>
</tr>
</thead>
</table>
| **ANALYTICS** (AKA: HWOL) | Provides access to real time job posting data | - Identifies top employers by occupation  
- Identifies top skills by occupation  
- Identifies jobs & certifications in demand  
- Much more… |
| **EMSI** | Provides easy access to 80+ public data sets | - Ability to create custom geographies  
- 80+ tools in one  
- Occupation growth forecasts by year  
- Much more… |
| **THE TSTC FOUNDATION.** (Formerly Skillsnet) | Provides cloud-based process of mapping curriculum to occupations | - Easy for employers to use from their work location (Can log in anywhere)  
- Proven in 20+ colleges and universities around nation  
- Algorithm provides “goodness of fit” metric that can show change in alignment over time |
<table>
<thead>
<tr>
<th>Organization</th>
<th>Location</th>
<th>Pilot focus</th>
<th>Potential industry focus</th>
</tr>
</thead>
</table>
| Alexandria Technical and Community College | Alexandria    | ▪ Academic Planning  
▪ Career Planning  
▪ Employer advisory | Manufacturing (and others) |
| Anoka County WFC                      | Anoka County    | ▪ Career Planning                 | Dislocated workers and other adult job seekers |
| Augsburg College                      | Metro           | ▪ Employer Advisory               | TBD                                            |
| Globe University                      | Statewide       | ▪ Curriculum Alignment            | IT                                             |
| Minneapolis Community and Technical College | Minneapolis  | ▪ Academic Planning  
▪ Employer Advisory  
▪ Career Planning | All programs |
| Minneapolis Workforce Center          | Minneapolis     | ▪ Career Planning                 | Dislocated Worker program                      |
| Minnesota State College - Southeast Technical | Red Wing and Winona | ▪ Academic Planning  
▪ Employer Advisory | CNC machining |
| MSU, Mankato                          | Mankato and metro | ▪ Academic Planning | Master academic plan |
| MSU Moorhead                          | Moorhead        | ▪ Academic Planning               | Across programs                                |
| MnSCU Transportation Center          | Statewide       | ▪ Curriculum Alignment            | Automotive Technician * will work with 4 colleges statewide (Central Lakes, Riverland, Saint Paul, Hennepin Tech) |
| Northeast Office Job and Training    | St. Louis County (11 high schools) | ▪ Career Planning | Career EdVenture program |
| Riverland Community College           | Owatonna, Albert Lea and Austin | ▪ Academic Planning  
▪ Curriculum Alignment | Master academic plan  
Carpentry (curr alignment) |
| Rochester Community and Technical College | Rochester      | ▪ Academic Planning  
▪ Curriculum Alignment | IT                                             |

Source: Updated 12/6/13 - Itasca workforce alignment team - Confidential and preliminary – not for distribution
### Itasca Workforce Alignment – Committed pilots (cont’d)

<table>
<thead>
<tr>
<th>Organization</th>
<th>Location</th>
<th>Pilot focus</th>
<th>Potential industry focus</th>
</tr>
</thead>
<tbody>
<tr>
<td>Saint Paul College</td>
<td>St. Paul</td>
<td>▪ Academic Planning&lt;br&gt;▪ Employer Advisory&lt;br&gt;▪ Career Planning</td>
<td>Pharmacy Tech &amp; GIS&lt;br&gt;Power of You</td>
</tr>
<tr>
<td>South Central College</td>
<td>Mankato area, Faribault</td>
<td>▪ Academic Planning&lt;br&gt;▪ Curriculum Alignment&lt;br&gt;▪ Employer Advisory</td>
<td>Manufacturing (CNC, Welding, Mechatronics)</td>
</tr>
<tr>
<td>Stearns/Benton WFC</td>
<td>St. Cloud</td>
<td>▪ Career Planning</td>
<td>WIA Youth programs, Dislocated workers</td>
</tr>
<tr>
<td>University of Minnesota</td>
<td>Metro</td>
<td>▪ Curriculum Alignment&lt;br&gt;▪ Employer Advisory</td>
<td>Operations Mgt&lt;br&gt;Business Analyst and others</td>
</tr>
<tr>
<td>Winona State University</td>
<td>Winona and Rochester</td>
<td>▪ Academic Planning</td>
<td>Health Informatics/Information Technology</td>
</tr>
<tr>
<td>Workforce Development Inc.</td>
<td>Southeast MN</td>
<td>▪ Career Planning&lt;br&gt;▪ Employer Advisory</td>
<td>Multiple Industries</td>
</tr>
<tr>
<td>360 Center for Manufacturing</td>
<td>Statewide</td>
<td>▪ Curriculum Planning</td>
<td>Front Line Supervisors</td>
</tr>
</tbody>
</table>

Source: Updated 12/17/13 - Itasca workforce alignment team - Confidential and preliminary – not for distribution
Once the pilots determine which tools and approaches have the greatest positive impact on workforce-related decision-making, a wide variety of next steps will likely take place.

