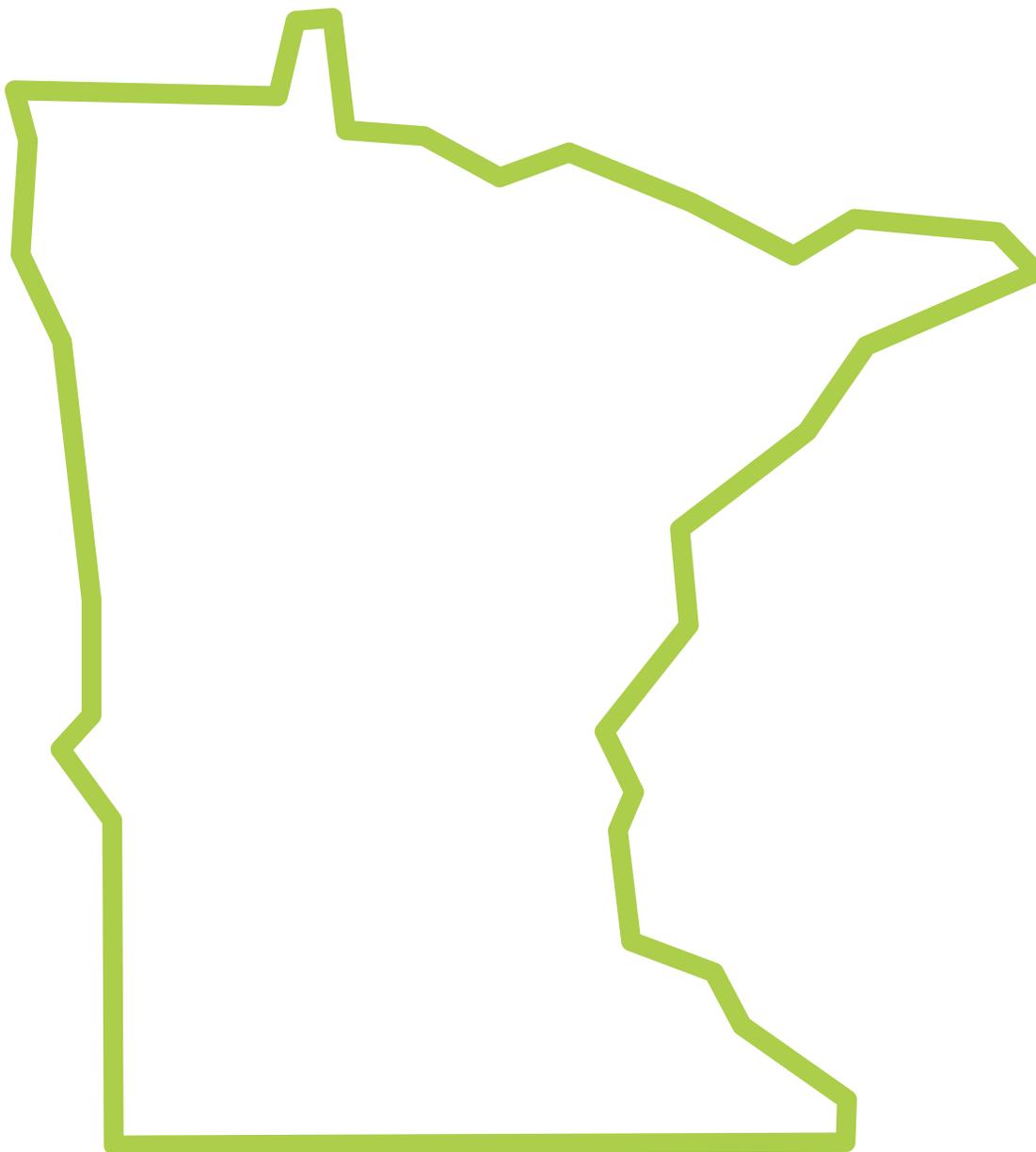


Career and Technical Education



PERKINS IV OPERATIONAL HANDBOOK 2018 Edition

A guide for the administration of the Carl D. Perkins Federal Grant in Minnesota

@2018 Minnesota State and Minnesota Department of Education

The contents of this handbook were developed under the Carl D. Perkins Career and Technical Education federal grant from the U.S. Department of Education. However, the contents do not necessarily represent the policy of the U.S. Department of Education.

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ADMINISTRATION OF THE CARL D. PERKINS FEDERAL GRANT

The Minnesota State Colleges and Universities (Minnesota State) Board of Trustees is the sole state agency authorized to receive and disburse federal funds and to supervise the administration of the state Career and Technical Education (CTE) programs through the System Office under a state plan developed jointly with the Minnesota Department of Education pursuant to Minnesota Statute § 136F.79 and the Carl D. Perkins Career and Technical Education Act of 2006 (P.L. 109-270). The System Office negotiates the level of responsibility for the administration, operation, and supervision of this Act at the secondary level with the Minnesota Department of Education (MDE) Office of Career and College Success, except for those responsibilities specifically reserved to Minnesota State by section 121(a) of the Act.

As the sole state agency, Minnesota State administers the Carl D. Perkins federal grant through a formula/non-competitive grant process. Staff from Minnesota State and Minnesota Department of Education are responsible for the distribution and management of the federal grant to recipients. Grantees for these federal funds are from Minnesota State's community and technical colleges and Minnesota public school districts.

Sources: [Carl D. Perkins Career and Technical Education Act of 2006](#) and [Minnesota State Plan](#)

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MINNESOTA STATE
Career and Technical Education



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ACKNOWLEDGEMENTS

Thank you to the Career and Technical Education staff from the Minnesota State system office and Minnesota Department of Education who contributed, commented, and reviewed this operational handbook.

TABLE OF CONTENTS

Administration of the Carl D. Perkins Federal Grant	i
Primary Administrative Contacts	i
Acknowledgements	ii
Purpose of the Handbook	viii
Carl D. Perkins Career and Technical Education Act of 2006	ix
Purpose of the Act	x
Title I—Career and Technical Education Assistance to the States (the Basic Grant).....	xi
Title II—Tech Prep Education.....	xiii
Title III—General Provisions	xiii
Program Planning and Operation	2
Perkins IV Program Overview	2
Guiding Principles for CTE in Minnesota	2
Minnesota Perkins Model	4
State Governance.....	4
Formation of Perkins Career and Technical Education Consortium Model.....	4
Consortium Governance.....	4
Consortium Membership Requirements	4
Consortium Governance Structure	5
Procedure for Changing Consortium Membership	5
Roles and Responsibilities of Perkins Consortium Coordinator	7
The Local Application Plan	8
Local Application Goals.....	8
Goal 1: Designing Programs of Study (POS)	8
Goal 2: Effectively Utilize Employer, Community and Education Partnerships	8
Goal 3: Improve Services to Special Populations	9
Goal 4: Provide a Continuum of Service Provision (CSP) for Enabling Student Transitions	10
Goal 5: Sustain the Consortium Structure of Secondary and Postsecondary Institutions	10
Local Application Plan Process.....	10
Submission of the Local Plan	11
Plan Components	11
Summary Narrative	11
Minnesota’s Five Goals (Narrative, Objectives, and Uses of Funds).....	11
Secondary Supplemental Budget.....	11
Perkins Funded Positions and Coordination Time for the Grant	12
Improvement Plans and Reports	12
State Approved Programs of Study and Technical Skill Assessments.....	12
Statement of Assurances and Certifications.....	13

Required and Permissible Local Activities	14
Required Activities: Section 135 Expenditure of Local Funds	14
Required Uses of Funds.....	14
Required Uses of Funds (Additions for Minnesota)	15
Permissible Activities: Section 135 Expenditure of Local Funds	15
Local Application Plan Approval Process.....	16
Implementation of the Plan	16
Annual Performance Report	16
Reporting Timeline.....	16
Monitoring	18
Minnesota’s Perkins IV Monitoring Process	18
Purpose.....	18
Objectives for Perkins Monitoring	18
Implementation priorities to be examined during 2013-2019.....	18
Guiding Questions to be Addressed	18
Local Consortium Monitoring Guidelines	19
Selection of Sites to be Monitored.....	19
Risk Assessment Tool.....	19
Program Performance.....	20
Fiscal Analysis.....	20
Data Reporting.....	20
Other Factors.....	20
Types and Levels of Monitoring.....	21
Minnesota Criteria and Sources of Evidence for Monitoring 2013-19.....	21
Structure of Monitoring Visits.....	24
Fiscal Desk Audit.....	25
Secondary and Postsecondary Desk Audit Process	25
Fiscal Audit Criteria	26
Communication and Engagement	27
Communication.....	27
Supporting Stakeholders	27
Professional Engagement	27
Strengthening Partnerships	27
Cross-Communication Process.....	28
Formal Communication	28
Informal Communication	28
Feedback	29
High Quality CTE Programming	30
Rigorous Programs of Study	30
CTE Program Approval and Review	32
Postsecondary Approval and Review	32
Secondary Approval and Review	33
Secondary Connections to Funding Sources	35
Accountability, Reporting, and CTE Data.....	36

Perkins and Core Performance Indicator Definitions	36
Secondary CTE Definitions	36
Secondary Core Accountability Indicator Definitions	36
Postsecondary CTE Definitions.....	38
Postsecondary Core Accountability Indicator Definitions	39
Core Indicator Performance Level Negotiations and Reporting	40
State Adjusted Levels of Performance	40
Local Adjusted Levels of Performance.....	40
State Consolidated Annual Report.....	41
Local Annual/Trend Core Indicator Performance Report (State to Consortium)	41
CTE Accountability and Reporting Data–Secondary.....	42
Secondary Data Collection Overview: Submitting a P-File (Perkins data).....	42
Secondary Data Collection Overview: Data Verification Process	43
Secondary Data Sources.....	44
Secondary Accountability and Reporting Data	44
Accessing Secondary Perkins Accountability and Reporting Data.....	45
Secondary Perkins Accountability and CTE Data - Useful Links	45
CTE Accountability and Reporting Data – Postsecondary	46
Postsecondary Data Structure – Entry Cohorts	46
Postsecondary Accountability and Reporting Data.....	46
Postsecondary Data Sources	47
Accessing Postsecondary Perkins Accountability and Reporting Data	48
Postsecondary Perkins Accountability and CTE Data – Useful Links	49
Student Data Privacy.....	50
Access to Private Data	50
Data Use and Reporting	51
Computer and Software Requirements.....	51
Student Data Privacy Resources	51
Office of Civil Rights Reviews	53
Postsecondary.....	53
Secondary	53
Retention of Perkins IV Grant Records	54
Perkins Funding.....	55
Formula Distribution	56
Consortia Basic Allocation	56
Consortia Reserve Allocation.....	56
State Leadership Funds.....	57
State Administration Funds.....	58
Local Application for Funds.....	58
Financial Requirements.....	60
Required and Permissive Uses of Funds.....	60
Required Uses of Funds.....	60
Required Uses of Funds (Additions for Minnesota)	61
Permissive Uses of Funds.....	61

Allowable and Unallowable Uses of Funds.....	62
Allowable.....	62
Unallowable	64
Local Application Budget Changes within the Fiscal Year	65
Postsecondary Budget Changes	65
Secondary Budget Changes.....	65
Capital Assets (Equipment)	66
Requirements for Purchasing Equipment with Federal Grant Funds.....	66
Fiscal Year Expenditure Timelines	67
Perkins IV Finance Cost Centers (Minnesota State).....	67
Part 1: Federal Requirements.....	67
Part 2: Types of categories.....	68
Part 3: Fiscal Year Expenditure Timelines	71
Part 4: Expenditure Reimbursement Process (Draws).....	71
Postsecondary Equipment Documentation	71
SERVS Financial System at MDE	72
Secondary Equipment and Curriculum Funding Criteria	73
Criteria for Secondary Perkins Funded Purchases	74
Requirements for State Pre-Approval of Secondary Equipment Purchases	74
Secondary Equipment and Curriculum Purchases-Grant Management.....	75
Inventory Control Requirements for Secondary Equipment and Curriculum Purchased through Perkins Grant Funding	75
Disposal of Equipment/Curriculum Purchased Through the Secondary Perkins Grant	76
Perkins Funding for Curriculum Software/License	76
WorkForce Center Collaboration Expenditures	77
Funds for Support Services (Nontraditional by Gender).....	77
Using Perkins IV Resources to Fund Personnel	77
Using Perkins IV Resources to Fund Postsecondary Perkins Programs.....	78
Postsecondary Customized Training Courses and Programs	78
Field Trips and Student Transport Activities.....	78
Career and Technical Student Organization (CTSO) Activities	79
Career Development License and Activities	79
Perkins IV – 5% Administrative Cost Allowances.....	79
Supplement Not Supplant Requirements.....	79
Perkins IV Federal and State Definitions.....	81
Acronyms.....	119
State and Federal Grant Policies	121
Minnesota State System Office	121
Minnesota State Procurement	121
Minnesota State Travel.....	121
Conflict of Interest.....	121
Minnesota State Gratuity.....	121
Minnesota State Inventory Controls	121
Minnesota State Cash Management.....	121

Minnesota State Code of Conduct	121
Minnesota State Advisory Committees.....	121
Minnesota State Grant Management.....	121
Minnesota Department of Education	122
MDE Cash Management.....	122
MDE Allowable Cost.....	122
State Match Requirements	122
CTE State Staff Directory	123
Minnesota State System Office Staff.....	123
Minnesota Department of Education Staff.....	123
Appendices	124
Appendix A: Monitoring Visit Sample Agenda.....	125
Appendix B: Three-year Performance Status Trend Report.....	126
Appendix C: Core Indicator Performance Report	127
Appendix D: Consortia Reporting Timeline	128
Appendix E: Asset Tag Example	129
Appendix F: Example of a Mini Grant Form	130
Document Revision History.....	133

PURPOSE OF THE HANDBOOK

This handbook is a resource for secondary and postsecondary eligible recipients— Minnesota Department of Education* and Minnesota State** respectively— submitting applications for funding under the Carl D. Perkins Career and Technical Education Act of 2006 (Perkins IV).

The purpose of this handbook is to provide an understanding of federal and state requirements and guidance developed for Career and Technical Education (CTE) programs benefiting from Perkins funding. This handbook highlights specific sections of the Perkins IV Act that are critical for understanding the requirements of the Act for implementation in Minnesota.

** The Minnesota Department of Education will hereafter be referred to as “MDE”.*

*** While “Minnesota State Colleges and Universities” remains the legal name of the system, it should only be used by the Board of Trustees, by member institutions for ceremonial documents, and as a first reference in contracts and legal documents. For all other instances, and upon second reference in contracts and legal documents, use “Minnesota State.” In this handbook, “System Office” may be used when referring to the Minnesota State system office. (Source: Minnesota State Brand Identity Guide, 2017)*

CARL D. PERKINS CAREER AND TECHNICAL EDUCATION ACT OF 2006

The Carl D. Perkins Career and Technical Education Act of 2006 (Perkins IV) was signed into law August 12, 2006 and replaced the 1998 Carl D. Perkins Vocational and Technical Education Act (Perkins III). The original authorization period for Perkins IV ended on June 30, 2013. The original act remains in effect through June 30, 2019 with continued congressional funding. The *Strengthening Career and Technical Education for the 21st Century Act* was signed into law July 31, 2018 by President Trump and will go into effect July 1, 2019.

Perkins IV focuses on the academic achievement of Career and Technical Education (CTE) students, strengthening connections between secondary and postsecondary education, and improving state and local accountability.

Purpose of the Act

The stated purpose of the Perkins IV Act is to develop the academic and career and technical skills of secondary and postsecondary students enrolled in Career and Technical Education programs by:

- (1) building on the efforts of States and localities to develop challenging academic and technical standards and to assist students in meeting such standards, including preparation for high-skill, high-wage, or high-demand occupations in current or emerging professions;
- (2) promoting the development of services and activities that integrate rigorous and challenging academic and career and technical instruction, and that link secondary education and postsecondary education for participating Career and Technical Education students;
- (3) increasing State and local flexibility in providing services and activities designed to develop, implement, and improve career and technical education, including tech prep education;
- (4) conducting and disseminating national research and disseminating information on best practices that improve Career and Technical Education programs, services, and activities;
- (5) providing technical assistance that (A) promotes leadership, initial preparation, and professional development at the State and local levels; and (B) improves the quality of Career and Technical Education teachers, faculty, administrators, and counselors;
- (6) supporting partnerships among secondary schools, postsecondary institutions, baccalaureate degree granting institutions, area Career and Technical Education schools, local workforce investment boards, business and industry, and intermediaries; and
- (7) providing individuals with opportunities throughout their lifetimes to develop, in conjunction with other education and training programs, the knowledge and skills needed to keep the United States competitive.

