

Strengthening Career and Technical Education for the 21st Century

November 2020

Perkins V as a Program Partner to [*The One Minnesota State Combined Plan*](#)



MINNESOTA STATE
Career and Technical Education

Topics

The One Minnesota State Combined Plan,

1. Comparison of Vision, Mission, Goals, Priorities
2. Review Commonalities
 1. Career Pathways
 2. Programs and Programs of Study
3. Comparisons
4. Opportunities
5. What's missing?

Warm-up

- Reflecting on your own work, have you experienced interactions between the WIOA and formal CTE programs? Perkins?

State Plan Vision

- The strategic vision of the One Minnesota WIOA State Plan is a healthy economy, where every Minnesotan has meaningful employment and a family-sustaining wage, and employers are able to fill jobs in demand.

State Plan Mission

- To create a Career Pathway System that aligns local, state, and federal resources, policies and services to meet the workforce needs of business and industry and improves access to employment, education, and training services for Minnesota's current and future workforce.

Impact Priorities

- Workforce adjacent issues
- Creating an age-friendly Minnesota
- Future of work
- Green job pathways
- Career pathways and sector strategies
- Whole family (2-GEN) approach
- Benefits cliff
- Collaboration to support people transitioning out of corrections

Perkins Overview CTE

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

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

Programs of
Study

Learner
Success

Workforce
Development

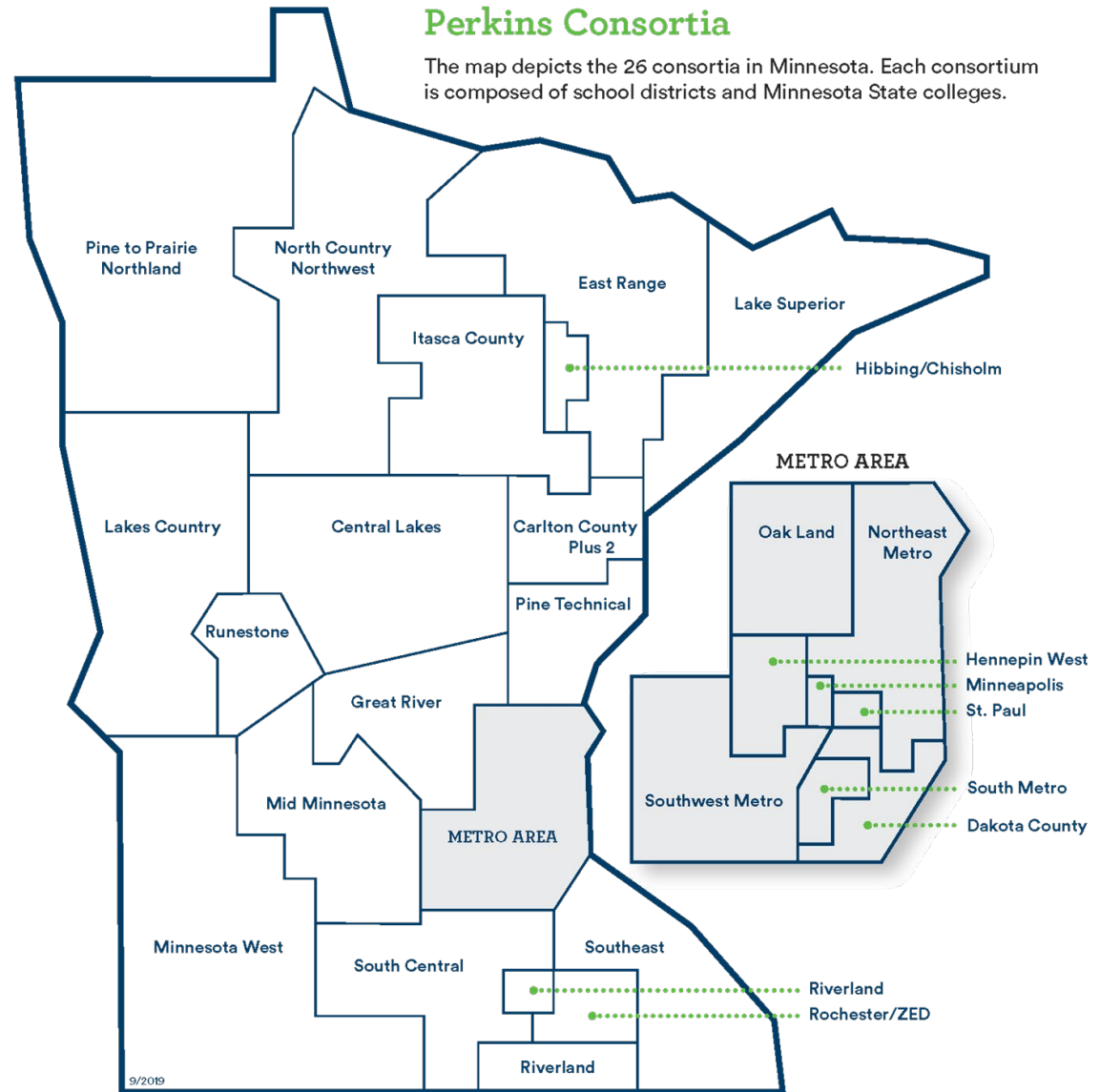
Economic
Vitality

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

Perkins Context: Consortia

Perkins Consortia

The map depicts the 26 consortia in Minnesota. Each consortium is composed of school districts and Minnesota State colleges.



Perkins V

Priorities

Career- Connected Learning

To provide career-connected learning opportunities for every student with

- High Quality Programs of Study
 - Provide authentic work-based learning for individuals
- POS that meet local/regional workforce needs
- High-skill, High-wage, In-Demand careers

Based on the Comprehensive Local Needs Assessment

Perkins V

Priorities

Career-
Connected
Learning

High Quality programs require us to provide resources to:

- Recruit, retain, and provide professional development for teachers, counselors, educational professionals
- Recruit, support, retain special populations

