

FY22 Minnesota Perkins V Monitoring Criteria for Local Consortia

Requirement for monitoring:

Minnesota State and MDE are required to monitor local Perkins consortia to assure compliance with fiscal and management requirements of the Strengthening Career and Technical Education for the 21st Century Act, the Minnesota 4-Year State Plan, and federal and state legislation and policy.

Sec.121(a)(1)

Objectives for monitoring:

- Provide technical assistance
- Foster continuous improvement
- Develop an understanding of local performance, operations, and issues facing CTE programs, schools, and colleges
- Determine present and predict future CTE program opportunities, challenges, and threats
- Identify factors that may enhance or detract from the availability of and access to high-quality CTE programs
- Better define how high-quality CTE programs operate
- Test the reliability of internal controls
- Verify that program objectives are being met
- Identify successful (best) practices

Priorities under Perkins V

- A collaborative leadership team and decision-making process
- State-recognized programs of study
- Data-driven planning and decision-making in conjunction with the comprehensive local needs assessment (CLNA)
- Narrowing performance gaps for special populations students
- Progress made on state-determined performance measures
- Recruiting, retaining, and training educational professionals
- Local uses of funds
- Fiscal/financial responsibilities and cash management
- Innovation
- Equity and inclusion

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Criteria	Description	Possible Sources of Evidence	Questions for Discussion
<p>Criterion 1:</p> <p>Consortium Governance</p> <p>References: Sec. 131 Sec. 132 Sec. 134</p>	<p>The consortium engages in structured and collaborative planning that benefits the consortium as a whole and is focused on local/regional resources and needs.</p>	<p>Documentation showing stakeholder involvement in consortium decision-making.</p> <p>Consortium meeting minutes that highlight processes, procedures, and actions of the leadership team that demonstrate joint planning and collaboration among consortium partners for the benefit of the entire consortium.</p> <p>Other records that highlight how the consortium has created structure and procedures for joint planning and collaboration with a focus on the benefit to the consortium as a whole, e.g.</p> <ul style="list-style-type: none"> • memorandum of understanding or agreements • planning documents • charts or descriptions outlining governance/ decision-making structure or responsibilities of consortium members <p>Documented support for spending and budgeting decisions.</p>	<p>Who are the stakeholders involved in consortium planning and decision-making and how do they contribute to the consortium's success?</p> <p>How is the consortium working to ensure diversification of stakeholder groups?</p> <p>To what degree and in what ways does the consortium engage in data-driven planning and decision-making?</p> <p>What is the process for how the consortium makes decisions?</p> <p>What are the consortium's processes for:</p> <ul style="list-style-type: none"> • Developing the budget? • Determining how reserve funds will be used? • Making change requests? • Determining how and where funds should be used? <p>What was the involvement of the leadership team in the CLNA?</p>

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<p>Criterion 2</p> <p>Fiscal Requirements</p> <p>References:</p> <ul style="list-style-type: none"> • State Requirements • Sec 135 	<p><u>Secondary:</u></p> <ul style="list-style-type: none"> • Financial records are maintained according to the Uniform Fiscal Accounting Recording System (UFARS) • All expenditures must be used in approved programs taught by appropriately licensed teachers or for professional development associated with the operation of CTE programs, career guidance, or pre-career and technical education within an approved program of study • All equipment purchases (\$1,000 or more) must be pre-approved by the state <p><u>Postsecondary:</u></p> <ul style="list-style-type: none"> • Financial records are maintained according to cost centers • All expenditures must be used in eligible CTE programs taught by college faculty who have met the minimum qualifications • All equipment purchases (\$5,000 or more) must be pre-approved by the state <p>Costs associated with administrative activities are not to exceed 5% of the grant. Equipment purchases are identified as fixed assets and required inventory and depreciation procedures must be in place. Funds may not be used when acquisition would result in direct financial benefit to any organization representing the interests of the purchasing entity, its employees, or affiliates.</p>	<p>Fiscal desk audit results from both secondary and postsecondary programs.</p> <p>Fiscal income.</p> <p>Payroll and expenditure records for secondary and postsecondary institutions.</p> <p>Administrative expenditures.</p> <p>Time and effort reports; Personnel Activity Reports (PAR).</p> <p>Historical records showing that funds supplement, and do not supplant expenditures for CTE programs and activities.</p> <p>Examples of how equipment is labeled to reflect that it is property of Perkins CTE (e.g., photos of label on equipment).</p> <p>Description of funds allocation process (if used) and connection to the CLNA (may be addressed in Criterion 1).</p> <p>Consortium Consolidated Equipment Inventory.</p>	<p>Are expenditures necessary, reasonable, and allocable?</p> <p>Are expenditures allowable in accordance with Section 135 of Perkins V?</p> <p>How does the local application budget reflect priorities identified by the CLNA?</p> <p>How has the CLNA influenced spending decisions?</p> <p>Are standard business practices followed according to Minnesota State and MDE policy and practice?</p> <p>What's the process for updating the combined equipment inventory?</p> <p>How do expenditures reflect the consortium's equity initiatives?</p>