<table>
<thead>
<tr>
<th>Tool category</th>
<th>Potential next step</th>
</tr>
</thead>
</table>
| **Category 1:** Free, high impact, high quality tools | ▪ Publicize and promote the tools across the state  
▪ Potentially require or incentivize use of tool |
| **Category 2:** Fee-based, high impact, high quality tools | ▪ Scenario 1: Institutions invest their own funds to keep tools  
▪ Scenario 2: Pilot data is used to make case for state or foundation $ for licenses  
▪ Scenario 3: Pilot data is used to make case to buy data & build free public tool  
▪ Scenario 4: Pilot data is used to make case for a “collaborative buy” across orgs. |
| **Category 3:** Good tools that need some improvement | ▪ Pilot feedback and suggestions sent to tool owner or vendor  
▪ Pilot data potentially used to make case to co-invest in improving the tools |
| **Category 4:** Low quality or low impact tools | ▪ Tools are not used, recommended, or scaled  
▪ Evaluation report is widely distributed to help other institutions avoid tools |

Source: Itasca workforce alignment team - Confidential and preliminary – not for distribution
As a reminder, we want to emphasize that this effort is about achieving outcomes we all care about.

**Workforce alignment**

- The **most effective human capital pipeline** from higher education to employment in the country
- More students/job seekers on track to educational paths that lead to jobs in high demand
- More efficient deployment of resources
- Reduction in skills gap and in time required to fill job openings
- Faster response time to changes in labor market
- Enhanced business growth

Source: Itasca workforce alignment team - Confidential and preliminary – not for distribution
College & Career Pathways in Minnesota
A Cross-Agency Initiative to Promote Education and Workforce Development

Achieving the vision of a comprehensive and integrated education and workforce development system in Minnesota requires interconnecting state education, employment training, and social service agencies to promote coordination and efficiency. Systems must be flexible to allow for individuals’ entry and exit at multiple points and ages, and aligned so that students make seamless transitions across educational levels and programs. State employers and labor partners also must be engaged to ensure that Minnesotans attain the industry-recognized certificates, credentials, and degrees that position Minnesota to compete in a global environment.

Representatives from Rochester Public Schools, Rochester Community and Technical College, Workforce Development, Inc., Rochester Adult Basic Education, Mayo Clinic, and Bowman Tool have been recruited as local partners.

» Governor’s Workforce Development Council
» Minnesota Workforce Council Association
» Minnesota Department of Human Services
» Minnesota Department of Corrections
» Minnesota Department of Education Adult Basic Education
» United Way, Greater Twin Cities

Team members are currently working across departments and agencies in an unprecedented effort to strengthen existing career pathways resources and integrate state educational, employment training, and human service offerings. This effort addresses the following elements:

**Strengthening cross-system partnerships** to align program services and establish policy and legislation to support statewide systems alignment.

**Redesigning communications strategies** to engage employers in key state industries, building on state Itasca Study pilots underway and Rochester area initiatives to develop career pathways.

**Building cross-system data and accountability systems** to motivate accountability and program improvement, utilizing the framework from the Alliance for Quality in Career Pathways and information available from SLDS, WDQI and other initiatives in Minnesota.

The cross-agency, state leadership team is collaborating to promote a comprehensive and unified career pathway system. Team members serve on numerous statewide career pathways (see appendix) to ensure project work coordinates with other, ongoing state efforts. The goal is to coordinate with Minnesota Career Pathway work underway to leverage existing resources and coordinate resource use to achieve system sustainability. The team’s work should ensure that all Minnesotans can access high quality, coordinated education and training services so that they can secure gainful employment and the skills that will prepare them for successful advancement along their career pathways.
Governor Mark Dayton has set a vision for a prosperous Minnesota with world-class talent—one that engages students, workers, legislators, educators and businesses—bringing All Hands on Deck¹ to meet the call of tomorrow’s economy.

Career Pathway Work Underway in Minnesota

Minnesota is working on many fronts to create a comprehensive career pathway system for youth and adults through aligned workforce development and education services.

Advancing CTE in Career Pathways
OVAE technical assistance initiative – through Sept. 2015

Career and College Readiness Collaborative
(MDE, DEED, MnSCU and community partners) to help youth explore college and career interests and develop a plan for a smooth and successful transition to postsecondary education or employment—ongoing.

Career Pathways and Technical Education Task Force

Charting the Future
Report of the Strategic Workgroup’s recommendations to increase access, affordability, excellence, and service by forging deeper collaborations among our colleges and universities to maximize our collective strengths, resources, and the talents of our faculty and staff. MnSCU Board of Trustees, November 2013.

Minnesota Technical Skill Assessment Project
core competencies (secondary and postsecondary) and state approved technical skill assessments validated by business and industry in US Department of Education and Department of Labor Career Pathways and Clusters; completion by Aug, 2014.

Common Core Standards

Governors Workforce Development Council
Career Pathways Committee focus initially on definition/current work and then to policy development through February 2014.

Skills@Work
Greater Twin Cities United Way and the Governor’s Workforce Development Council Campaign to address regional workforce needs and develop statewide policy recommendations to address state skill needs (2012-2013).

Labor Market Information
LMI Data Production Requirement legislation HF 729 Sec. 2 lines 63.19-64.18

For more information

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¹All Hands on Deck: Fifteen Ideas for Strengthening Minnesota’s Workforce, 2012 Governor’s Workforce Development Council www.gwdc.org