Based on the Comprehensive Local Needs Assessment

Commonalities

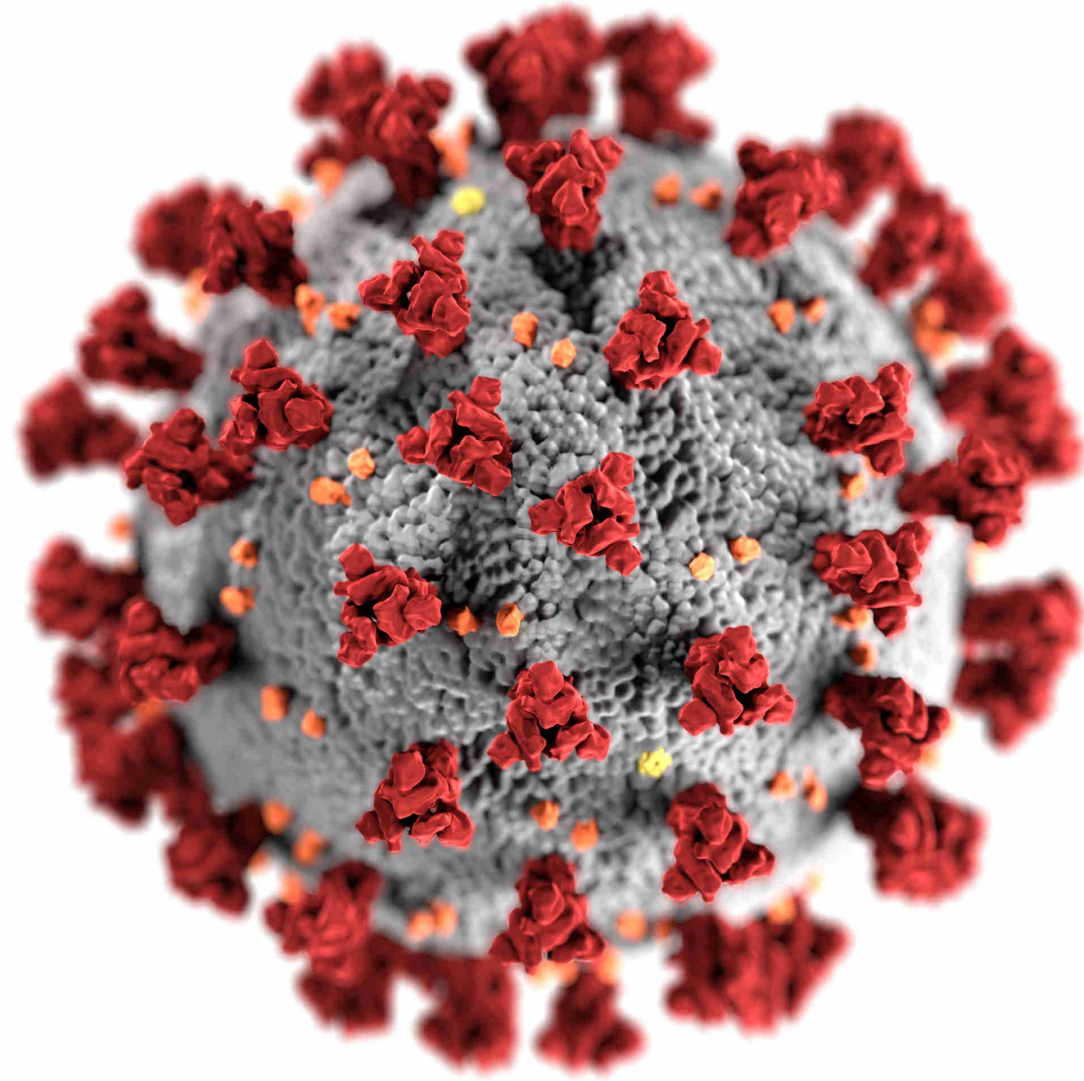
Perkins V and WIOA

- Adult education
- Career pathways
- Access and equity
- Support for skills
- Aligned to economic needs

Perkins V and WIOA and ESSA

- Skill investment proposals
- Career and college ready
- Equity and serving special populations
- Learner success

Detour



The “New” Lens on the Workforce and Education Landscape

- **Community Vulnerabilities**—Age, poverty, race, ethnicity, disconnected youth, disability, health outcomes, insurance access, technology access, digital literacy, educational outcomes