For more information about the purpose of the Act, see the Carl D. Perkins Career and Technical Education Act of 2006, Section 2.

Title I—Career and Technical Education Assistance to the States (the Basic Grant)

The Perkins IV Act provides financial support for innovation and program improvement in Career and Technical Education at both secondary and postsecondary levels.

Title I of the Act outlines the structure and requirements related to the Basic Grant under Perkins IV. The act specifies the formula to be used for the allotment and distribution of funds to states, as well as requirements for how states distribute Perkins IV funds to local eligible agencies. In addition, the Act specifies required and permissible uses of funds by both state and local recipients.

The 2006 Perkins legislation includes several requirements related to reporting and accountability, with many of the state level requirements having parallel provisions for local recipients. These requirements include submission of annual plans and performance reports at both the state and local level. There is a requirement that both state and local recipients negotiate performance levels on core indicators and submit improvement plans if the agreed upon targets are not met.

See Table 1 on the next page.

Perkins IV – Title I: Selected Provisions Related to the Basic Grant		
Financial Provisions	<i>Distribution of Funds</i>	
	Section 111	State Allotment
	Section 112	Within-State (Local) Allocation and Reserve Option
	Section 131	Distribution of Funds to Secondary Education Programs
	Section 132	Distribution of Funds to Postsecondary Education Programs
	Section 133	Redistribution of Unexpended Funds
	<i>Use of Funds</i>	
	Section 124	State Required and Permissible Uses of Funds
Section 135	Local Required and Permissible Uses of Funds	
Annual Plans	Section 122	State Plan Submissions
	Section 134	Local Plan Submissions
Accountability	Section 113	Accountability (Secondary and Postsecondary) State and Local Adjusted Levels of Performance State and Local Reports (including disaggregated data)
Improvement Plans	Section 123	State Improvement Plan
		Local Improvement Plan
		Withholding State Funds and Waiver of Withholding
		Withholding Local Funds and Waiver of Withholding

Table 1: Selected provisions related to the basic grant

Title II—Tech Prep Education

While Title II-Tech Prep Education is still part of 2006 Carl D. Perkins Law, in Federal FY2011, Congress did not appropriate funds for Tech Prep. Minnesota had already combined Tech Prep and the Basic Grant. However, the funding that had been associated with Tech Prep was lost.

Title II of the Act addresses Tech Prep Education. The Act provides that Tech Prep funding is based on the same formula used for the Basic State Grant allotment and administered by the state eligible agency. As allowed under Title II, Section 202, in its state plan Minnesota chose to combine the Basic Grant and the Tech Prep Grant. Tech Prep in Minnesota was, therefore, not maintained as a separate grant program and separate accountability indicators and reporting were not required.

Title III—General Provisions

Title III of the Act includes a number of general provisions including Section 311 (Fiscal Requirements) which states that federal Perkins funds must be used to “supplement not supplant;” funds cannot replace state and local dollars that are being used for CTE.

Title III also includes a maintenance of effort provision requiring that state funding for CTE remain at least at the same level as the previous year.

PROGRAM PLANNING AND OPERATION

Perkins IV Program Overview

Minnesota's five-year Career and Technical Education (CTE) State Plan aligns goals with the Minnesota Department of Education and the Minnesota State system strategic goals and provides direction for use of funds in secondary, postsecondary, and adult education programs.

Minnesota's State Plan goals in May of 2007 included the following:

- Increase access and opportunity by providing access to services for Special Populations, including underrepresented students, in Career and Technical Education programs.
- Provide high school-to-college transitions for students in Career and Technical Education programs and adult student transitions into high-skill, high-wage or high-demand occupations.
- Effectively use employer, community, and education partnerships to support Career and Technical Education to provide programs and services integral for state and regional economic needs.
- Innovate to meet current and future educational needs and examine and expand collaborative practices to support CTE programs at the secondary and postsecondary levels to ensure a continuum of services provision.

The Minnesota Department of Education established three priorities in 2009-2010:

- Rigor and College Readiness
- Teacher Effectiveness
- Accountability

Guiding Principles for CTE in Minnesota

- CTE and academic education must be integrated in a more comprehensive way.
- College and work-readiness skills are one and the same.
- Each student needs at least some education or advanced training past high school, whether community and technical college, university, industry certification, or advanced training through work.
- Federal Perkins funding for CTE is not an entitlement at either the state or local level.

- All education spending must be connected with student success outcomes.
- High schools and colleges should continue CTE programs and activities that have worked well.
- CTE must be strategically placed within the broader vision, mission and goals for education within the State of Minnesota.

Source: Revised Minnesota State Plan, Perkins IV, April 21, 2018, p. 18.

MINNESOTA PERKINS MODEL

State Governance

Formation of Perkins Career and Technical Education Consortium Model

Minnesota's school districts and the two-year colleges of Minnesota State were self-formed into twenty-six Perkins Consortia in 2008 to promote collaborative planning and implementation of Career and Technical Education programs within their regions. In identifying initial membership in the state's Perkins consortia, Career and Technical Education leaders were asked to consider the following for their region of the state:

- Career and Technical Education program improvement
- Anticipated Programs of Study
- Dual and concurrent enrollment opportunities
- Collaborative history and culture
- High school to college matriculation patterns
- Geography
- An operating structure that gave special attention to capitalizing on the strengths of the existing basic grant and tech prep leadership
- Continuation of effective collaborative activities that promote high school to college transition
- A decision-making model that would equitably and effectively address Career and Technical Education programming

The Career and Technical Education state leaders at Minnesota State and the Minnesota Department of Education reserved the right to approve the final membership of any Perkins consortium to ensure that no eligible college or any eligible school district was excluded.

Consortium Governance

Consortium Membership Requirements

1. Each consortium must have at least one eligible secondary school district member and at least one eligible postsecondary college member.
2. No school district or college may belong to more than one consortium.

3. Charter schools with a state-approved CTE program who request membership shall be invited to participate in a consortium.
4. State CTE leaders reserve the right to mediate the final consortium structure to ensure that no interested college or school district is excluded.
5. Representatives from Adult Basic Education, the WorkForce Center system, business and industry, and community organizations may be invited by the local consortium to participate as partners.

Consortium Governance Structure

The consortium governance structure is determined by the consortium with the following requirements:

1. The superintendent(s) and college president(s) of participating secondary and postsecondary consortium members identify at least one secondary and one postsecondary Perkins Coordinator.
2. Each consortium must develop a single annual plan and unified budget to guide the planning, implementation and use of funds for improving Career and Technical Education programs in their consortium.
3. Each consortium identifies one secondary fiscal host school district and one postsecondary fiscal host college with the responsibility to manage the funds distributed to the consortium in accordance with the Perkins Act and Minnesota state law.
4. The defined leadership structure of the consortium maintains authority for all secondary and postsecondary spending decisions, and independent spending authority may not be delegated to any individual school district or college partner.
5. The consortium plan includes the consortium's initiatives to accomplish the five goals established by the Minnesota State Perkins Plan and the plan to meet the negotiated performance indicators required under the law by the US Department of Education, Office of Career and Technical and Adult Education.
6. The consortium plan receives approval and signature support from each member school district superintendent and each college president to show agreement with the plan's content.

Procedure for Changing Consortium Membership

It is the intent of the Minnesota Career and Technical Education State Plan that the Perkins consortium structure will provide consistent and effective Career and Technical Education planning and program operation for the region. As such, changes in the

membership of a Perkins consortium must be made with careful consideration of the effects on students, member institutions, and the consortium. The Minnesota Career and Technical Education state leaders at Minnesota State and the Minnesota Department of Education reserve the right to approve the final membership of any Perkins consortium to ensure that no eligible college or any eligible school district is excluded.

If a consortium member school district or college wishes to withdraw from one Perkins consortium and join a different consortium, the following shall apply:

1. The Minnesota State Director of Career and Technical Education must receive a written letter of intent requesting consideration of change and a rationale for such change in consortium membership from the superintendent of the consortium member school district or the president of the member college requesting the change. This letter must be received by October 15 of the year *prior* to any actual changes so that data-driven decisions can be made by all stakeholders. The timeline is applicable for all consortium membership changes.
2. The Minnesota State Director of Career and Technical Education must receive written acknowledgement of the requested change in membership indicating an understanding of the implications of such change from all consortium member superintendent(s) and college president(s) from both Consortia involved. In the case of a request to join a consortium, all consortium member superintendent(s) and college president(s) from the two consortia involved must indicate their agreement with the requested change.
3. The written request for consortium membership changes and the acknowledgement by all members from both consortia must include evidence of consideration of the following potential impact on the consortia:
 - a. Financial impact of changes in the census, geographic, participation, and Pell grant variables that determine the level of the consortium's Perkins funding
 - b. Changes in consortium performance on Perkins accountability indicators and performance targets
 - c. Availability of Career and Technical Education programming for all students in the consortium
 - d. Effect on existing articulated and dual credit agreements between secondary and postsecondary member Institutions
 - e. Changes in consortium's State Approved Programs of Study and Technical Skill Assessment offerings
 - f. Changes in consortium leadership, personnel, and governance structure

4. Where withdrawal from a consortium would affect the funds received by the consortium due to population or program participation, such withdrawal would become effective at the beginning of the fiscal year after the end of the next fiscal year (e.g. a withdrawal request submitted prior to June 30, 2015 would be effective July 1, 2016).

Roles and Responsibilities of Perkins Consortium Coordinator

The roles and responsibilities of Perkins Consortium Coordinators are to:

- Collaboratively facilitate development of the annual local unified secondary/postsecondary Perkins consortium plan and budget – Submit plan online using the Minnesota State grant management system – mid-May of each year. (The consortium plan must include the consortium’s initiatives to meet the negotiated performance indicators required under the law by the U.S. Department of Education, Office of Career and Technical and Adult Education, and to accomplish the five goals established by the Minnesota State Perkins Plan. The work of the Perkins Consortia must address Minnesota’s five goals for CTE.)
- Manage consortium activities and budget to meet the unified goals of the consortium, Minnesota’s five goals for Career and Technical Education (CTE) and the requirements of the Perkins Law.
- Submit Annual Performance Report (APR) online using the Minnesota State grant management system – mid-October of each year.
- Negotiate annual Perkins accountability performance targets with state CTE staff – December of each year.
- Provide, or arrange with State CTE leadership to provide, technical assistance and professional development to assist consortium partners with achieving consortium goals and meeting negotiated Perkins performance indicators.
- Coordinate development and implementation of Programs of Study and Technical Skill Assessments among high schools and the Minnesota State college partner in the consortium.
 - Each local Perkins consortium is required to have in place at least seven Programs of Study including one rigorous Program of Study. Each Program of Study must also have in place both a secondary and a postsecondary Technical Skill Assessment.
- Participate in the CTE Fall Conference and the annual one-day Perkins Consortium Coordinator/Leaders meeting lead by state CTE leadership.

THE LOCAL APPLICATION PLAN

Local Application Goals

Goal 1: Designing Programs of Study (POS)

To meet the new requirement under Perkins IV, each local consortium must design, develop and implement Programs of Study/career pathways that span at least the last two years of high school (may begin in grade 9) through at least the first two years of postsecondary education resulting in a diploma or degree. See the [Programs of Study webpage](#) for documentation, process, charts, and other resource information.

In FY09, each consortium was required to design one Program of Study working from the Minnesota Career Fields, Clusters and Pathways framework. In each year, FY10 and beyond, consortia are to design at least one Rigorous Program of Study in one of the six career fields. Each consortium is encouraged to develop additional Rigorous Programs of Study in at least one cluster within each of the six career fields.

Consortia are to use the Minnesota Programs of Study Process Guidelines to complete POS and submit both a narrative and template. Documents should include information about the support of key stakeholders and the work of the POS Advisory work group; the elements of POS design and implementation; sustainability of the POS, consortia communication systems that will be used to implement and advance the use of POS in general, and explanation of a continuous improvement process for POS.

In Minnesota secondary and postsecondary education, there is a difference in the use of the term “academic programs.” “Academic” at the college level includes programs such as pre-med, manufacturing, engineering, nursing, fine arts, or sociology, etc. At the secondary level, academic programs refer to general education and courses such as mathematics, science, English rather than Career and Technical Education programs.

- Academic and Career and Technical Education programs are generally thought of as having a well-defined set of courses. Under Programs of Study, it is essential that consortia form partnering relationships with teachers and faculty of general education. Professional development activities should include teachers of academic subjects working with CTE teachers and faculty to strengthen CTE programs and increase student performance.

Goal 2: Effectively Utilize Employer, Community and Education Partnerships

Consortia are expected to continue to strengthen partnerships through joint industry advisory committees for program collaboration with workforce centers, labor, education, and community organizations. A [Career Program Advisory Handbook](#) (2016) was developed to support this effort.

Goal 3: Improve Services to Special Populations

Special populations are defined in the Perkins IV legislation as:

- Individuals with disabilities;
- Individuals from economically disadvantaged families, including foster children;
- Individuals preparing for nontraditional training and employment;
- Single parents, including single pregnant women;
- Displaced homemakers; or
- Individuals with limited English proficiency.

To read the Perkins IV Act on improving services to special populations, see the Carl D. Perkins Act of 2006.

To continuously improve services to special populations, consortia are to consider the following when writing their annual plans:

- Providing programs and services for those with the greatest need to ensure participation and completion of CTE programs.
- Ensuring awareness and access to CTE participation including learner accommodations so that members of special populations will not be discriminated against on the basis of their status.
- Providing members of special populations the same opportunities as other CTE students regarding information about preparing for high-skill, high-wage or high-demand occupations and careers.
- Ensuring that college activities are aligned and coordinated with campus TRIO programs, high school alternative programs and other programs that serve underrepresented students to secure equal access to career and education opportunities.

The special population group, “academically disadvantaged students,” has been removed from Perkins IV legislation. Addressing the needs of academically disadvantaged students has gained statewide and national prominence and is encouraged within the local consortium plan; however, local consortia must first meet the needs of the special populations that have been defined under Perkins IV before allocating any resources to academically disadvantaged students.

Under the federal Workforce Innovation Opportunity Act (WIOA) legislation and the Olmstead Act, secondary students participating in CTE work experience programs must be in competitive and integrated work settings, receive at least minimum wage (unless

the work experience meets the requirements of federal labor laws to be considered unpaid), and work for the employer directly (as opposed to working for the student's service provider).

Goal 4: Provide a Continuum of Service Provision (CSP) for Enabling Student Transitions

As consortia members work together, CSP creates value for the student through support services, curricular processes, and educational products, all of which could lead to systemic change within and among local consortia. Any consortium wishing to engage in CSP has a choice from four options:

- Sequentially – Student need is determined by consortium.
- Concurrent – Student need is determined jointly by two or more consortia, but the continuum of service remains separate within each consortium.
- Coordinated – Student need is determined jointly by two or more consortia and the continuum of services are aligned within each consortium.
- Integrated – Student need is determined jointly by two or more consortia with each consortium having the same continuum of services.

Which option is most appropriate for a local consortium depends on the following: student needs, groupings versus individual students, development and coordination time, availability of staff resources, funding constraints, and degree of adaptability.

Goal 5: Sustain the Consortium Structure of Secondary and Postsecondary Institutions

A local Perkins consortium of secondary and postsecondary partners jointly receives and expends Perkins funds to administer, operate, and provide support services for students in secondary and postsecondary CTE programs. Joint leadership, advisory committees, decision-making, and review processes should be aligned to enable sustainable consortium growth and opportunities for increased learning for students.

Local Application Plan Process

Pursuant to Section 134 of the Perkins IV Act, to receive funds under Perkins IV, a consortium must develop and submit an annual, unified, local secondary/postsecondary Perkins plan and budget. The plan must address secondary and postsecondary Career and Technical Education programming. The approved local plan—with statement of assurance signatures—serves as the consortium's formal application for receiving Perkins funding.

The local plan, due each May, must be organized around the state's five broad goals for career and technical education, address activities that are required and permissible

under the Act, and be signed by each participating college president and each participating school district superintendent.

The plan must also include strategies to meet the negotiated performance indicators required under the law. If, in the previous year, the consortium failed to meet the negotiated target on a core indicator, the local plan must also include an improvement plan or report.

Submission of the Local Plan

Local Perkins applications are submitted online through the Minnesota State grant management system, the System Office's online grants management system. The application is divided into several sections in the Minnesota State grant management system, allowing consortium users to respond to narrative and budget questions in small chunks.

Training and technical assistance webinars and instructional videos are available to help consortia learn about the online submission of local Perkins plans and to update consortia about any changes made to the local application.