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<p>Criterion 3</p> <p>Partnerships</p> <p>References:</p> <ul style="list-style-type: none"> • State Requirements • Sec 134 	<p>Collaboration among secondary and postsecondary partners, community-based organizations, non-profits, business and industry, etc., promotes CTE program efforts.</p>	<p>Examples of completed and current initiatives.</p> <p>Examples of articulation agreements for college credit or brokering of services for students.</p> <p>Documented evidence of PSEO and/or concurrent enrollment participation and/or completion.</p> <p>Connections to Adult Basic Education (ABE) and/or CareerForce Center partners.</p> <p>Projects or strategic plans demonstrating partnerships with community-based and philanthropic organizations.</p> <p>Participation and/or involvement with Career Technical Student Organizations (CTSOs).</p> <p>Advisory committee meeting minutes or other related documents.</p> <p>Agreements with local or regional businesses or industries for apprenticeship, internship, work-based learning or other experiential learning opportunities (e.g., signed training agreement; reports from AET (Ag Education Tracker); newspaper articles; vocational rehabilitation service contracts).</p>	<p>What are the consortium's connections to business and industry?</p> <p>What is the status of advisory committees?</p> <p>How is the consortium ensuring diversity of participants in advisory committees?</p> <p>How are advisory committees impacting student outcomes?</p> <p>What is the level of consortium involvement in CTSOs?</p> <p>How do partnerships expand the consortium's support for special populations and equity?</p> <p>How do partnerships support WIOA and career readiness for the regional labor market?</p> <p>What coordination is taking place to support the recruitment, training, and retention of teachers, paraprofessionals, etc.?</p>

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<p>Criterion 4 Programs of Study</p> <p>References: <ul style="list-style-type: none"> • State Requirements • Sec 112(c) • Sec 122(d)(4)(B) • Sec 134 </p>	<p>Programs provide a coherent sequence of courses through defined programs of study (POS) that:</p> <ul style="list-style-type: none"> • Incorporate challenging state academic standards • Address both academic and technical knowledge and skills • Are aligned with the needs of industry in the region • Progress in specificity • Have multiple entry and exit points that incorporate credentialing; and • Culminate in the attainment of a recognized postsecondary credential <p>Programs of study meet state-recognized POS requirements and reflect continuous improvement.</p>	<p>A minimum of 6 state-recognized programs of study are reported in the local application.</p> <p>If applicable, results from Technical Skills Assessments (TSAs) and/or industry-recognized credentials and certifications.</p> <p>Documented evidence to support 7 minimum-required components for state-recognized programs of study (Part B of <i>State-Recognized Program of Study User Guide</i>).</p> <p>Evidence of self-evaluation of consortium programs of study (Part C of <i>State-Recognized Program of Study User Guide</i>).</p> <p>Evidence that S-R POS align with the local labor market.</p> <p>Evidence that S-R POS demonstrate alignment between secondary and postsecondary clusters/pathways.</p>	<p>How has the CLNA impacted which POS are the focus of spending in the consortium?</p> <p>What experiential or work-based learning opportunities are in place for secondary and postsecondary learners?</p> <p>If applicable, how are results from TSA and/or industry-recognized credentials and certifications used to improve instruction?</p> <p>What stackable credentials have been mapped out and implemented in POS?</p> <p>What role does size, scope, and quality play in developing or maintaining POS?</p> <p>Are special populations able to access POS? What challenges prevent them from participating? What is being done to address these challenges?</p> <p>What challenges to equity and inclusion exist in POS and what is being done to address them?</p> <p>How will your consortium's self-evaluation of your programs of study drive future decisions?</p> <p>How do programs of study address workforce needs in your region or across the state?</p> <p>How are employability skills included in programs of study?</p>