- **Industry Vulnerabilities**—Estimated 14% of jobs in Minnesota may be lost
- **Occupational Vulnerabilities**—1 in 4 MSP Metro workers applied for Unemployment Insurance between March 16 and August 27, 2020
 - Exposure
 - Food and Beverage Serving Workers (40.6% applied for UI)
 - Retail Workers (37.3% applied for UI)
 - Remote Work—14.8% (277,594 jobs) of jobs can be fully remote



Disparate Impacts Exacerbate Inequalities

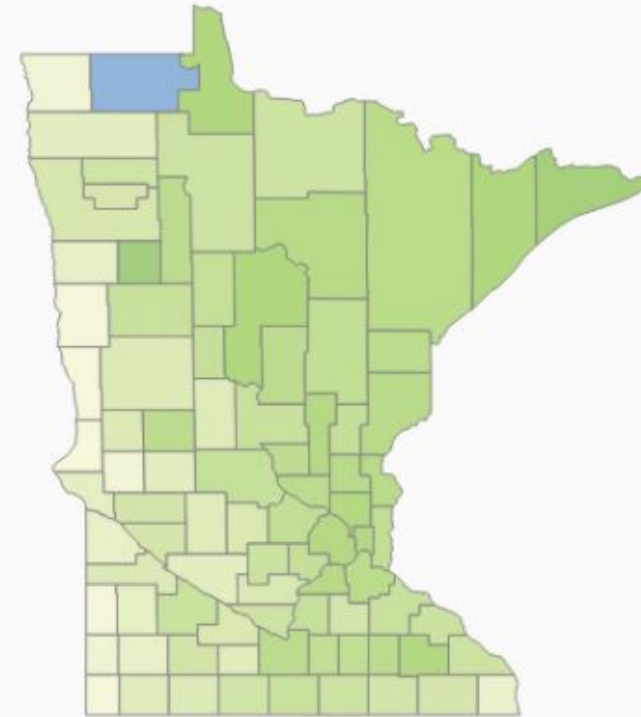
Disproportionate Rate of UI Applications