Plan Components

Summary Narrative

The general narrative, or summary narrative, should summarize how the plan supports the consortium's CTE programs and highlight initiatives to support new or significantly improved CTE programming. The narrative should also outline how students are provided with strong experience in, and an understanding of, all aspects of industry. In addition, the narrative should discuss the consortium's performance on Perkins accountability indicators and how the planned expenditure of funds will support improvement.

Minnesota's Five Goals (Narrative, Objectives, and Uses of Funds)

The body of the local plan is structured around the five State CTE Goals. The Minnesota State grant management system prompts the user to enter the required information for each goal area. For each goal, the local application/plan includes a narrative section as well as specific information about objectives. Each objective includes additional information on strategies, outcomes, measures, and budget. The information on the use of funds reported for each objective detail whether the funds are for secondary or postsecondary; for required activities, permissible activities or administration; and whether the funds are reserve funds or reallocated funds (basic or reserve).

Secondary Supplemental Budget

Each consortium should complete the required secondary supplemental budget form. The form connects budget information for each goal area to UFARS object codes. The

completed form should be uploaded to the Minnesota State grant management system and included with the consortium’s local application.

Perkins Funded Positions and Coordination Time for the Grant

This section of the application is designed to include information on coordination of the Perkins Grant (e.g., the budget and percent of staff time at secondary and postsecondary). The section also should include a list of individuals whose salaries are paid in full or part using federal Perkins dollars.

Improvement Plans and Reports

A consortium whose actual performance does not meet the negotiated target for any indicator is required to write an Improvement Report for that indicator.

If a consortium’s actual performance falls below 90 percent of the negotiated target, the consortium must write both an Improvement Report and an Improvement Plan for that indicator.

Please refer to the criteria listed in Table 2 when completing the Improvement Report(s) and Improvement Plan(s) within the Minnesota State grant management system.

Performance at 90 to 99% of Negotiated Target	Performance Below 90% of Negotiated Target
<p>Write <u>Improvement Report</u></p> <p>Improvement <i>Report</i> Components:</p> <ul style="list-style-type: none"> • The number and name of the indicator that was not met • The actual performance percentage • General strategies planned to improve performance • Comments or context for actual performance 	<p>Write <u>Improvement Report</u> and <u>Improvement Plan</u></p> <p>Improvement <i>Plan</i> Components:</p> <ul style="list-style-type: none"> • Identification of any special populations where gaps in performance exist • Contextual factors contributing to existing performance gaps • Resources needed • Timeline • Person(s) responsible • Description of how progress will be documented

Table 2: Components of the Improvement Plan and Report

State Approved Programs of Study and Technical Skill Assessments

The Perkins legislation requires the development of Programs of Study. These programs, at a minimum, must:

- Incorporate and align secondary and postsecondary education elements,
- Include academic and CTE content in a coordinated, non-duplicative progression of courses,
- Offer the opportunity, where appropriate, for secondary students to acquire postsecondary credits, and
- Lead to an industry-recognized credential or certificate at the postsecondary level, or an associate or baccalaureate degree.

To help states and local recipients meet these requirements, the Office of Career, Technical, and Adult Education (OCTAE), in collaboration with major national associations, organizations, and states, have formulated a [Program of Study design framework](#). The framework identifies a system of 10 components that, taken together, support the development and implementation of effective Programs of Study. Although all 10 components are important, they are neither independent nor of equal priority: State and local program developers must identify the most pressing components for state or local adoption, taking into consideration their relative need within their educational context.

Each consortium must identify at least one Rigorous Program of Study (RPOS) and is also required to have at least seven Programs of Study (POS). Each consortium is encouraged to have at least one state approved POS in each career field provide broad experience for the student. This may require collaboration/brokering of services with other educational institutions. State approved POS should be developed in high-skill, high-wage, high-demand occupations reflecting the regional needs and in concert with WIOA regional plans.

Statement of Assurances and Certifications

The final section of the online local application allows consortia to download the Statement of Assurances & Certifications form. The form should be signed by all members of the consortium: each college president and each school district superintendent.

Once all signatures have been collected, the form should be scanned into a single PDF document and uploaded to the Minnesota State grant management system application. The online application can, at that point, be electronically submitted. However, it is necessary to also send in the Statement of Assurances and Certifications, with original signatures, for the application to be considered complete.

Required and Permissible Local Activities

Perkins IV requires that certain activities be conducted within Career and Technical Education programs if they are supported with federal funds. The Act does not require that the federal funds be used for these activities but does specify that all required activities be addressed if Perkins funds are received. The local plan must include information on required and permissible activities that will be undertaken.

Title I - Section 135 of the Perkins IV Act lists required and permissible activities as they apply to the use of local funds (Section 124 applies to the use of funds for state leadership activities).

Required Activities: Section 135 Expenditure of Local Funds

Required Uses of Funds

1. Assess the Career and Technical Education programs funded under Perkins IV.
2. Develop, approve, or expand the use of technology in career and technical education.
3. Professional development programs, including providing comprehensive professional development (including initial teacher preparation) for career and technical education teachers, faculty, administrators, and career guidance and academic counselors at the secondary and postsecondary levels
4. Integration of content aligned with challenging academic standards and relevant career and technical education.
5. Provide preparation for non-traditional fields in current and emerging professions, and other activities that expose students, including special populations, to high skill, high wage occupations.
6. Support partnerships among local educational agencies, secondary, postsecondary, adult education providers, employers, labor organizations, parents, and local partnerships, to enable students to complete Career and Technical Programs of Study.
7. Serve individuals in state correctional institutions and institutions that serve individuals with disabilities.
8. Support programs for special populations that lead to high-skill, high-wage or high-demand occupations.
9. Provide technical assistance to eligible recipients.

Required Uses of Funds (Additions for Minnesota)

10. Collaboration/Brokering of Service/Continuum of Services. [Specific to Minnesota]
11. Articulation, PSEO, Concurrent (Dual) Enrollment, or other recognized strategies.

The Act allows certain activities to be conducted within Career and Technical Education programs *if* required activities have been addressed.

Permissible Activities: Section 135 Expenditure of Local Funds

1. Improvement of career guidance and academic counseling programs that assist students in making informed choices in academic and career and technical education.
2. Establish agreements, including articulation agreements, between secondary schools and postsecondary career and technical education programs to provide postsecondary education and training opportunities for students.
3. Support initiatives to facilitate the transition of sub-baccalaureate career and technical education students into baccalaureate programs.
4. Support career and technical student organizations.
5. Support public charter schools operating career and technical education programs.
6. Support career and technical education programs that offer experience in, and understanding of, all aspects of an industry for which students are preparing to enter.
7. Support family and consumer sciences programs.
8. Support partnerships between education and business, or business intermediaries, including cooperative education and adjunct faculty arrangements at the secondary and postsecondary levels.
9. Support the improvement or development of new career and technical education courses and initiatives, including career clusters, career academies, and distance education – high skill, high wage, high demand.
10. Award incentive grants to eligible recipients for exemplary performance or for use for innovative initiatives.
11. Provide activities to support entrepreneurship education and training.
12. Provide career and technical education programs for adults and school dropouts to complete their secondary school education.

13. Provide assistance to individuals who have participated in Perkins assisted services and activities in continuing their education or training or finding appropriate jobs.
14. Develop valid and reliable assessments of technical skills.
15. Develop or enhance data systems to collect and analyze data on secondary and postsecondary academic and employment outcomes.
16. Improve the recruitment and retention of career and technical education teachers, faculty, administrators, or career guidance and academic counselors, and the transition to teaching from business and industry, including small business.
17. Support occupational and employment information resources.

Local Application Plan Approval Process

Once plans are completed and submitted to the Minnesota State grant management system, MDE and Minnesota State staff review the plans. A plan review meeting is scheduled to take place using online or remote audio-visual technology, or face-to-face. At the meeting, which is scheduled for ninety minutes, consortia staff present their local plan to state leadership and respond to questions from the reviewers. Reviewers may ask for additional information or suggest revisions.

Implementation of the Plan

Again, the approved local plan serves as the formal document detailing goals, outcomes, and approved expenditures. The Perkins IV plan detailed in the local application describes activities aligned with the state goals, accountability indicators, and the federal legislation. Once the plan is approved, efforts to implement the plan are focused on supporting and improving CTE curriculum, instruction and assessment, the implementation of Programs of Study and Technical Skill Assessments, and supporting CTE teachers and faculty.

Annual Performance Report

Consortia are required to submit an Annual Performance Report (APR) in October of each year via the Minnesota State grant management system. This report identifies the progress made in implementing the activities and goals outlined in the local plan.

Reporting Timeline

The [reporting timeline](#) identifies important dates and deadlines for consortia leaders to meet state requirements. The timeline also lists key events that consortium leaders are highly encouraged to participate in. See [Appendix D](#).

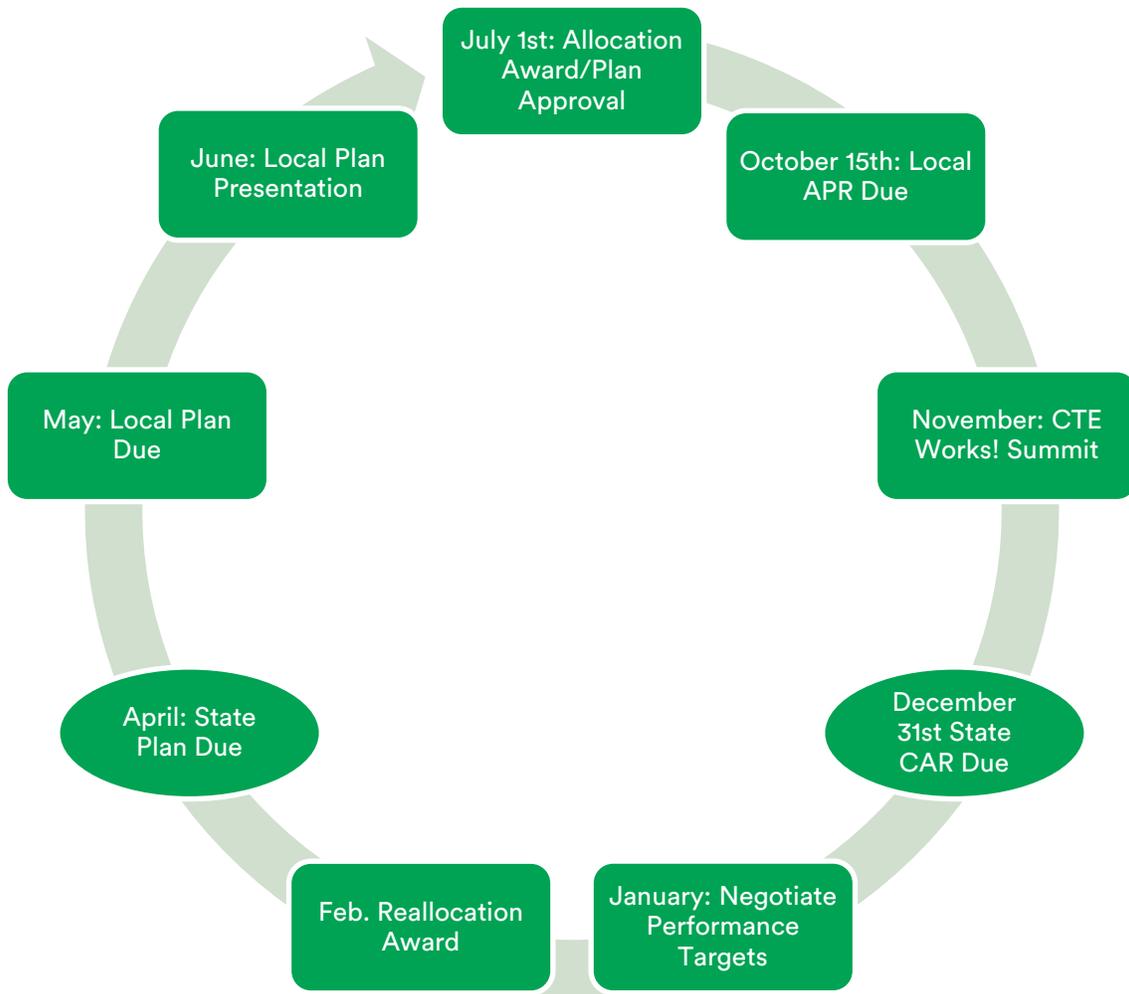


Figure 1: Perkins Work Flow Diagram

MONITORING

Minnesota's Perkins IV Monitoring Process

Minnesota State and the Minnesota Department of Education are required to monitor local Perkins consortia to assure compliance with fiscal and management requirements of the Carl D. Perkins Career and Technical Education Act of 2006, the Minnesota State Career and Technical Education Plan 2008-2016, and federal and state legislation, rules regulations and policy.

Purpose

The monitoring review provides an opportunity to not only meet compliance requirements, but also provide technical assistance, foster continuous improvement, and develops a better understanding of local performance, operations and issues facing Career and Technical Education (CTE) programs, schools, and colleges.

Objectives for Perkins Monitoring

- Determine present and predict future CTE program opportunities, challenges, and threats
- Better define how high-quality CTE programs operate
- Detect conditions, procedures, or factors that threaten CTE programs in time to effectively mitigate
- Identify factors that may enhance or detract from the availability of high-quality CTE programs

Implementation priorities to be examined during 2013-2019

- Development of a collaborative leadership team and decision-making process
- Progress in developing Rigorous Programs of Study
- Engagement in data-driven planning and decision-making
- Fiscal—financial responsibilities

Guiding Questions to be Addressed

- What are the consortium's greatest strengths related to student outcomes? Greatest challenges?
- To what degree and in what ways do the consortium's plans and policies adequately support the strengths and include strategies to address the challenges?

- Who are the stakeholders involved in the consortium planning and decision-making and how do they contribute to the consortium's success?
- To what degree and in what ways does the consortium engage in data-driven planning and decision-making?

Local Consortium Monitoring Guidelines

Each consortium provides evidence that the consortium is meeting the fiscal and programmatic requirements of the Perkins IV Act and Minnesota Perkins requirements. In addition, state CTE staff meet with and provide technical assistance to local teams as they prepare for the monitoring visit. [Monitoring guidelines and resources](#) are made available online on the Career and Technical Education website. See [Appendix A](#) for a sample agenda for monitoring visits.

Selection of Sites to be Monitored

Based on the risk assessment model utilized at the federal level by the Office of Career, Technical, and Adult Education (OCTAE), a division of the U. S. Department of Education, Minnesota selects the sites to be monitored. The risk assessment reviews defining factors that may indicate excessive challenges to program implementations by the local consortia. All twenty-six Minnesota consortia have experienced a monitoring visit within the current reauthorization and will continue to be monitored following the risk assessment process.

Risk Assessment Tool

A risk assessment tool assists in determining which consortia to monitor each year. The risk assessment tool is used to help in determining the priority of consortia to be reviewed and the level of monitoring to be performed. The risk assessment is used to determine how often the consortium will be monitored. Office of Management and Budget (OMB) Circular A-133 provides guidance on evaluating sub-recipient risks.

Risk assessment criteria include target areas that help identify changes critical to assessing the consortium's risk level:

- Fiscal processes and patterns
- Targets met on Performance Indicators
- Evidence of data-driven decisions
- Evidence of unified planning and decision-making
- Stable leadership/governance
- Service to Special Populations
- Quality Programs of Study and Rigorous Programs of Study

- Technical Skill Assessments in place

The state may consider the use of additional information in assessing the sub recipient's risk level. Potential risk factors to be assessed to determine sites for monitoring visits include: program performance (federal indicators, technical skill attainment, and adherence to approved plan), fiscal operations, and data reporting. In addition, the state may consider randomly selecting consortia to assure each consortium is monitored during the lifetime of the Act.

Program Performance

Sites identified for monitoring visits may be identified based on program performance – either excellent or because of identified problems. Excellent performance sites could provide valuable insight into how a consortium achieves goals and objectives in unique or innovative ways, and what effective strategies are being used that may be that replicable in other consortia. Sites identified because of problems with performance might be chosen for monitoring because the consortium is having difficulty achieving goals and objectives, there are known compliance issues or fiscal improprieties that are identified from desk audit activities, or the consortium has requested or requires targeted technical assistance.

Fiscal Analysis

Perkins monitoring must also examine several aspects of potential fiscal risk. Annually, a sample of consortia can be selected based on the following factors: notably higher ratio of unspent funds recaptured from a consortium, recipients which receive a large total allocation, and/or which have had Office of Management and Budget Circular A-133 Single Audit findings could be selected for a desk audit. In order for state CTE leaders to assure recipients' fiscal operations are reviewed at least once during the lifetime of the Act, additional criteria may be necessary to select consortia targeted for a fiscal desk audit.