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<p>Criterion 5</p> <p>Reserve Funds</p> <p>References: Sec. 112(c)</p>	<p>New in Perkins V, funds must be used to foster innovation or promote the development, implementation, and adoption of programs of study or career pathways aligned with state-identified high-skill, high-wage, or in-demand occupations or industries. Perkins V criteria continue to make funds available to CTE programing in:</p> <ul style="list-style-type: none"> • Rural areas • Areas with high percentages of CTE concentrators • Areas with disparities or gaps in performance identified during data reporting. 	<p>Examples of completed and current initiatives within the current plan.</p> <p>Documentation of braided funding projects with additional community revenue sources.</p>	<p>With local/regional partners, how are initiatives for the reserve fund expenditure identified?</p> <p>How are discussions of change and growth driven by data?</p> <p>What initiatives rise to best practice?</p> <p>Where have initiatives needed to be redirected?</p> <p>How are reserve funds used to foster innovation or promote development, implementation, and adoption of programs of study?</p> <p>How is continuous improvement in academic achievement and technical skill attainment addressed?</p> <p>How do programs expand access to CTE for special populations?</p> <p>What's next on the horizon for the consortium? What are you trying to grow or expand?</p> <p>Where does the consortium see itself in 3-5 years or at next monitoring?</p>

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<p>Criterion 6</p> <p>Accountability</p> <p>References:</p> <ul style="list-style-type: none"> • Sec 113 • State Requirements 	<p>The consortium (eligible recipient) continually makes meaningful progress toward improving performance of CTE concentrators.</p> <p>Secondary Core Indicators of Performance:</p> <ul style="list-style-type: none"> • 1S1 – Four-year Cohort Graduation Rate • 2S1 – Academic Proficiency: Reading/ Language Arts • 2S2 – Academic Proficiency: Mathematics • 3S1 – Post-Program Placement • 4S1 – Nontraditional Program Concentration • 5S3 – Program Quality: Work-based Learning <p>Postsecondary Core Indicators of Performance</p> <ul style="list-style-type: none"> • 1P1 – Postsecondary Retention and Placement • 2P1 – Earned Recognized Postsecondary Credential • 3P1 – Nontraditional Program Enrollment 	<p>Demonstration of meaningful progress toward improving performance of CTE concentrators.</p> <p>All secondary (state, consortium, district & school) performance indicator reports can be found under MDE Secure Reports > Accountability: Performance Indicator reports</p> <ul style="list-style-type: none"> • For a quick glance at how all districts within a consortium are performing relative to the State Determined Performance Level, see the Waterline report. • For individual district trend reports (once we get multiple years of Perkins V data) see the Snapshot report. <p>Postsecondary Power BI reports showing performance data from disaggregated populations:</p> <ul style="list-style-type: none"> • Core Indicators Report • Performance Gap Report <ul style="list-style-type: none"> ○ Consortium Totals • Performance by Subgroup <ul style="list-style-type: none"> ○ Consortium-Perkins V Cohorts ○ Compare data from 2020 & 2021 	<p>What gaps in performance have been identified and in which disaggregated groups?</p> <p>What does data disaggregated by program or program of study indicate?</p> <p>How has the consortium addressed gaps in performance?</p> <p>How has the consortium addressed gaps in performance for special populations students?</p> <p>What was the process used to develop improvement plans to address gaps in performance for core performance indicators?</p> <p>What are the consortium’s greatest strengths and challenges related to student outcomes?</p>