



MINNESOTA STATE
Board of Trustees

AGENDA ITEM SUMMARY

NAME: Outreach and Engagement Committee

DATE: May 21, 2024

TITLE: Contract Training Update

Action

Review and Discussion

This item is required by policy

PRESENTERS

Shannon Bryant, Executive Director, Workforce & Economic Development

Travette Webster, COO, Learning Resource Network (LERN)

Annette Parker, President, South Central College

Kristin Underwood, Director of Customized Workforce Education, South Central College

Carrie Brimhall, President, Minnesota State Community & Technical College

Craig Beytien, Vice President Strategic Engagement, Minnesota State Community & Technical College

John Hoffman, President, Bemidji State University & Northwest Technical College

PURPOSE

We are presenting before the Board to address the January motion regarding the need to establish a clear definition, best practices, and a comprehensive implementation plan for contract training within our system. This initiative is important for streamlining our processes, ensuring consistency and quality across contracts, optimizing resources, increasing revenue, elevating our relationships with organizations, and enhancing the efficiency and effectiveness of our training programs.

BACKGROUND INFORMATION

Addressing historical issues across the system related to contract training is of particular importance considering the recent audit that highlighted inconsistencies and concerns. Over time, the lack of a clear definition, best practices and implementation plans has led to inefficiencies, disparities, and potential gaps in training and quality assurance. These historical issues have impacted our ability to maximize our relationships with organizations and industry across the state of Minnesota. By partnering with an industry association, the Learning

Resource Network (LERN) who is considered to be the gold standard of contract training consultation, and receiving feedback from our CECT administrators and presidents will help us to rectify past deficiencies and lay a solid foundation for future successes and sustainability of contract training across the system.

Project Resources, Process, and Participants

Nine rounds of discussions for feedback and insight: Wash, Rinse, and Repeat Process

3 rounds of discussions with CECT administrators

3 rounds of discussions with a committee of seven presidents

3 rounds of discussions with Chancellor Olson

Consultant used as a co-facilitator for the project was Travette Webster, Chief Operating Officer of the Learning Resource Network (LERN)

Presidents Committee included:

Carrie Brimhall, Michael Berndt, Annette Parker, Joe Mulford, Marsha Danielson, Joy Bodin, and John Hoffman

Questions for consideration and discussion posed to the Board:

1. How do you perceive the outcomes of the contract training project, and what are your thoughts of their impact on the system?
2. How can the Board support the implementation of the definition, best practices, and implementation plan across the system?
3. What specific challenges or concerns does the Board have with the results of the project that should be addressed to ensure the efficiency and effectiveness of our contract training units?

Project Summary

Project Name: Contract Training Update

Date: May 2024

Original Board Motion Language from January 2024	The Minnesota State Board of Trustees is supportive of contract training and recognizes its strategic importance to Minnesota State and the State of Minnesota. The Board of Trustees endorses the creation of a definition for customized contract training, the establishment of best practices, and the creation of individualized implementation plans for each college and university. The board charges the chancellor and his team with providing an update to the board in four (4) months.
Definition of Contract Training	<p>For Minnesota State, Contract Training is any contractual educational service tailored to the needs of an organization. As a trusted workforce partner, we leverage the collective strength of 26 state colleges and 7 state universities to continuously deliver timely, results-oriented training solutions which positively impact workforce and economic development for the state of Minnesota.</p> <p>Our Contract Training solutions:</p> <ol style="list-style-type: none">1. are customized, flexible, and responsive to the needs of the client.2. support reskilling, upskilling, and lifelong learning through intentionally designed pathways.3. are relationship-based and results-driven.4. advance the client’s mission and vision.5. bring value to the state, system, and educational institution.6. expand opportunities for social and economic mobility for all learners in our region.7. make Minnesota State contract training a comprehensive business and a social good at the local and state levels. <p><i>“This definition applies only to Contract Training and does not refer to other forms of education conducted by our campuses such as continuing education focused on the needs of individual learners (rather than the needs of a business), free workshops for the community, grant-funded summer bridge programs, and the like.”</i></p>

**12 Best Practices
Broken Down by
Categories**

Categories Defined:

Processes

Set of a recommended sequence of steps for contract training to achieve outcomes.

Operational

Aspects for consideration in running a contract training practice within the college or university.

Staffing

Models to consider when determining how to staff contract training departments

Processes

#1: Shift from information training orientation to solution contracts by performing periodic need assessments, trend analysis, and establishing intentional portfolio design practices.

#2: Know and promote your Unique Selling Proposition (USP).

#3: Have Standard On-boarding and Operating Procedures for instructors with critical guidelines and information.

#4: Have Standard Operating Procedures for sales processes including lead generation, contract closing, and intradepartmental handoffs.

#5: Perform concurrent and post-intervention quality assurance.

Operational

#6: Use a Sales Kit. Your Sales Kit should be a folder with inserts, such as case studies, testimonials, client listings, service expertise, and so on.

#7: Price so that production costs are 50 percent or less. Production costs are defined as instructor costs, participant supplies, handouts, any classroom rental, trucks, trailers, mileage, other high-cost equipment, and out of state contracts.

#8: As appropriate, utilize price breaks, provided production cost remains 50% or less.

#9: Have a Customer Relationship Management (CRM) system.

#10: Collect Contract Training data and generate Contract Training reports on the following key data points:

Leads to contract ratio.

Number of businesses served.

Number of individuals served (including demographic stats)

Revenue generated.

Feedback/Quality Score (1-5)

Value-based services

Staffing

#11: Use an intentional staffing structure that is aligned to sales goals for the organization. Team infrastructure must support product development, operations, and inside sales.

#12: Maintain staff training for effective skillset alignment across roles and responsibilities.

**Implementation Plan /
Business Plan**

A fillable document that serves as a guide for each college or university based on the unique needs of their campus and the industries they serve.

Components of the plan include the following sections:

- History
- Overall Goals
- Unit Goals
- Overall Finances and Benchmarks
- Division Finances, Benchmarks, and Strategies
- Quarter Goals
- Communication Plan
- Communication Timeline
- Staff Responsibilities
- Institutional Alignment