Data Reporting

In order to apply the risk factor selection criteria, current data must be available for each recipient. Therefore, if a consortium is unable to submit data, such as enrollment figures, TSA results, or local plans and budgets, it becomes necessary for the consortium to be selected for a review.

Other Factors

Historical information, anecdotal information from employees, clients, and participants, and future changes, etc. may be appropriate in determining the sub-recipient's need to be monitored.

Types and Levels of Monitoring

Based on the results of the risk assessment, a sub-recipient (Minnesota consortium) could be assessed as being a low, medium, or high risk. These risk levels will determine which monitoring standards and procedures the monitors use.

The high-risk monitoring level will include more intense testing of financial and program data and reporting. The basic objectives of high-risk monitoring are:

- To test the reliability of internal controls;
- To verify that program objectives are being met;
- To assure the reliability of the consortium's financial and programmatic reports; and
- To examine if costs and services are allowable and eligible.

Methods for conducting monitoring of a high-risk consortium must be more intensive than methods for reviewing consortia determined to be at other risk levels. The use of site visits, quarterly performance calls and desk reviews, telephone interviews, and the results of a questionnaire must be combined as appropriate to assure improved performance and fiscal propriety.

The consortium classified as medium-risk will be monitored for compliance issues focusing on allowable costs and program eligibility. The basic objectives of medium-risk monitoring are:

- To verify that program objectives are being met;
- To test the reliability of the consortium's financial and programmatic reports; and
- To test if costs and services are allowable and eligible.

The consortium classified as *low-risk* will be monitored for operational changes. Low-risk monitoring might include a desk review, conducting a limited number of phone interviews, or analyzing the results of a survey. The objective of the low-risk monitoring is to identify major operational changes. Based on the desk review, the telephone interviews, or the results of the questionnaire, a determination will be made as to whether or not to revise the initial risk assessment, and if additional monitoring is needed.

Minnesota Criteria and Sources of Evidence for Monitoring 2013-19

Five criteria are used to evaluate performance during the 2013-19 monitoring visits. The state provides consortia with a chart of criterion and courses of evidence in preparation for the visit.

Criterion	Sources of Evidence
<p>Criterion 1: Consortium engages in structured and collaborative planning that benefits the consortium as a whole and is focused on local/regional resources and needs.</p>	<ul style="list-style-type: none"> • List of consortium members and member organizations • Consortium meeting minutes that reflect attendance and highlight processes, procedures and actions of leadership team that demonstrate joint planning and collaboration among consortium partners for the benefit of the entire consortium. • Other records that highlight how consortium has created structure and procedures for joint planning and collaboration
<p>Criterion 2: Secondary and postsecondary institutions will maintain all financial records according to the Uniform Fiscal Accounting Recording System (UFARS) for secondary programs and Cost Centers for postsecondary programs. Costs associated with the administrative activities under this grant are not to exceed 5 percent of the grant. Uses of funds must follow the Perkins law and state requirements for uses of funds and allowable/unallowable expenses.</p>	<ul style="list-style-type: none"> • Fiscal income • Payroll and expenditure records for secondary and postsecondary institutions • Administrative expenditures • Fiscal desk audits and results from <i>both</i> secondary and postsecondary • Personnel Activity Reports (PAR) • Historical records to show that funds supplement, not supplant expenditures for CTE programs and activities • Equipment is labeled to reflect property of CTE program – single inventory combining secondary and postsecondary equipment/assets. • Description of funds allocation process (if used)
<p>Criterion 4: Programs provide occupational skill development for students to at least the level of job entry.</p>	<ul style="list-style-type: none"> • Placement or matriculation information for completers one year after graduation • Use of, and results from, Technical Skill Assessments and/or certifications. Include information about when assessments are administered within the curriculum/course sequence

Criterion	Sources of Evidence
<p>Criterion 5: Collaboration among secondary and postsecondary, community-based organizations, non-profits, etc. are in place and promote CTE program efforts.</p>	<ul style="list-style-type: none"> • Examples of completed and current initiatives • Examples of brokering of services for students • Regional articulation • Linkages to Adult Basic Education and/or WorkForce Center partners • Partnerships with community-based and philanthropic organizations
<p>Criterion 8: Programs provide a coherent sequence of courses through a Program of Study (POS) and have one or more of the following list of postsecondary options with postsecondary Career and Technical Education programs:</p> <ul style="list-style-type: none"> • Articulation agreements • College in the Schools • Concurrent enrollment • Postsecondary enrollment options—access to programs at the postsecondary campus <p>Must provide evidence of at least seven active CTE Programs of Study (POS) including at least six CTE Programs of Study and one Rigorous Program of Study (RPOS) and progress towards additional Rigorous Programs of Study within a consortium).</p>	<ul style="list-style-type: none"> • Annual report of at least seven active CTE Programs of Study (six Programs of Study plus one active Rigorous Program of Study within a consortium) from the Minnesota Programs of Study website or its equivalent) • Annual report of at least one active Rigorous Program of Study including consortium self-evaluation of the Program of Study selected for the Rigorous Program of Study using the ten RPOS components found in the Minnesota Rigorous Programs of Study Guide. This self-evaluation should be completed and updated annually by the consortium on the Minnesota Programs of Study website or its equivalent. • Consortium narrative (including implementation steps) in the annual Perkins plan should show progress to bring all seven CTE Programs of Study to the established Rigorous Program of Study standards.

Table 3: Criterion and Sources of Evidence

In addition, each consortium must provide evidence related to each criterion for which the consortium had a finding in its prior monitoring report.

Structure of Monitoring Visits

Who participates in the monitoring visit?

Participants in the meetings associated with a consortium site visit may vary, depending on the governing and operating structure within a consortium. Generally, it is essential to include your primary secondary and postsecondary consortium contacts, and your fiscal hosts. Those individuals should plan to be available throughout the entire visit in case questions arise or additional information is needed. A typical monitoring visit is scheduled to last two days. It is recommended to invite Perkins leaders from each school and college within the consortium to the opening and exit meetings as well. These leaders may include principals, superintendents, chief academic officers, chief student affairs officers, deans, and participating business or community leaders who are involved in CTE efforts.

What facilities and logistical needs are there for monitoring visits?

The consortium should decide where the monitoring visit occurs within the consortium.

Generally, plan on a meeting room for the opening and exit meetings that is adequate to hold the number of attendees expected and the State Perkins monitoring team.

The monitoring team also needs a room where documentation will be reviewed. The room should offer enough space for three to five monitoring team. This room should also be a secure location (accessible with a key or security badge) as fiscal, operational, and accountability data will be stored there during the visit.

A second room for small meetings should be available during both days as well.

The monitoring team will need wireless Internet access and access to a printer during the visit.

There is no need for the consortium to provide refreshments or meals for the monitoring team during their visit, though access to coffee or water, and information about nearby food establishments is helpful.

What evidence is needed and how does it need to be organized?

Collect evidence that documents consortium activities and compliance with each of the required criteria, and any permissive activities addressed in the consortium plan for the monitoring year. Use the template found in the [Monitoring Criteria](#) to create a document that lists each piece of secondary and postsecondary evidence by title of document and specific webpage (if applicable).

Have the evidence available electronically for the team to review one week prior to the on-site visit.

Consider using an electronic portfolio, making sure to note evidence with the criteria number. Organized word documents or scanned documents may also be submitted. This allows the team to have an overview of the evidence prior to the visit.

The in-person time can be better utilized for interviews and discussions.

Who is the contact for questions about preparing for a monitoring visit?

The State Perkins team offers individualized assistance in planning a monitoring visit. Contact the Associate Director for Career and Technical Education at Minnesota State for technical assistance to plan a monitoring visit. Several resources are made available to help you plan your visit and can be found on the Minnesota State Career and Technical Education website.

Fiscal Desk Audit

Secondary and Postsecondary Desk Audit Process

Minnesota State and MDE grant accountants will notify both secondary and postsecondary fiscal contacts identified in the approved consortium plan of which transactions will be reviewed.

- Approximately 30 days prior to the monitoring visit, fiscal contacts will be notified of desk audit requests.
- The fiscal contacts will provide all supporting documents to grant accountants within ten days of the request or ten days prior to the visit, whichever is sooner.
- Supporting documents would include invoices, purchase orders, packing slips, special expense request forms, M16-A forms, employee expense forms, any notes and correspondence, and other relevant documentation related to the expenditure transactions.
- Supporting asset documentation would include system-generated inventory reports, asset reconciliation reports, physical inventory reports, and evidence of asset tags.
- The grant accountants will review the documentation and request any additional information if needed.
- Within five days, the local consortium fiscal contacts respond and provide the additional information to the grant accountants.
- Depending upon the above time line, approximately five days prior to the visit, grant accountants will send preliminary findings to the fiscal contact, chief financial officer (CFO) and the monitoring team.
- During the monitoring visit, a member of the monitoring team meets with the fiscal contact and/or CFO to review any questions, findings and required corrective actions and timelines.

- The day of the monitoring visit, a consortium asset list combining the secondary and postsecondary assets is required. The format of the combined list is at the discretion of the consortium.
- Any fiscal findings and corrective actions will be included in the final monitoring visit and audit report.
- Within the timeline specified in the fiscal corrective actions, the fiscal contacts are to provide documentation of the completed corrective actions taken to the grant accountants and the monitoring team.

Reviewers are looking for responsible cash management, notably higher ratio of unspent funds to allocated funds, greater than 50 percent of funds should be spent by the 3rd quarter of the fiscal year. Equipment inventory should be reconciled at least annually, and physical inventory must be reconciled every two years.

Fiscal Audit Criteria

- Run a query of all expenditure activity, including payment of invoices and correcting entries.
- A random sample of 3-5 percent of non-payroll transactions, depending on the volume of transactions, with a focus on larger transactions, and including at least one correcting entry.
- Minnesota State and MDE will review documentation provided for:
 - Completed, signed, and approved required documentation
 - Invoices
 - Encumbrances
 - Special Expense forms
 - M16-A forms
 - Consistency with State of Minnesota statutes, Minnesota State Board policies, MDE policies, and GASB/GAAP
 - Perkins eligible expense
 - Potential fraud
 - Comparing equipment and asset reports to transactional activity
 - Cash management

COMMUNICATION AND ENGAGEMENT

Minnesota State and Minnesota Department of Education are fully committed to working with educators and administrators to increase awareness and understanding of Career and Technical Education through public relations, marketing, and professional communications to stakeholders.

Communication

Career and Technical Education is at the forefront of efforts to drive Minnesota's success and vitality. State CTE leadership is committed to supporting Perkins consortia members, collaborating with business and industry and community partners, and engaging policymakers to advance career and technical education.

Supporting Stakeholders

Minnesota State and Minnesota Department of Education provides the CTE community with vital tools, resources and timely information required to support high-quality CTE, including policy updates on key CTE topics, success stories from on the ground, relevant news and research from the field, and data to support CTE quality programming.

The *CTE: Learning that Works* marketing campaign effort, a national-to-local branding campaign from [Advance CTE](#) to support high-quality CTE, is made available to colleges and school districts. Nearly every state in the nation has signed on to this campaign and is using the campaign's brand and resources at colleges and high schools to communicate the benefits of high-quality CTE to all stakeholders. State staff help connect consortia leaders to state and national data resources to help demonstrate the value of CTE to students, employers and the economy. [These campaign resources are located online.](#)

Professional Engagement

CTE state staff provides professional engagement opportunities to college faculty and school districts through two annual events: The Perkins Coordinators and Coordinators Annual Meeting and the annual CTE Works! Summit. State staff also produce an annual webinar series for consortia members to orientate new consortia leaders and address questions about Perkins fiscal and accountability practices. Other webinars, online resources and in-person sessions are offered throughout the year.

Strengthening Partnerships

Minnesota State and MDE serve as strategic partners with other secondary and postsecondary educators, and business and industry leaders to strengthen our commitment to student success from high school to college and beyond. Partnerships include regional and state activities that promote development of career pathways, strengthen teacher preparation programs, explore experiential learning, and employer

engagement opportunities, and support success for youth and adults from underrepresented populations.

Cross-Communication Process

Minnesota State and MDE provide communications in a variety of media for internal and external partners and stakeholders. The best communication inspires and motivates people, helps them take effective action, and remove obstacles to understanding. Cross-communication is highly encouraged between state staff and consortium leaders.

Formal Communication

The preferred formal communication method for requesting and exchanging information between state staff and consortium leaders is email. Each consortium in Minnesota has identified a postsecondary and secondary consortium leader who is the primary contact for the administration of the grant in each consortium. In some consortia, this may be two or more people per consortium.

Examples of formal communication include, but are not limited to:

- Annual Performance Reports (APR) notices
- Consortium Plan Review notices
- Perkins Plan Annual Applications
- Performance Targets and Negotiations
- Perkins Annual Allocations
- Consortium Monitoring Review notices
- Due dates/deadlines

Informal Communication

Minnesota State and MDE recognizes informal communication as a critical method to stay engaged and connected with Perkins Coordinators and the Career and Technical Education community. Perkins consortia leaders and State staff are highly encouraged to share information using these information communication channels.

Examples of informal communication are:

- Minnesota CTE Works! tweets (<https://twitter.com/MinnStateCTE>)
- Minnesota CTE Works! Facebook Posts (www.facebook.com/MinnStateCTE/)
- The iSPEAK CTE Blog (<https://mnlearningthatworks.org/>)
- Perkins Leaders listserv (perkinsleaders@lists.minnstate.edu)
- CTE website (www.minnstate.edu/system/cte)
- MDE website (<http://education.state.mn.us/MDE/dse/cte/>)

Feedback

In addition, the System Office and MDE regularly request feedback and evaluation from Perkins consortia leaders and CTE participants for continuous improvement efforts. The preferred method for collecting feedback is through online surveys but in some cases, paper evaluation may also be used. In some situations, it may be necessary or more effective to collect face-to-face feedback.

Examples of feedback collected from consortia leaders include, but are not limited to:

- Satisfaction with events (e.g. workshops, conferences, webinars, monitoring visits)
- Satisfaction with technical assistance
- Satisfaction with professional development offerings and activities
- Satisfaction around communications
- Satisfaction with Perkins Plan reviews
- Satisfaction with business processes and procedures

Feedback collected is used to make improvements to better serve Perkins Coordinators and the broader CTE community. To make suggestions, recommendations, or provide feedback, contact the Communications and Web Manger for Career and Technical Education at Minnesota State.

HIGH QUALITY CTE PROGRAMMING

Rigorous Programs of Study

In Minnesota, a Career and Technical Education Program of Study has followed the Perkins IV federal law defining it as a non-duplicative sequence of academic (liberal arts and sciences) and technical courses, beginning no later than grade 11 and continuing for at least two years beyond high school, culminating in a degree, diploma, or certification recognized as valuable by business and industry partners.

In recent years, Minnesota leadership has supported and promoted OCTAE's "Career and Technical Programs of Study Design Framework"—often referred to as "Rigorous Programs of Study (RPOS)."

- RPOS aligns with national and state education efforts encouraging systemic reform in academics/liberal arts and sciences and career and technical education.
- It guides leaders on steps to follow to enhance and strengthen CTE programs at the secondary and postsecondary levels within a Perkins consortium.
- It supports the Minnesota consortium model as it emphasizes continued leadership and collaboration--multiple secondary high schools and college(s) working with regional business/industry partners and government agencies.

The Carl D. Perkins Career and Technical Education Act of 2006 (Perkins IV) calls for states to offer career and technical Programs of Study. Minnesota defines high quality CTE programming by using the ten components of Rigorous Programs of Study for evaluation of programs.

The framework identifies a system of ten components that, taken together, support the development and implementation of effective Rigorous Programs of Study.

1. Legislation & Policy
2. Partnerships
3. Professional Development
4. Accountability & Evaluation Systems
5. College & Career Readiness Standards
6. Course Sequences
7. Credit Transfer Agreements
8. Guidance Counseling & Academic Advisement

9. Teaching & Learning Strategies

10. Technical Skills Assessments

Although all ten components are important, they are neither independent nor of equal priority.

As a partner of the Minnesota Workforce Investment and Opportunity Act (WIOA) plan, Perkins leadership uses Jobs for the Future’s 2015 crosswalk that aligns the career pathway framework to Rigorous Programs of Study (see Table 4).