- Women
- BIPOC talent (especially Black/African American)
- Ages 20-34
- No college degree

Disproportionate Rate of Holding High Contact-Intensity Jobs

- Women (66.7%)
- Black/African American talent
- Ages 16-34
- High School Diploma – 2-year Degree Holders, plus Healthcare Advanced Degrees

Unemployment Insurance Applicants as a Share of Total Labor Force by County, March 16 - August 27, 2020



Since March 16, there have been 928,038 unemployment insurance applicants in Minnesota.

Share of Labor Force
9.6% 64.1%



RealTime Talent

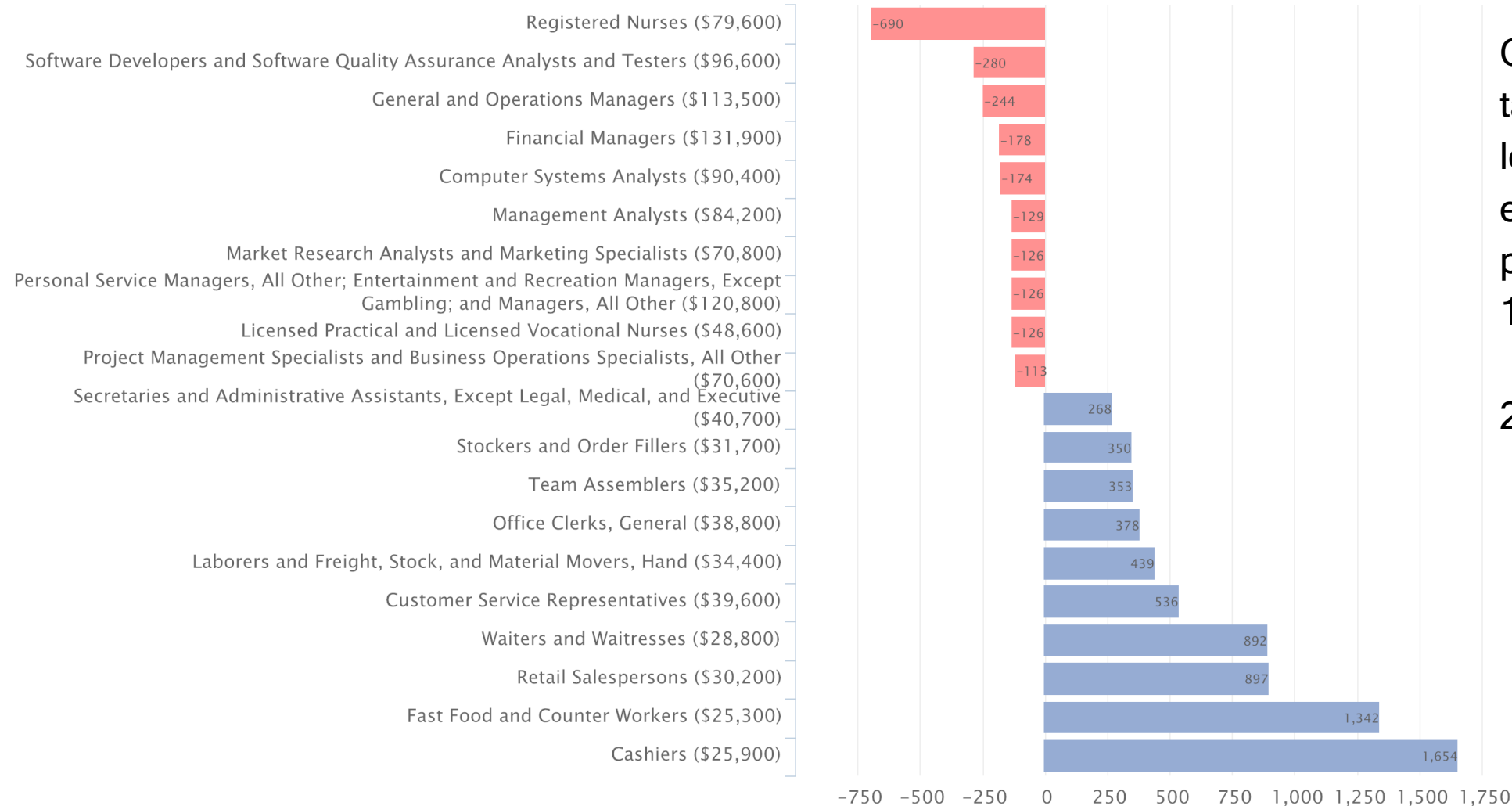
Using data to build the world's best workforce