CAREER PATHWAYS (CP) SIX KEY ELEMENTS	PROGRAMS OF STUDY (POS) TEN COMPONENTS	COMMON FEATURES
1. Build Cross-Agency Partnerships	#2: Partnerships	<ul style="list-style-type: none"> • Cross-agency partnerships include education, business, workforce, economic development and community stakeholders • Common vision and goals • Clearly delineated and agreed upon roles/responsibilities for all partners
2. Identify Industry Sectors and Engage Employers	#2: Partnerships #10: Technical Skills Assessment	<ul style="list-style-type: none"> • Both CP and POS frameworks stress the analysis and validation of economic and workforce trends, and adaptation of pathways accordingly
3. Design Education and Training Programs	#5: College and Career Readiness Standards #6: Course Sequences #7: Credit Transfer Agreements #8: Guidance Counseling and Academic Advising #9: Teaching and Learning Strategies #10: Technical Skills Assessment #3: Professional Development	<ul style="list-style-type: none"> • Clear, non-duplicative sequences of courses • Opportunities to earn college credit leading to industry-recognized, postsecondary and secondary credentials • Credit transfer/articulation agreements • Counseling, including career planning and academic advisement • Support services, especially in CP • Contextualization and modularization of curricula, and mapping of pathways

CAREER PATHWAYS (CP) SIX KEY ELEMENTS	PROGRAMS OF STUDY (POS) TEN COMPONENTS	COMMON FEATURES
		<ul style="list-style-type: none"> • Integrated instruction of academic and technical content, acceleration (dual enrollment in POS; co-enrollment in CP) • Instructional strategies that instill work readiness skills
4. Align Programs and Policies	#1: Legislation and Policies #3: Professional Development (policy implications)	<ul style="list-style-type: none"> • Emphasis on the role of federal, state, and local policies in promoting and sustaining CP and POS; and in helping students access CP and POS services
5. Identify Funding Needs and Strategies	#1: Legislation and Policies	<ul style="list-style-type: none"> • Braided or integrated funding from multiple funding sources to provide sufficient resources and sustain programs • Importance of funding to support professional development and other system development activities
6. Measure Systems Change and Performance	#4: Accountability and Evaluation Systems #10: Technical Skills Assessment	<ul style="list-style-type: none"> • Importance of defining outcomes/ measuring progress • Processes for collecting, storing, analyzing and sharing data are encouraged in both CP and POS frameworks

Table 4: Crosswalk of career pathways to programs of study components

CTE Program Approval and Review

CTE programming quality is assessed through the initial approval process and a regular cycle of program review. Methodology is different for postsecondary and secondary.

Postsecondary Approval and Review

To be eligible for Perkins funding, postsecondary programs must be approved by the Minnesota State Academic Programs unit and appear in the official program inventory.

Career and Technical Education (CTE) programs must be assigned a designated CTE approved Classification of Instructional Program (CIP) code.

More information on postsecondary Career and Technical Education program approval is available on the [Minnesota State Academic Programs](#) webpage.

While program approval is the responsibility of the Minnesota State system, program review is the responsibility of the individual institution. For all Minnesota State campuses, the review shall encompass all instructional areas and be structured according to discipline, academic program or program cluster, department or other academic unit. In addition, while the actual process is the responsibility of the campus, it must be in compliance with the accreditation standards of the Higher Learning Commission’s Criterion for Teaching and Learning: Evaluation and Improvement. “The institution demonstrates responsibility for the quality of its educational programs, learning environments, and support services, and it evaluates their effectiveness for student learning through processes designed to promote continuous improvement.”

Secondary Approval and Review

Program Approvals are submitted to the Minnesota Department of Education on a five-year cycle (Minn. R. 3505.2400) and must be received prior to November 1 in the cycle year. Program Approvals received after November 1 will continue to be reviewed by department staff; however, it may not be possible to process those submissions in time for inclusion into the Career and Technical Education (CTE) levy.

Although, all districts within a consortium need to submit program information according to the five-year cycle schedule, best practice is to submit any program and/or course updates to MDE on an on-going basis so that the most current information is maintained. A current list of all approved programs and courses (see Program Approval Database) as well as a copy of the program approval form can be found on [MDE’s Program Approval webpage](#).

As part of the program approval process, local site teams are encouraged to use the [Rubric for Assessing Career and Technical Education Programs](#) for the purpose of evaluating their CTE program’s strengths and areas for improvement.

Secondary Five-year Cycle Schedule for Program Review

Below is a list of each Secondary Perkins Consortium and the year in which their districts will need to submit Program Approval forms to MDE. See Table 5 for details.

Consortium	Program Approval due
METRO AREA	
Hennepin West	2021-2022
Minneapolis	2021-2022

Consortium	Program Approval due
Southwest Metro	2021-2022
NORTHWEST	
Central Lakes	2022-2023
Lakes Country	2022-2023
North Country NW	2022-2023
Pine to Prairie	2022-2023
Runestone	2022-2023
NORTHEAST	
Carlton +2	2022-2023
East Range	2022-2023
Hibbing-Chisholm	2022-2023
Itasca	2022-2023
Lake Superior	2022-2023
CENTRAL	
Great River	2018-2019
Mid-Minnesota	2018-2019
NE Metro	2018-2019
Oak Land	2018-2019
Pine Technical	2018-2019
St. Paul	2018-2019
SOUTHWEST	
Dakota County	2019-2020
Minnesota West	2019-2020

Consortium	Program Approval due
South Central	2019-2020
South Metro	2019-2020
SOUTHEAST	
Riverland	2020-2021
Rochester/ZED	2020-2021
Southeast	2020-2021

Table 5: Schedule for program review

Secondary Connections to Funding Sources

Once a program has been approved, the district is then able to access Perkins funds in order to purchase equipment. Districts with approved programs also have the ability to access the Career and Technical Education levy (Minn. Stat. §124D.4531). This non-discretionary levy provides funding resources to cover program costs for staff, professional development, travel, and operational supplies.

Finally, as a part of federal accountability reporting requirements, each district is required to annually submit program data to MDE. Data submitted to MDE needs to align with the programs and courses listed in the [Program Approval Database](#). Specifically, only/all programs taught by an appropriately licensed CTE teacher need to be included in the annual Perkins (P-file) data submission.

Once received, P-file data are integrated into the Carl Perkins database. Data are then summed across a student's entire high school experience in order to determine Participant or Concentrator status (see Accountability section for specific details). Total number of Participants and Concentrators is part of the funding formula for each consortium, along with census data, square area, and the number of households in poverty. Therefore, it is critical that Perkins data from approved programs align with approved programs and are annually submitted to MDE.

ACCOUNTABILITY, REPORTING, AND CTE DATA

Perkins and Core Performance Indicator Definitions

Perkins IV provides a list of secondary and postsecondary core performance indicators. As part of the State Plan development process, states were directed to establish how these indicators would be measured and how the populations measured (CTE Participants, Concentrators and Completers) would be defined. Below are the operational secondary and postsecondary definitions for CTE students and the core indicators that are used to report data for accountability purposes.

Secondary CTE Definitions

Participant	A Participant is any student who successfully completes 100 hours or more, in an approved CTE course, within one career field.
Concentrator	A Concentrator is any student who has successfully completed 240 hours or more, in an approved CTE course, within one career field.
Completer	A Concentrator who graduates from high school.

Secondary Core Accountability Indicator Definitions

1S1: Attainment of Academic Skills – Reading/Language Arts	<p>Numerator: Number of 12th grade Participants and Concentrators who have met or exceeded the proficiency level on the Statewide high school Reading assessments, either the MCA or MTAS, as administered by the State under Section 1111(b)(3) of the Elementary and Secondary Education Act (ESEA) as amended by the No Child Left Behind Act, based on the scores that were included in the State’s computation of adequate yearly progress (AYP).</p> <p>Denominator: Number of 12th grade Participants and Concentrators who took the MCA or MTAS and whose high school Reading assessment scores were included in the State’s computation of AYP.</p>
1S2: Attainment of Academic Skills – Mathematics	<p>Numerator: Number of 12th grade Participants and Concentrators who have met or exceeded the proficiency level on the Statewide high school Mathematics assessments, either the MCA or MTAS, as administered by the State under Section 1111(b)(3) of the Elementary and Secondary Education Act (ESEA) as amended by the No Child Left Behind Act, based on</p>

	<p>the scores that were included in the State’s computation of AYP.</p> <p>Denominator: Number of 12th grade Participants and Concentrators who took the MCA or MTAS and whose high school Mathematics assessment scores were included in the State’s computation of AYP.</p>
2S1: Technical Skill Attainment	<p>Numerator: Number of Secondary CTE Concentrators within Programs of Study selected by the state for which state-approved Technical Skill Assessment instruments have been identified who attain a passing score on any of those identified Technical Skill Assessment instruments pertinent to the Program of Study in which concentrator status is obtained.</p> <p>Denominator: Number of Secondary CTE Concentrators within Programs of Study selected by the state for which state-approved Technical Skill Assessment instruments have been identified who attempt any of those identified Technical Skill Assessment instruments pertinent to the Program of Study in which concentrator status is obtained.</p>
3S1: School Completion	<p>Numerator: Number of CTE concentrators who earned a regular secondary school diploma during the reporting year.</p> <p>Denominator: Number of CTE concentrators who left secondary education during the reporting year.</p>
4S1: Student Graduation Rates	<p>Numerator: Number of CTE concentrators who, in the reporting year were included as graduated in the State’s computation of its graduation rate as described in Section 1111(b)(2)(C)(vi) of the ESEA.</p> <p>Denominator: Number of CTE concentrators who, in the reporting year, were included in the State’s computation of its graduation rate as defined in the State’s Consolidated Accountability Plan pursuant to Section 1111(b)(2)(C)(vi) of the ESEA.</p>
5S1: Placement	<p>Numerator: Number of secondary CTE completers, who are registered as participating in higher education through a data match with the Statewide Longitudinal Data System (SLEDS), which contains statewide data from the Minnesota Office of Higher Education and nationwide data from the National Clearing House.</p>

	Denominator: Number of secondary CTE completers.
6S1: Nontraditional Participation	<p>Numerator: Number of CTE students from underrepresented gender groups who enrolled in a CTE program that leads to employment in a nontraditional field, during the current reporting year.</p> <p>Denominator: Number of CTE students who enrolled in a program that leads to employment in a nontraditional field during the current reporting year.</p>
6S2: Nontraditional Completion	<p>Numerator: Number of CTE concentrators from underrepresented gender groups who completed a program that leads to employment in nontraditional fields during the reporting year.</p> <p>Denominator: Number of CTE concentrators who completed a program that leads to employment in nontraditional fields during the reporting year.</p>

Postsecondary CTE Definitions

Participant	<p>A student at a Minnesota State college who belongs to a particular fiscal year cohort, and is enrolled in a CTE program, and declared as their degree intent (major) a CTE award</p> <p>OR</p> <p>A student at a Minnesota State college who belongs to a particular fiscal year cohort, and enrolls in a Career and Technical Education course.</p>
Concentrator	<p>A student at a Minnesota State college who belongs in a particular fiscal year cohort, and is enrolled in a long-term CTE program and declared as their degree intent (major) a CTE award</p> <p>OR</p> <p>A student at a Minnesota State college who belongs in a particular fiscal year cohort, and is enrolled in a short-term CTE program, and declared as their degree intent (major) a CTE award, and completed and received the award in which they declared their intent.</p>
Completer	A student at a Minnesota State college who belongs in a particular fiscal year cohort and who completed and received a CTE award

	(AAS, AS, Certificate or Diploma) in a long-term or short-term Perkins-eligible program within the cohort timeframe.
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Postsecondary Core Accountability Indicator Definitions

1P1: Technical Skill Attainment	<p>Numerator: Number of CTE concentrators who passed Technical Skill Assessments that are aligned with industry-recognized standards, if available and appropriate, during the reporting year.</p> <p>Denominator: Number of CTE concentrators who took Technical Skill Assessments during the reporting year.</p>
2P1: Credential, Certificate or Degree	<p>Numerator: Number of CTE concentrators in a given student entry cohort who, anytime in the cohort time frame, received a CTE certificate, diploma, AAS or an AS and were designated as such at the time of the reporting year.</p> <p>Denominator: Number of CTE concentrators who achieved that status anytime during the cohort time frame and were designated as such at the time of the reporting year.</p>
3P1: Student Retention or Transfer	<p>Numerator: Number of CTE concentrators in a given student entry cohort who, in the last year of the cohort time frame, were still intending to complete their program in the declared award, or have transferred to a two-year college or four-year university and were designated as such at the time of the reporting year.</p> <p>Denominator: Number of CTE concentrators who achieved that status anytime during the cohort time frame and were designated as such at the time of the reporting year.</p>
4P1: Student Placement	<p>Numerator: Number of CTE completers who achieved that status anytime during the cohort time frame, and were designated as such at the time of the reporting year, and who were placed or retained in employment, or placed in military service or apprenticeship programs in the 2nd quarter following the program year in which they left postsecondary education (i.e., unduplicated placement status for CTE concentrators who graduated by June 30, 2007 would be assessed between October 1, 2007 and December 31, 2007).</p> <p>Denominator: Number of CTE completers who achieved that status anytime during the cohort time frame and were designated as such at the time of the reporting year.</p>

<p>5P1: Nontraditional Participation</p>	<p>Numerator: In a given entry cohort, the number of CTE participants during the cohort tracking period who were enrolled in a CTE program classified as nontraditional for their gender.</p> <p>Denominator: In a given entry cohort, the number of CTE participants during the cohort tracking period who were enrolled in a CTE program classified as nontraditional.</p>
<p>5P2: Nontraditional Completion</p>	<p>Numerator: In a given entry cohort, the number of CTE completers in a CTE program classified as nontraditional for their gender.</p> <p>Denominator: In a given entry cohort, the number of CTE completers in CTE programs classified as nontraditional.</p>

Core Indicator Performance Level Negotiations and Reporting

State Adjusted Levels of Performance

Each March, the System Office and Minnesota Department of Education negotiate new state performance levels for all secondary and postsecondary core indicators. The proposed levels are included as part of the State Plan update submitted to OCTAE for the upcoming year. OCTAE reviews the proposed performance levels and either accepts them or responds with an alternative target. The state can either accept the alternative or provide additional rationale. In general, there is an expectation of continuous improvement in performance each year. Ultimately, the decision on the Final Agreed Upon Performance Level (FAUPL) for each indicator lies with OCTAE. The state is evaluated on their performance against the established performance levels in December of the following year.

Local Adjusted Levels of Performance

Perkins IV also requires that local recipients negotiate performance targets with the state for each core performance indicator. Since Minnesota distributes Perkins funds through a consortium structure, accountability negotiations occur between the state and the consortium, not with individual members of a consortium.

Negotiations occur in the fall, when the state sends memos to all Perkins coordinators indicating the state’s proposed performance levels for all secondary and postsecondary performance indicators. Generally, coordinators have a few weeks to review the proposed targets, evaluate their data, discuss the targets/data with consortium partners and constituents, and either accept the proposed targets or negotiate. The proposed local targets are guided by the state’s previously established targets as well as a review

of local trend performance and the expectation for continuous improvement in CTE student performance.

If the consortium accepts the proposed performance levels, both the secondary and postsecondary consortium coordinators sign the target sheet and return it as specified in the memo.

If the consortium chooses to negotiate on one or more targets, coordinators must respond indicating the alternative target and providing justification for that target. The state responds, either by accepting the alternative, proposing another target or holding with the originally proposed target. Ultimately, the decision on the local performance level for each core indicator lies with the state.

The rationale given for the alternative performance level should provide additional, relevant information regarding circumstances within the consortium that may impact the indicator in question. For example, the rationale may address:

- Fluctuations in enrolled student populations
- Changes to the programs offered, or the opening or closing of programs that may impact the performance data
- Adjustments in program admission or advising processes that will impact the performance data
- Shifts in funding decisions and priorities
- Other factors impacting local programs and the potential to meet a proposed target

Actual local performance is evaluated against negotiated performance levels approximately a year following the establishment of the final local performance levels for each indicator.

State Consolidated Annual Report

Each December, Perkins IV requires the state to submit the Consolidated Annual Report (CAR) to OCTAE. The CAR includes the state's progress on meeting established performance levels from the previous reporting year. Data for each core indicator, as well as participation counts, and the number of Concentrators with each career cluster are reported to OCTAE by all required demographic, special population, or other subcategories of students.

Local Annual/Trend Core Indicator Performance Report (State to Consortium)

Core Indicator data disaggregated by special population and other categories are distributed in slightly different ways for secondary and postsecondary, so please refer to

the CTE Accountability and Reporting Data–Secondary or CTE Accountability and Reporting Data–Postsecondary sections for more specific information.

Each January/February, the state distributes a report ([see Appendix C](#)) to all coordinators listing their consortium’s overall actual performance as compared with the negotiated performance level for all core indicators during the prior reporting year. The report notes any core indicators where the performance level was not met, and what action needs to be taken as a result. For example:

- *Improvement Report* means the performance level was not met but was within 90 percent of the agreed upon performance target
- *Improvement Plan* means the performance level was less than 90 percent of the agreed upon performance target

The state also distributes a report ([see Appendix B](#)) to each consortium coordinator displaying the three-year performance status trend for each core indicator. The report does not contain any actual performance or target percentages, but instead notes the performance status (Target Met, Report [Improvement Report], or Improvement Plan) for each of the most recent three reporting years. For any core indicators where the consortium failed to meet at least 90 percent of the agreed upon level of performance for the most recent three consecutive years, this is noted by displaying “Technical Assistance Needed” in the “3-Year Status” column. For core indicators where the consortium is in its second consecutive year of failing to meet at least 90 percent of the agreed upon level of performance, this is noted by displaying “On Alert” in the “Most Recent 2-Year Status” column.

CTE Accountability and Reporting Data–Secondary

In Minnesota, there are approximately 343 secondary districts of various types as well as charter schools that are implementing approved CTE programs. Approved CTE programs are those which have been verified by MDE staff as being taught by an appropriately licensed CTE instructor (Minn. R. 3505.1000, Subp. 31A), meet minimum standards for approval (Minn. R. 3505.1100); and, which are therefore eligible to receive Perkins funds (Minn. R. 3505.2400) and/or access the CTE levy (Minn. Stat. §124D.4531). Each district or charter school receiving Perkins funds must annually submit their P-File (Perkins) data to MDE (Minn. Stat. §124D.452; Minn. R. 3505.1800) via a secure web-based software application system. Because the P-File contains student-identifiable data, only one user per district is authorized to submit the P-file to MDE. The secure web-based software application system is open for data submission from mid-May to mid-September; official announcement and training dates are sent out upon the system’s opening.

Secondary Data Collection Overview: Submitting a P-File (Perkins data)

It is critical that a high degree of accuracy and integrity is maintained within the P-File data. Authorized users are highly encouraged to align their district’s P-File data with the

programs and courses listed in the Program Approval Database. District authorized users are able to verify the accuracy of their P-File data by working through the information provided in the Help Document: P-File Checklist posted on the MDE's Performance Indicator and Data Collection website. This document walks through the information within the Carl Perkins Submission Status Report found under the "Carl Perkins Secure Reports" section of MDE's Secure Reports page. After the P-File has been accepted into the system, it is important to review the Submission Status Report. The Submission Status Report is a data feedback table which summarizes information listed within a district's current data submission alongside a prior year comparison of the same data elements. By looking through a summary of the P-File data and working through the Help Document: P-File Checklist, the Carl Perkins Submission Status Report helps districts determine whether their P-file data are accurate or whether adjustments need to be made.

MDE staff provide technical assistance. Staff at MDE collaborate with authorized users as well as administrators on an ongoing basis in order to provide P-File submission information, resources, and critical updates. Technical assistance is delivered through a variety of formats such as: monthly webinars, consortium-specific group trainings by request, conferences presentations, and individual/personal communication. Contact MDE staff for scheduled webinar dates as well as any specific training or data needs.

Secondary Data Collection Overview: Data Verification Process

There are a number of ways in which the secondary P-File data are systematically verified. Once a district submits their P-File data through the secure web-based software application, the software application performs an automated verification of each of the data elements within P-File. For a list of all the data elements included in the P-File, please see the Carl Perkins Record Layout document listed within MDE's Performance Indicator and Data Collection website. Essentially, this automated process verifies that each Student Identification (SSID) number listed within the P-File also exists within the Minnesota Automated Reporting Student System (MARSS) database, that each school building listed in the P-File matches the district number it is reported under according to the information in MDE-Org, and among other elements, that the program and course code combinations listed within the P-File align with the program and course code combinations listed in Table C (which is a document listing all possible program and course code combinations as well as teacher licensure information). A district's P-File will not be accepted by the web-based application until it is deemed "error free" according to the standards set forth in the automated verification process. The data are stored in the Carl Perkins database which is maintained by MN.IT at MDE.

After the P-File has been accepted by the web-based application, the district authorized users are encouraged to visit MDE's Secure Reports website in order to view and download their Carl Perkins Submission Status Report. Again, this summary of the P-File data elements will help districts look for reporting errors and verify the accuracy of the information. It is ultimately up to the district authorized user to coordinate with CTE program folks in order to verify that all approved programs and associated courses which were implemented within a given school year have been included in the P-File

submission; though, consortia leaders have access to this report for the specific districts within their consortium as well. Keep in mind that districts are able to submit an updated P-File as needed until the web-based system closes. The web-based application only retains a copy of the most recently submitted P-File. Staff at MDE also assist in monitoring the accuracy of the P-File submissions and contact district authorized users as needed.

Secondary Data Sources

It is important that the Perkins data have a high degree of accuracy and integrity because elements from the Carl Perkins database are linked with four additional data sources and are summed across multiple years of data. All current year P-File data are verified against the SSID information in MARSS, specifically: student identification number, date of birth, and name. After all student level data have been verified, flags for Participants and Concentrators are created by summing the number of successful CTE course hours within one career field across a student's entire high school experience. Finally, data from the Carl Perkins database are linked with the following sources:

1. MARSS – contains student demographic information and high school completion codes.
2. Migrant Flag – this information is stored within its own database and is not part of MARSS.
3. MCA/MTAS – these results are necessary for reporting academic achievement (1S1 and 1S2).
4. SLEDS – (Statewide Longitudinal Education Data System) these data contain information from both the Minnesota State system as well as from the National Clearinghouse (see Postsecondary Data sources for a description of the National Clearinghouse). This information allows us to fulfill the federal reporting requirements for 5S1 postsecondary placement.

Secondary Accountability and Reporting Data

Summary reports are created at the state, consortium, district, and individual school level. In addition to the Performance Indicator (1S1, 1S2, 2S1, 3S1, 4S1, 6S1 and 6S2) reports, there are also four enrollment reports:

Basic Student Enrollment Report – displays a single count of the total number of eligible CTE Participants and Concentrators.

Program Report – displays the number of students who enrolled in each approved program within the current year. Students do not need to have been Participants, Concentrators, or have been proficient in the course to be counted.

Course Report – displays the number of students who enrolled in each approved course within the current year. Students do not need to have been Participants, Concentrators, or have been proficient in the course to be counted.

Career Cluster Report – displays the number of CTE Concentrators enrolled in approved courses as counted/organized by career cluster. CTE Concentrators do not need to have concentrated in the career cluster in which they are counted. Instead, these data simply represent course taking patterns organized by career cluster. For example, a student could have become a Concentrator in Marketing, but, within the current school year enrolled in a Hospitality & Tourism course as well as a Finance course. In this example, the Concentrator would be counted two times in the table, once for Hospitality & Tourism, and once for Finance.

Accessing Secondary Perkins Accountability and Reporting Data

Beginning January 2017, consortia leaders are able to log into Carl Perkins section of [MDE's Secure Reports website](#) in order to access all their accountability and program reports. All Performance Indicator and Summary Reports are available at the State, Consortium, District, and School levels.

Currently, there is a slightly different process for district users. Once the secure web-based software application system closes for data collection, the data are verified and compiled into summary reports, then, the system is re-opened in early January for authorized users to log in and download their specific district and school reports.

The goal of these reports and special data requests are to assist in communicating with administrators at all levels (for example, consortia leaders, superintendents, principals, teachers, and program coordinators, etc.), to connect people with these data and with each other, in order to improve the strength of local CTE programs and positive outcomes for all Minnesota students.

Secondary Perkins Accountability and CTE Data - Useful Links

Accountability Webinars	Go to the list of accountability webinars.
Carl D. Perkins Secure Reports	Go to the secure reports webpage
Performance Indicators and Data Collection	Go to the performance indicators and data collection webpage
Program Approval Database and Table C	Go to the approval database and Table C webpage
Educator License Lookup	Go to the license lookup webpage

CTE Accountability and Reporting Data – Postsecondary

All thirty postsecondary institutions in Minnesota that receive funding under the Carl D. Perkins Career and Technical Education Act of 2006 are two-year colleges that are part of the Minnesota State Colleges and Universities system. Postsecondary colleges do not make separate Perkins data submissions to the state, but instead may view Perkins performance data for their own colleges, including access to student level data. System Office IT and research staff process Perkins performance and enrollment data using existing statewide systems as the primary data source. Through an automated process, data are extracted from the statewide systems into a Perkins IV dataset.

Postsecondary Data Structure – Entry Cohorts

Minnesota uses an entry cohort model to structure the Perkins IV postsecondary accountability reporting. Students who enter an institution in a given fiscal year are tracked for three years. Their status as completing, transferring, continuing enrollment, etc., is measured at the end of the three-year cohort period. For example, the FY 2013-2015 cohort (reported in the December 2015 CAR) includes students entering in any term in FY 2013 who were tracked for three years: 2013, 2014 and 2015.

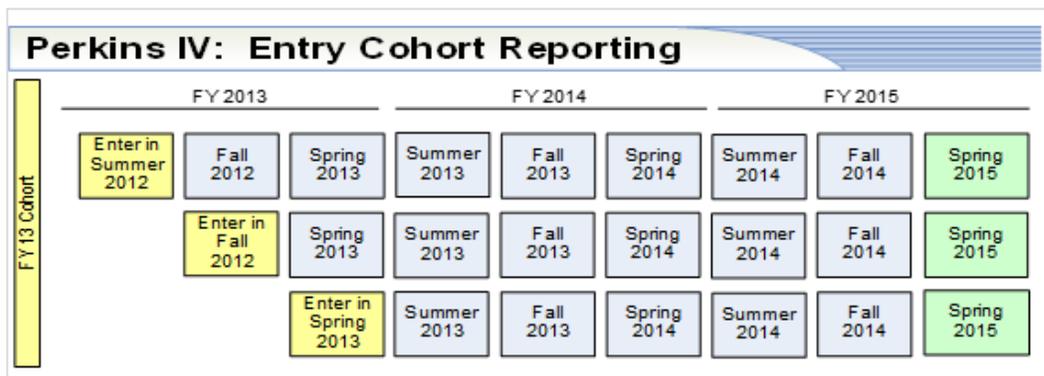


Figure 2: Entry Cohort Reporting Timeline

Using the Integrated Statewide Record System (ISRS) and other statewide record systems as the sources of data for reporting, an automated system was developed to extract the data and calculate the postsecondary accountability indicators. This allows the reporting of postsecondary accountability data using the same standards and definitions for all colleges.

Postsecondary Accountability and Reporting Data

Two data sets are created from the statewide student record system to provide enrollment and performance information to OCTAE, state, and local consortia staff.

Cohort Data: This is the primary data used to calculate the accountability indicators to report to OCTAE in the Consolidated Annual Report and to report data on core indicator

performance back to each college/consortium. For students included in a cohort, this data set includes student demographics, majors, awards and other academic information, the student's Perkins reporting status, and information about performance on four of the six postsecondary accountability indicators.

Snapshot Data: This is a supplementary data set that provides state and local leaders with annual (i.e., single fiscal year) enrollment information on students in CTE. While these data are not used for Perkins accountability reporting, this data provides information used to do annual allocation of funds as well as general information about counts of enrolled CTE students or students who received CTE awards within a single fiscal year.

Both data sets are maintained in the system's data warehouse and are refreshed once a week. An additional data update is done September 1 of each year, the system-defined freeze date for reporting data for the previous fiscal year. This freeze date comes into play for the cohort data in the September immediately following the last year of the tracking period. For example, for the FY2013-2015 cohort, data reported on the December 2015 CAR were frozen on September 1, 2015. Other "active" cohorts (e.g., FY 2014-2016, FY 2015-2017) were not frozen at that time.

Postsecondary Data Sources

Integrated Statewide Record System (ISRS): ISRS is the system-wide student record system. It includes data on student enrollment, majors, degrees and awards, courses, financial aid, the results of graduate follow-up surveys, etc. for all system institutions. ISRS data serves as the primary resource for identifying Perkins students within a cohort, special population classification, and several of the data points related to performance. Since ISRS contains the student's official record and transcript information, significant resources and effort are undertaken to ensure accuracy of this data.

National Student Clearinghouse (NSC): Each semester, records from NSC are loaded into the system's data warehouse for all students enrolled in the system since 1999. This is an existing data transfer process that results in a data file used for a variety of system and institutional reporting, including identifying students in Perkins programs who have transferred to other colleges or universities within and outside the Minnesota State system. The NSC data provides information on transfer to institutions outside the system and supplements the information available on transfer to institutions within the Minnesota State system that is available using ISRS.

Department of Employment and Economic Development – UI Wage Data: Through a data sharing agreement with the Minnesota Department of Employment and Economic Development (DEED), research staff have access to Unemployment Insurance wage detail records. These data contain quarterly wage and employment information of all individuals working in covered employment in the state. This data is used as the primary source for reporting on student employment following program completion, supplemented by graduate follow-up survey data (available using ISRS), as needed.

Licensure Boards and Third Party Assessments – Technical Skill Data: Minnesota uses licensure exam pass rates and other state-approved assessments to measure technical skill attainment. System Office staff collect data on technical skill attainment from licensing boards (e.g., nursing, law enforcement, EMT/Paramedic and radiography) and other third party testing organizations such as NOCTI, ASE, and NBCOT (occupational therapy). Licensing exam data are generally available only as summary pass rate information for each college. Some data from third party organizations (e.g., NOCTI and ASE) are available at the student level.

NOCTI offers a wide variety of state approved assessments. Minnesota contracts with NOCTI for use of an extract tool that allows System Office research staff to download data for tests taken at sites associated with Minnesota State. When annual NOCTI data are extracted, this site list is reviewed to ensure that test sites are correctly mapped to system institutions. If provided, student IDs are used to match test takers to student records in ISRS. If the record cannot be matched on ID, an attempt is made to match on a combination of institution, first and last names and enrollment during the term the test was taken. A similar process is used to incorporate student level data for CTE concentrators who took ASE (Automotive Service Excellence) certification exams. If a CTE concentrator passes any of the ASE certifications that they attempted during the reporting period, they are included as having passed a technical skill assessment.

Additional assessment results are incorporated into the technical skill assessment indicator (1P1) each year as data become available and data sharing agreements are established.

Accessing Postsecondary Perkins Accountability and Reporting Data

Cohort Data: Consortia staff may directly access the cohort data used to calculate their performance on four of the six postsecondary indicators: 2P1 (Completion), 3P1 (Retention and Transfer), 5P1 (Nontraditional Participation) and 5P2 (Nontraditional Completion). Consortia staff with database skills can directly access the data using Microsoft Access to query the system's data warehouse. More commonly, consortia leaders will use the EPM 11 software to access Perkins data. Within EPM 11, a series of pre-designed reports, pivots and queries have been created to allow users with less experience and skill in working with data to have quick access to their Perkins data/information. The data in the data warehouse table and in EPM 11 are available at the student level, which allows staff the ability to delve further in to their data for these particular measures, if desired. The data are available for current active cohorts as well as older "frozen" cohorts.

Data for the two remaining postsecondary indicators, 1P1 (Technical Skill Attainment) and 4P1 (Student Placement), incorporate data that are either not available at the student level, limited by data privacy constraints, or reported for a slightly different timeframe than the other core indicators. Therefore, consortia coordinators are sent annual data reports for these two indicators once the reporting year is complete. These

two reports are typically sent out in December/January and are sent only to the postsecondary coordinators since they may contain private data.

Snapshot Data: Consortia staff may also access the Perkins snapshot data set. While these data are not used for accountability reporting, they do provide useful information to coordinators on counts of students within a fiscal year who were enrolled in CTE programs and/or received CTE awards. Similar to the cohort data, the snapshot data can be accessed directly through the system’s data warehouse (for consortia coordinators with strong database skills) or can be accessed using EPM 11. Some common reports and pivots of the data are available for quick access to information, but there is also the ability for users to create their own queries, if desired.

Data in the EPM 11 Perkins data sets as well as in some of the reports and pivots used in EPM 11 include personally identifiable information on enrolled students and are therefore subject to both federal and state law regarding data privacy. Using or reporting data from the Perkins data sets require adherence to these laws.

Postsecondary consortia coordinators are expected to be knowledgeable about CTE accountability and reporting data and are expected to access and use the cohort data sets to monitor and understand their consortium’s performance. To assist with this, several training opportunities on Perkins Accountability Data and Reporting as well as on using EPM 11 are available via webinar, or occasionally in person, during the year. In addition, recorded trainings and webinars specific to how to use EPM 11 are available on the Minnesota State ITS website. Finally, system research staff are available to do individual webinar training and available by phone/email to assist with data needs or questions. See the Minnesota State CTE staff directory available online at the CTE website.