Workforce Impacts of COVID-19: *Mid-Term Occupational Impacts*

Minnesota

Occupation Gaps

Potential Average Annual Occupation Gaps over 5 Years in Minnesota



COVID-19 has accelerated talent surplus anticipated in lower-wage, lower-education positions, particularly:

- 1) high contact-intensity occupations and
- 2) positions that cannot be done remotely.

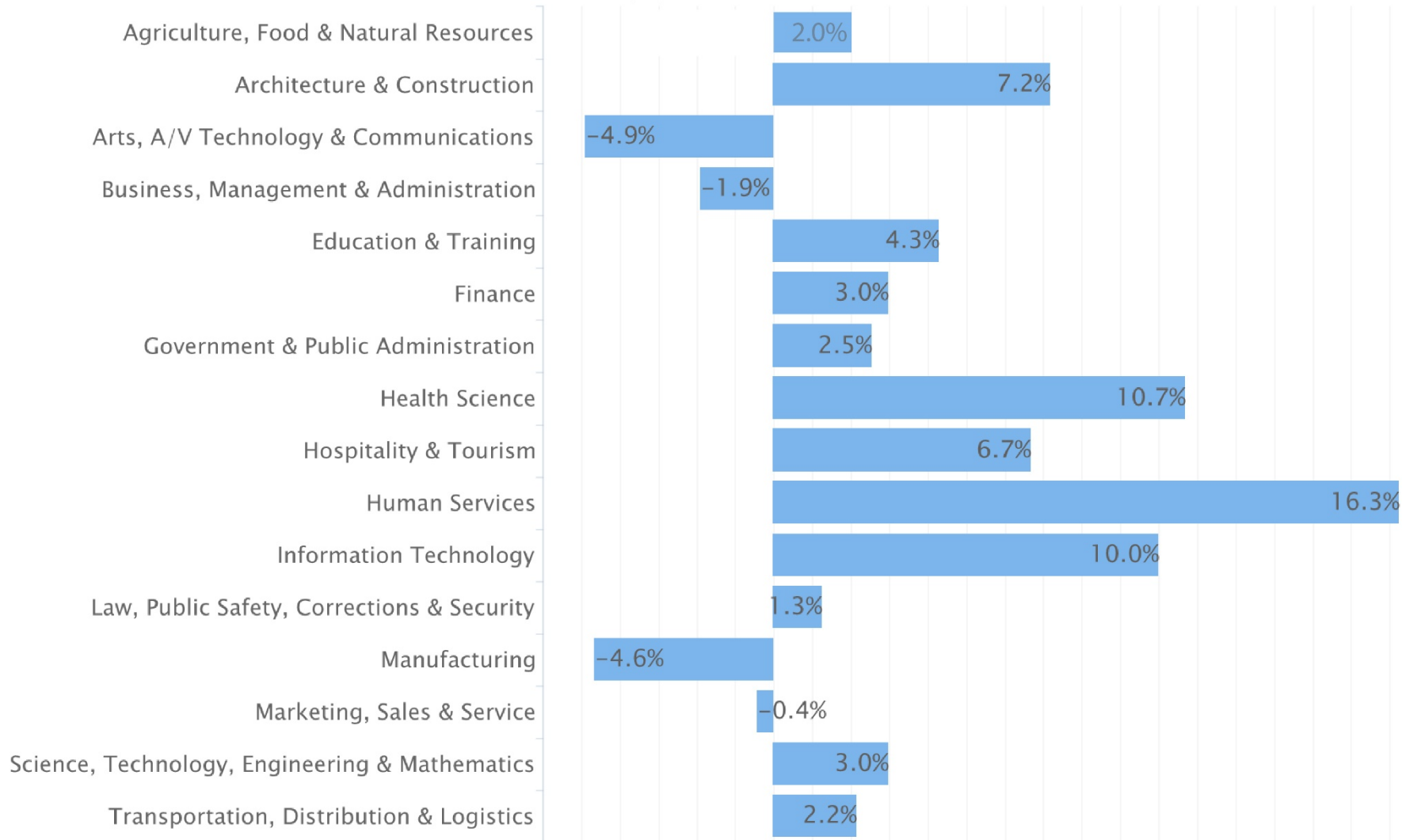


RealTime Talent
Using data to build the world's best workforce

Shifting Opportunities

Minnesota

10 Year Forecast Growth Rate
Total Employment, Latest Available Data



The Career Clusters anticipating highest growth statewide include **Human Services** (16.3% over 10 years) and **Health Science** (10.7% over 10 years).



Career Pathways and Programs of Study

- Promising high-demand and high-wage occupations
 - Greatest growth predications:
 - Human services
 - Health Science
 - Information Technology
 - (Metro area IT)

Career Pathways and Programs of Study

Employability Skills



Courses to Programs to Programs of Study to Career Pathways



Comparisons

Every Student Succeeds Act (ESSA)	Perkins V	Workforce Innovation and Opportunity Act (WIOA)
Target Populations		
Student in public K-12	CTE participants; K-12 and sub- baccalaureate programs	Adults and dislocated workers, job seekers, incumbent workers; in-and out-of school youth.
Grantee Agency- Federal		
Department of Education	Department of Education	Department of Labor
Expectations		
Integrate rigorous academic and employment-focused content for in-demand jobs, emphasizing a focus on science, technology, engineering, and mathematics (STEM), and ensuring remediation-free entry to 4-year colleges.	Prepare all students, including special populations, for high-skill, high-wage, in-demand careers; integration of academic and technical knowledge and skills	Focus on economic needs of states and regions preparing adults and youth for in-demand careers

Comparisons

Every Student Succeeds Act (ESSA)	Perkins V	Workforce Innovation and Opportunity Act (WIOA)
Outcomes and Measures		
Accountability system that identifies low-performing schools based on graduation rate, English language arts/ reading and mathematics proficiency, and other academic indicators such as student growth and progress in English learner proficiency	Accountability measures for participation and performance of CTE concentrators attending secondary and postsecondary school; placement	Performance accountability metrics, including credential attainment and skills gains, employment, earnings, and employer satisfaction
Supports		
Does not require career awareness	Must support student pathways knowledge, skills Career exploration as early as 5th grade; CTSO	One-stop provides referrals for supportive service needs (transportation, child care, housing, counselling)

Discussion
Question 1

What new learning happened
with this presentation?
Any aha's?

Discussion Question 2

Especially as we look at economic recovery needs, what opportunities did you see for greater alignment and connections?

Discussion
Question 3

What opportunities did you see for greater support of programs and services to special populations?

Discussion
Question 4

What opportunities did you see for growth and expansion?

Discussion Question 5

What additional
information will you
seek out next?

Discussion Question 6

What additional questions do you have?



Jeralyn Jargo, Minnesota State
Jeralyn.jargo@minnstate.edu
(651) 201-1650