Postsecondary Perkins Accountability and CTE Data – Useful Links

Operational Data/EPM 11 Security Request Form	Go to the request form
EPM 11 Login Page	Go to the EPM 11 login page Once logged in to EPM 11, you have access to: <ul style="list-style-type: none"> • Accessing Perkins IV Postsecondary Data Using EPM 11.pdf • Perkins IV Data Fields 2011-13 Cohorts Forward.pdf • Perkins Snapshot Data Fields FY2013 Forward.pdf
EPM 11 Training	Go to the training page (must have permission)

Minnesota State Service Desk	Go to the service desk webpage (assistance resetting expired password, troubleshooting login issues, etc.)
Accountability Webinars Archived	Go to the accountability webinars page

Student Data Privacy

Consortia, district and college staff may be given access to data and data tools that allow viewing of student-identifiable data. Staff are legally obligated to ensure the confidentiality and privacy of these data. Data privacy rules fall under the umbrella of both the Family Educational Rights and Privacy Act (FERPA) and the Minnesota Government Data Practices Act and must be followed accordingly. In short, these acts exist to ensure that personal and private student data are not disseminated publicly. It is the responsibility of consortia staff to be familiar with these acts and to only share private (disaggregated) data in an appropriate manner with authorized personnel only.

Student identifiable data are any data or information that alone or in combination would generally allow a person to identify a student with reasonable certainty and may include, but is not limited to student demographic information, immunization and health records, disciplinary records, student progress reports, grade point average, assessment results, and attendance records. Summary data can be released, but only if aggregated to a level where the privacy of individuals is protected. This includes the release of directly identifiable data as well as data where the identity of individuals could be reasonably inferred through calculation.

Access to Private Data

- Only individuals with permission to view student identifiable data will be allowed access to private data and sources. Consortia staff are responsible for managing and disseminating data and results properly.
- Any personnel receiving or with access to student identifiable data should be trained on proper procedures for accessing, reporting, and handling private data.
- Users of student-identifiable data should:
 - Only access data within one's access rights unless given explicit permission to view
 - Only access private data for legitimate consortium/educational purposes
 - Utilize secure technology

- Lock up or destroy hard copies when not in use
- Not disclose student-identifiable data to unauthorized personnel
- Immediately report inappropriately accessed or shared data

Data Use and Reporting

- Printed reports with student identifiable data should be avoided as much as possible. When necessary, hard copies should be collected after their use and stored securely or destroyed.
- Student identifiable data should not be included in presentations or publications shared with groups where the members do not have authority to view this data (e.g., advisory committees, workgroups that include members external to the institution, etc.) This includes the sharing of data within the consortium between secondary and postsecondary partners.
- Care should be taken in preparing any public reports of data to ensure student identifiable data are not being shared. This includes reports like the Annual Performance Report (APR), the Local Application, etc.

Computer and Software Requirements

- Any computer that receives, houses, or is used to manipulate student identifiable data must meet basic security requirements to ensure that private data is not released publicly.
- Private data should be stored behind a secure firewall with password-protected access to only approved personnel.
- Private data should never be stored or copied onto a transportable flash drive or other media. If regularly accessed via a local area network, copies should not be saved to desktop hard drives.
- Data sharing, where required, should be parsimonious in that only relevant data fields are transmitted.
- The consortia staff should have at the ready contact information for their institution’s data privacy personnel in the event of the release of student identifiable data. This person should be made aware in the event of the inappropriate release of private data so that necessary action can be taken.

Student Data Privacy Resources

Family Educational Rights and Privacy Act (FERPA)	Go to the FERPA website
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Minnesota Government Data Practices Act	<u>Go to the government practices act webpage</u>
Minnesota State General Counsel Data Privacy Compliance	<u>Go to the data privacy compliance webpage</u>

OFFICE OF CIVIL RIGHTS REVIEWS

Postsecondary

The United States Department of Education Office for Civil Rights requires civil rights reviews for colleges that receive federal funds from the Carl D. Perkins Career and Technical Education Act of 2006.

The Civil Rights review process consists of a two to four-day on-site review of a college to determine compliance with Civil Rights standards and guidelines. The purpose of the on-site review is to evaluate each college for compliance with the following four federal laws:

- Title VI of the Civil Rights Act of 1964 (prohibiting race, color, and national origin discrimination)
- Title IX of the Education Amendments of 1972 (prohibiting sex discrimination)
- Section 504 of the Rehabilitation Act of 1973 (prohibiting disability discrimination)
- Title II of the Americans with Disabilities Act of 1990 (prohibiting disability discrimination by public entities, including public schools, public colleges and universities, public vocational schools, and public libraries) whether or not they receive Federal financial assistance.

The Civil Rights review for Minnesota State is administered by the Career and Technical Education unit. For more information, contact the state director for Career and Technical Education, Jeralyn Jargo, at jeralyn.jargo@minnstate.edu.

Secondary

The Minnesota Department of Education conducts civil rights compliance reviews in high schools that receive federal funds and provide CTE courses. The Civil Right Compliance Review process includes document review and an on-site visit. The on-site visit, which is typically one full day, includes interviews of staff and students and a facilities review. The purpose of the Civil Rights Compliance Review is to evaluate compliance with the following federal laws:

- Title VI of the Civil Rights Act of 1964 which prohibits discrimination on the basis of race, color, and national origin (34 C.F.R. Part 100);
- Title IX of the Education of 1972 which prohibits discrimination on the basis of sex (34 C.F.R. Part 106);
- Section 504 of the Rehabilitation Act of 1973 which prohibits discrimination on the basis of disability (34 C.F.R. Part 104); and

- Title II of the Americans Act of 1990 which prohibits discrimination on the basis of disability by public entities (28 C.F.R. Part 35).

The Civil Rights Reviews for the Minnesota Department of Education are administered by the Methods of Assurance Coordinator in the [Division of Compliance and Assistance](#).

RETENTION OF PERKINS IV GRANT RECORDS

Minnesota Statute 138.17 subd. 7 provides that a government entity that holds data itself propose, and have approved, a record retention schedule in which it specifies how long it intends to keep records. The Minnesota State Records Retention Schedule (dated: April 9, 1997, Item 18) states that federal grants are to be kept seven (7) years or until audited.

Source: Minnesota State system office, General Counsel.

PERKINS FUNDING

The purpose of this section is to offer transparency to the Carl D. Perkins federal grant state allocation and the distribution of that allocation to the subrecipients. As specified in The Act, Perkins IV Title I funds allocated to the state are distributed among three categories:

1. 85 percent—those provided to eligible recipients through formal-based distribution;
2. 10 percent—those used for state leadership activities; and
3. 5 percent—those used for state-level administration of the grant.

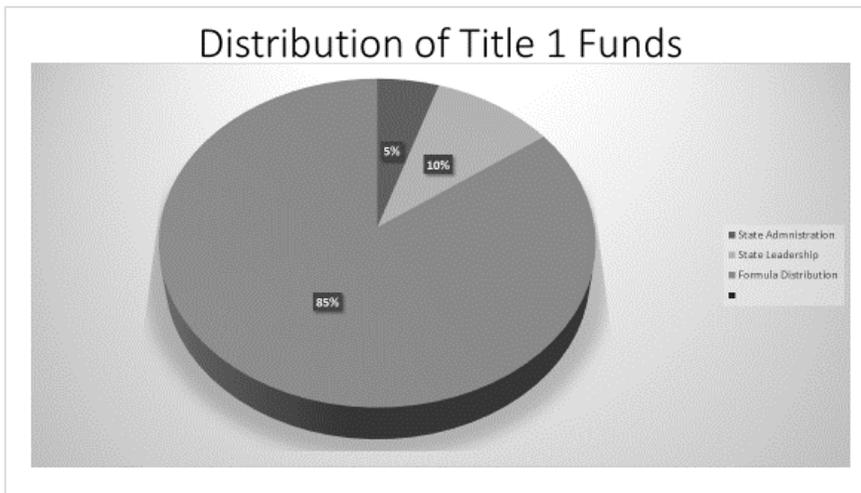


Figure 1: Distribution of Title 1 Funds

In the CTE Minnesota State Plan, subrecipients are the twenty-six local consortia that serve Career and Technical Education programs at the secondary and postsecondary levels. These subrecipients receive the 85 percent Formula-based allocations. The funds allocated to the formula-based distribution category are split between secondary and postsecondary eligible recipients as described in the State Plan and illustrated in chart. All funds that are not used in the fiscal year awarded are recaptured and reallocated through the formula.

Formula Distribution

Eighty-five percent of the Perkins state allocation flows to the twenty-six Minnesota consortia by formula distribution. This 85 percent is further subdivided into the Basic allocation (90 percent of the 85 percent) and the Reserve (10 percent of the 85 percent).

Consortia Basic Allocation

Calculations for the Basic Grant are based on specific attributes of the secondary and postsecondary constituents. While the dates of gathered data will change to utilize the most recent information the basic formula remains constant.

Secondary formula

- Most recent U. S. Census data for the population by school district of individuals aged 5-17
- Most recent U. S. Census data for the population by school district of individuals aged 5-17 in households of poverty
- Description: (70 percent district population 5-17 in poverty/state population 5-17 in poverty times the total secondary formula amount) plus 30 percent district population 5-17/state population 5-17 times the total secondary formula amount for the state from the OCTAE allocation—42 percent or \$5,360,774 est. in 2016-2017) is calculated for each district. The secondary consortium formula equals the sum of the amounts calculated for each district member in the consortium.

Postsecondary formula

- Most recent CTE Postsecondary Pell Grant Recipients
- Description: (Pell recipients in the college in Perkins eligible programs/ Pell recipients in the state in Perkins eligible programs times the total postsecondary formula amount for the state from the OCTAE allocation-58 percent or \$7,402,973 est. in 2016-2017) is calculated for each college. The postsecondary consortium formula equals the sum of the amounts calculated for each college member of the consortium.

Consortia Reserve Allocation

As per the MN State CTE Plan, allocation amounts to the whole consortium based on 50 percent sum of the area for member districts in the consortium/area for all districts in the state; 37.5 percent on the sum of secondary participants for member districts in the consortium/total secondary CTE participants in the state and 12.5 percent on the sum of postsecondary participants for member districts in the consortium/ total CTE postsecondary participants in the state based on the following data:

- School district area to account for certain district consolidations

- CTE Secondary Participants (most recent data)
- Perkins CTE Participants (most recent data)

Federal and Minnesota Resources

The percentage of the distribution formula are based on both Federal legislation and the Minnesota State Plan. Resource are included below:

- Relevant Federal legislation: [Carl D. Perkins Career and Technical Education Act of 2006](#)

SEC. 112. WITHIN STATE ALLOCATION

(a) IN GENERAL—From the amount allotted to each State under section 111

for a fiscal year, the eligible agency shall make available—

(1) not less than 85 percent for distribution under section 131 or 132, of which not more than 10 percent of the 85 percent may be used in accordance with subsection (c);

(c) RESERVE—From amounts made available under subsection (a)(1) to carry out this subsection, an eligible agency may award grants to eligible recipients for career and technical education activities described in section 135 in—

(1) rural areas;

(2) areas with high percentages of career and technical education students; and

(3) areas with high numbers of career and technical education students

- Funds to Consortium sec 131 Secondary (f) (2) and Sec 132 Postsecondary (a) (3) (B)

(B) FUNDS TO CONSORTIUM—Funds allocated to a consortium formed to meet the requirements of this section shall be used only for purposes and programs that are mutually beneficial to all members of the consortium and shall be used only for programs authorized under this title. Such funds may not be reallocated to individual members of the consortium for purposes or programs benefitting only one member of the consortium.

- Relevant Minnesota State Plan information approved by MDE commissioner, Minnesota State Board of Trustees and OCTAE, MN State CTE Plan for 2008-2013, reviewed and plan changes approved each year by OCTAE until Perkins Reauthorization. See the [Career and Technical Education Minnesota State Plan](#).

State Leadership Funds

No more than 10 percent of the state’s allocation can be set aside to carry out state leadership activities. Of this portion of the allocation, an amount of not more than one

percent must be dedicated to serve individuals in state correctional facilities. Minnesota's plan dedicated \$50,000 for this service.

Also included in the 10 percent state leadership allocation, an amount not less than \$60,000, and not more than \$150,000 must be used for services that prepare individuals for nontraditional training and employment. Minnesota specifically dedicates \$60,000 to these activities.

Leadership funds are divided between secondary and postsecondary programs. However, because of internal process and policies Minnesota awards 63 percent of the leadership funds to the Minnesota State system office with the understanding that these funds serve statewide needs such as supporting the annual CTE Works! Summit, the mentorship program, and Technical Skills Assessment (TSA) initiatives. Additional annual leadership projects are awarded through a competitive process with a sponsor/supervisor at the state level.

State Administration Funds

The Perkins Act allows Minnesota to set aside no more than five percent of the state's allocation or \$250,000, whichever is greater, for administration of the state plan. These dollars are limited to the following uses:

- Developing the state plan;
- Reviewing a local plan;
- Monitoring and evaluating program effectiveness;
- Assuring compliance with all applicable federal laws;
- Providing technical assistance; and
- Supporting and developing state data systems relevant to the provisions of the Perkins IV Act.

Dollars set aside for state administration must be matched on a dollar-for-dollar basis for non-federal sources.

Local Application for Funds

To expend their allocated basic and reserve funds each consortium develops and submits an annual plan addressing the requirements identified in Sec. 134 of the Perkins Act IV.

At this subrecipient (consortium) level expenditures are based on the approved Local Plan. The following discussion is meant to give guidance to the consortia in the Carl Perkins decision-making.

Sections 131(f) and 132(a)(3) of the Act establish the requirements for the use of funds within consortia. At a minimum, the use of consortium funds must be used only for purposes and programs that are mutually beneficial to all members of the consortium. This presupposes joint planning by the consortium members resulting in programs that are of sufficient size, scope, and quality to be effective. Moreover, a consortium is

precluded from allocating resources to members in amounts equal to their original allocations or for purposes and programs that are not mutually beneficial. In other words, funds are distributed according to the consortia approved plan.

When utilizing Perkins funding expenditures (SEC. 135) in the local plan these expectations must be met:

1. The funding is for the purpose of development, implementation, refinement or support of an approved CTE program or Program of Study
2. Funding is allocable according to the Perkins IV
3. There is no supplanting. You cannot use federal funds to pay for series, staff, programs or materials that would otherwise be paid for with state or local funds. In other words, the expenditure was not previously funded with local funding
4. The expenditure is reasonable and necessary for the plan's execution

Supplement versus supplant is a frequent question. This provision is in section 311(a) of Perkins IV:

SEC. 311. FISCAL REQUIREMENTS

“(a) SUPPLEMENT NOT SUPPLANT—Funds made available under this Act for career and technical education activities shall supplement, and shall not supplant, non-federal funds expended to carry out career and technical education activities and tech prep program activities.

Language was pulled from the Carl D. Perkins Career and Technical Education Act of 2006.

FINANCIAL REQUIREMENTS

This section provides for the specific uses of funds for which a consortium is authorized to spend its Perkins allocation, and how much must be spent toward each use. Each consortium that receives Perkins funds shall use the funds to improve Career and Technical Education programs.

Required and Permissive Uses of Funds

The Perkins IV Act requires that certain activities be conducted within Career and Technical Education programs if they are supported with federal funds. The Act does not require that the federal funds be used for these activities but does specify that all required activities be addressed if Perkins funds are received. The local plan must include information on required and permissible activities that will be undertaken.

Title I - Section 135 of the Perkins IV Act lists required and permissible activities as they apply to the use of local funds (Section 124 applies to the use of funds for state leadership activities).

Required Uses of Funds

1. Assess the Career and Technical Education programs funded under Perkins IV.
2. Develop, approve, or expand the use of technology in career and technical education.
3. Professional development programs, including providing comprehensive professional development (including initial teacher preparation) for career and technical education teachers, faculty, administrators, and career guidance and academic counselors at the secondary and postsecondary levels
4. Integration of content aligned with challenging academic standards and relevant career and technical education.
5. Provide preparation for non-traditional fields in current and emerging professions, and other activities that expose students, including special populations, to high skill, high wage occupations.
6. Support partnerships among local educational agencies, secondary, postsecondary, adult education providers, employers, labor organizations, parents, and local partnerships, to enable students to complete Career and Technical Programs of Study.
7. Serve individuals in state correctional institutions and institutions that serve individuals with disabilities.

8. Support programs for special populations that lead to high skill, high wage or high demand occupations.
9. Provide technical assistance to eligible recipients.

Required Uses of Funds (Additions for Minnesota)

10. Collaboration/Brokering of Service/Continuum of Services.
11. Articulation, PSEO, Concurrent (Dual) Enrollment, or other recognized strategies.

Permissive Uses of Funds

1. Improvement of career guidance and academic counseling programs that assist students in making informed academic and Career and Technical Education decisions.
2. Establish agreements, including articulation agreements, between secondary school and postsecondary Career and Technical Education programs to provide postsecondary education and training opportunities for students.
3. Support initiatives to facilitate the transition of sub-baccalaureate Career and Technical Education students into baccalaureate programs.
4. Support career and technical student organizations.
5. Support public charter schools operating Career and Technical Education programs.
6. Support Career and Technical Education programs that offer experience in, and understanding of, all aspects of an industry for which students are preparing to enter.
7. Support family and consumer sciences programs.
8. Support partnerships between education and business, or business intermediaries, including cooperative education and adjunct faculty arrangements at the secondary and postsecondary levels.
9. Support the improvement or development of new Career and Technical Education courses and initiatives, including career clusters, career academies, and distance education.
10. Award incentive grants to eligible recipients for exemplary performance or for use for innovative initiatives.
11. Provide activities to support entrepreneurship education and training.

12. Provide Career and Technical Education programs for adults and school dropouts to complete their secondary school education.
13. Provide assistance to individuals who have participated in Perkins assisted services and activities in continuing their education or training or finding appropriate jobs.
14. Develop valid and reliable assessments of technical skills.
15. Develop or enhance data systems to collect and analyze data on secondary and postsecondary academic and employment outcomes.
16. Improve the recruitment and retention of Career and Technical Education teachers, faculty, administrators, or career guidance and academic counselors, and the transition to teaching from business and industry, including small business.
17. Support occupational and employment information resources.

Allowable and Unallowable Uses of Funds

Allowable and Unallowable Uses of Funds reflect additional requirements for spending Perkins dollars that are specified by the Education Department General Administrative Regulations (EDGAR), U.S. Office of Management and Budget Circulars, Minnesota State Law, Minnesota Department of Education policies and Minnesota State policies. Note that an allowable cost must be referenced in each Consortium Plan. Allowable and Unallowable Uses of Funds are identified as:

Allowable

- Career and Technical Education Interest, Aptitude, and Ability Inventories (with consortium/State Approval)
- Career and Technical Education related software (with consortium/State approval)
- Career and Technical Education Student Organizations (advisor travel, instructional materials/supplies)
- Charter schools (if part of a consortium and have MDE approved CTE programs)
- Contracted services
- Curriculum development/curriculum modification—CTE State approved Programs
- Displays, demonstrations, and exhibits

- Equipment/equipment upgrade (pre-approved) to meet industry standards
- Expenditures for 7th/8th grade programs (career exploration/awareness activities)
- Food costs for meetings related to CTE programs, working meals only (must have agenda)
- Instructional materials and supplies related to CTE programs
- Marketing and outreach activities related to CTE programs (brochures, videos, flyers, web design)
- Meetings and conferences (registration fees, travel costs) related to CTE programs
- Professional development costs for CTE personnel
- Professional development related to CTE for non-CTE teachers/faculty/counselors (involved in CTE initiatives such as POS, academic technical integration, career awareness activities)
- Professional service costs (consultants)
- Program Advisory Committees
- Program evaluation
- Publication and printing costs related to CTE programs/activities
- Student recognition awards (certificates, portfolios, trophies) related to CTE
- Substitute pay for teachers, for activities and staff development related to CTE
- Supplemental Support Services for Perkins special populations
- Supportive personnel/instructional aids and devices
- Teacher/faculty CTE in-services
- Technical Skill Assessments, state approved, aligned with industry recognized standards
- Training costs (administrative, instructor, Perkins staff)
- Transportation costs incurred for approved CTE programs, workshops, professional development for Career and Technical Student Organization competitions (administrators, counselors/advisors, CTE instructors, Perkins staff)

- Work-based learning activities for CTE teachers and students in approved program

Unallowable

- Alcoholic beverages
- Alumni/ae activities
- Career and Technical Education instruction in approved postsecondary programs, shops, labs, and internships not allowed (Secondary salaries may be paid for the first three years of a new program)
- Child care
- Commencement and convocation costs
- Construction, renovation, and/or remodeling of facilities
- Contributions and donations (cash, property, services)
- Entertainment – amusement and social activities (sports tickets)
- Expenditures for non-approved CTE programs
- Expenditures for career education prior to the 7th grade
- Expenditures that supplant
- Fines and penalties
- Fundraising
- Gifts
- Goods or services for personal use
- Items retained by students (supplies, clothing/uniforms, tools, calculators)
- Monetary awards
- Non-instructional furniture
- Postsecondary customized training courses and programs
- Political activities such as contributions, fund raising or lobbying
- Promotional materials (T-shirts, pens, cups, key chains, book bags, etc.)

- Remedial courses at both secondary and postsecondary levels
- Scholarships
- Student expenses/direct assistance to students (tuition, tools, fees, car repair, etc.)
- Student stipends
- Vehicles, unless used for CTE instruction

Local Application Budget Changes within the Fiscal Year

Postsecondary Budget Changes

Fiscal year local application budget changes of \$10,000 or more, within a goal, must be pre-approved before the expenditure(s) can be made.

- Identify the original goal(s) for which the funds were identified and the amount.
- Identify the goal and amounts for the proposed changes in expenditures. Label these as Required or Permissive.
- Provide the rationale for the requested change.
- Send the request to the State Director or Designee for approval.
- Provide and follow-up clarification as requested.
- Receive written action on the change request.

All of this communication can occur through email. There is not a separate form for postsecondary change requests. All budget changes will be recorded as part of the College Perkins IV file.

Secondary Budget Changes

Fiscal year local application budget changes of 10% or more, within a UFARS line item, must be pre-approved before the expenditure(s) can be made.

- Identify the original goal(s) for which the funds were identified and the amount.
- Identify the goal and amounts for the proposed changes in expenditures. Label these as Required or Permissive.
- Provide the rationale for the requested change.
- Send the request to the Minnesota Department of Education, Secondary Perkins Coordinator for approval.

- Provide and follow-up clarification as requested.
- Receive written action on the change request.

All budget changes will be recorded as part of the Secondary Perkins IV file.

Capital Assets (Equipment)

Must be permissible according to Perkins IV, Section 135(c). Allowable use, disposition, and record keeping requirements as defined by Education Department General Administrative Regulations (EDGAR) must be followed. In addition to policies set forth by Minnesota State Board policy 7.3.6 for postsecondary and MDE UFARS policy Chapter 5, section 500.

Requirements for Purchasing Equipment with Federal Grant Funds

[Source: The Administrator's Handbook on EDGAR, Published by Brustein & Manasevit, PLLC, Grants to Nonprofit Organizations, 34 CFR Part 74 (f1-6), Page 16-17]

§ 74.34 Equipment

- (f) The recipient's property management standards for equipment acquired with Federal funds and federally-owned equipment shall include all of the following:
- (1) Equipment records shall be maintained accurately and shall include the following information:
 - (i) A description of the equipment.
 - (ii) Manufacturer's serial number, model number, Federal stock number, national stock number, or other identification number.
 - (iii) Source of the equipment, including the award number.
 - (iv) Whether title vests in the recipient or the Federal Government.
 - (v) Acquisition date (or date received, if the equipment was furnished by the Federal Government) and cost.
 - (vi) Information from which one can calculate the percentage of Federal participation in the cost of the equipment (not applicable to equipment furnished by the Federal Government).
 - (vii) Location and condition of the equipment and the date the information was reported.
 - (viii) Unit acquisition cost.
 - (ix) Ultimate disposition data, including date of disposal and sales price or the method used to determine current fair market value where a recipient compensates ED for its share.
 - (2) Equipment owned by the Federal Government must be identified to indicate Federal ownership.

- (3) A physical inventory of equipment must be taken, and the results reconciled with the equipment records at least once every two years. Any differences between quantities determined by the physical inspection and those shown in the accounting records must be investigated to determine the causes of the difference. The recipient shall, in connection with the inventory, verify the existence, current utilization, and continued need for the equipment.
- (4) A control system must be in effect to insure adequate safeguards to prevent loss, damage, or theft of the equipment. Any loss, damage, or theft of equipment shall be investigated and fully documented; if the equipment was owned by the Federal Government, the recipient shall promptly notify the Secretary.
- (5) Adequate maintenance procedures must be implemented to keep the equipment in good condition.
- (6) Where the recipient is authorized or required to sell the equipment, proper sales procedures must be established which provide for competition to the extent practicable and result in the highest possible return.

Fiscal Year Expenditure Timelines

Perkins IV does not allow colleges or school districts to carry-over unexpended funds from one fiscal year to the next. All expenditure orders must be encumbered by June 30 of the Local Application State fiscal year. Attempts should be made to pay all invoices by June 30 of the Local Application State fiscal year or shortly thereafter. Any expenditure payments to be made after July 31 must be cleared through the Minnesota State System Office Grants Accountant or MDE fiscal personnel.

Local consortia are responsible for prudent cash management. Greater than 50 percent of the funds should be spent by the 3rd quarter of the fiscal year. Review of cash management should be an agenda item on every consortium leadership meeting.

Perkins IV Finance Cost Centers (Minnesota State)

Part 1: Federal Requirements

Federal requirements stipulate that each Grant Award activity deliver reports with the following attributes:

1. Data consistency
2. Report reproducibility
3. Clear audit trail
4. Ability to create consolidated annual reports

Part 2: Types of categories

For each annual grant award, the Business Office at the System Office will assign unique general ledgers for the following categories with corresponding procedures: (NOTE: Colleges must use the general ledger (GL) provided by the System Office)

Basic Grant – General Ledger (GL)

- The System Office Grants Accountant will assign a general ledger number associated with the new grant. That general ledger number will be used throughout the entire two year (year two refers to reallocated dollars) grant period.
- A separate cost center must be set up for administration, as well as a minimum of one separate cost center for each goal in the local consortium approved application.
- Colleges must load the budgets per awarded amounts into Integrated Statewide Record System (ISRS) (the total across all basic cost centers must equal the award).
- The local application must be approved by the Minnesota State Director for Career and Technical Education designee before any obligation of basic expenses.
- Per Carl D. Perkins Career and Technical Education Act of 2006, Minnesota State will recapture unused funds at the close of state fiscal year (around Aug. 15 of each year).

Reserve Funds – General Ledger (GL)

- The System Office Grants Accountant will assign a general ledger number associated with the new grant. That general ledger number will be used throughout the entire two year (year two refers to reallocated dollars) grant period.
- A minimum of one separate cost center must be set up in the reserve funds GL for each goal in the local consortium approved application.
- Colleges must load the budgets per awarded amounts into ISRS. The total across all reserve cost centers must equal the award.
- The local application must be approved by the Minnesota State Director for Career and Technical Education designee before any obligation of reserve expenses.
- Per the Carl D. Perkins Career and Technical Education Act of 2006, Minnesota State will recapture unused funds at the close of state fiscal year (around Aug. 15 of each year).

Reallocated Funds – General Ledger (GL)

- After the grant has been closed for the fiscal year, the Minnesota State System Office will recapture the unused Basic and Reserve funds from the postsecondary colleges. The recaptured funds are reallocated to the local consortium according to a formula set forth by Perkins IV. No later than the end of February the local consortium are notified of the reallocated award.
- The previous year's Basic Grant GL will be reused for the Reallocated Basic Grant GL, and the previous year's Reserve Funds GL will be reused for the Reallocated Reserve Funds GL.
- A minimum of one cost center for each plan in the local consortium approved application for the Basic Reallocation grant must be set up in the Reallocated Basic Grant GL. In addition, at least one cost center per Reserve Reallocation plan must be set up in the Reallocated Reserve Funds GL.
- Colleges must load the budgets per awarded amounts into ISRS (the total across all cost centers must equal the award).
- The local application must be approved by the Minnesota State Director for Career and Technical Education designee.
- Per the Carl D. Perkins Act of 2006, unused reallocated funds cannot be reallocated to the consortium.

Leadership – General Ledger (GL)

Intra-Agency Agreements

System Office and colleges sign agreements for specific leadership projects using the [approved forms, templates, and documents](#) which relate to the procurement process for Minnesota State.

- Colleges create a unique cost center in the GEN appropriation or in another non-Perkins appropriation for each of the contracts.
- Colleges incur expenses covered by the agreement.
- After all (or partial depending upon the agreement) expenses have been incurred, colleges generate an invoice(s) and sends the invoice to the System Office. The receivable should be set up with the unique cost center that was established for the expenditures, with object revenue code 9806.
- Upon receiving the remittance from the System Office, Colleges receipt the funds to the outstanding receivable, recording an off-setting revenue.
- Leadership expenditures are not included with the standard draw (see Part 3 below).

Special Temporary Assignment of Campus Personnel Agreement

- When a system college, as the primary employer, is engaged to provide services of its employees on a temporary basis to the System Office or another system institution, an Approval Letter or Intra-Agency Agreement must be used. An approval letter will be used if the assignment will result in a one-time payment of \$500 or less.
- A revised Intra-Agency Agreement Guidelines will be used if the assignment results in multiple payments or payment of \$501 or greater.
- It is essential that the parties at both institutions representing Academic Affairs, Human Resources and Finance be consulted prior to the execution of the agreement. The new communications flowchart illustrates the expected communications practice.
- The process for reimbursement of expenditures by the contracting party to the service provision party should be clearly identified.
- The home location will enter the assignment in the State College and University Personnel Payroll System (SCUPPS) with a category code created in SCUPPS to specifically identify FTE from another system location. This is essential for reporting purposes in Academic Affairs.
- This process is intended to be used for hires between a campus and the System Office and, where applicable, between two campuses.

Sub-grants General Ledger (GL)

Sub-grant agreements can be made from one college to another recipient college.

The recipient college records the actual grant expense and grant revenue (entity receiving the funds from another college):

- Incurs permissible expenses and pays the expenditures from the applicable Basic, Reserve, Reallocated Basic, or Reallocated Reserve GL(s).
- Invoice the granting college for the incurred expenses. Invoice should be set up to distribute the receivable based on the expenditure's cost center.
- Payments from the granting college are receipted to grant revenue (object code 9401).

The granting college uses grant revenue as a pass through for both grant expenses and grant revenue (entity reimbursing another college):

- Pay the invoice from the recipient college by debiting grant revenue (object code 9401) in the applicable Perkins GL(s) used by the recipient college. Do not use an expense object code.

- The remittance amount (negative revenue) will be included in the next System Office draw request. The sub-grant portion of the funds received from the System Office should be receipted to grant revenue (object code 9401) to the applicable Perkins GL(s) associated with the invoice.
- Grant revenue will have offsetting debit and credit entries.

Part 3: Fiscal Year Expenditure Timelines

The Perkins IV Act does *not* allow colleges or school districts to carry-over unexpended funds from one fiscal year to the next. All expenditure orders must be encumbered by June 30 of the Local Application fiscal year. Attempts should be made to pay all invoices by June 30 of the Local Application fiscal year or shortly thereafter. Any payments to be made after August 15 must be cleared through the System Office Grants Accountant.

Part 4: Expenditure Reimbursement Process (Draws)

Basic Grant, Reserve Funds, Reallocated Basic Funds, and Reallocated Reserve Funds will be reimbursed as follows:

1. Set up cost center(s) with budget(s) totaling the award amount.
2. System Office Grants Accountant reviews the Perkins cost centers associated with the current fiscal year for all colleges, and determines the amount eligible for reimbursement.
3. System Office Grants Accountant requests a drawdown from the Perkins fund maintained at the U.S. Department of Education to reimburse the colleges.
4. System Office Grants Accountant enters a deposit into SWIFT for the drawn amount.
5. System Office Grants Accountant sends an email to the fiscal contacts notifying them of the amount of the SWIFT deposit, and the specific amounts to receipt to which designated GLs.
6. College fiscal contacts receipt the funds in ISRS to grant revenue (object code 9401), using Perkins cost center(s) associated with the designated GLs.

Postsecondary Equipment Documentation

Documentation of equipment must comply with Federal requirements, Minnesota State Colleges and Universities Board Policy, and institutional policies.

- Minnesota State’s policy requires purchases of \$10,000 or more to be recorded as equipment
- The Federal government requires purchases for \$5,000 or more to be recorded as equipment

- Institutional policies determine sensitive equipment guidelines

Equipment and capital assets are recorded and maintained in the equipment module within Minnesota State's ISRS program.

- Equipment of \$10,000 or more is to be expensed with object code 4000 (equipment)
- Equipment purchased between \$5,000.00 and \$9,999.99 is to be expensed with object code 3006 (sensitive equipment)
- Equipment under \$5,000, and determined to be classified as sensitive (e.g. computer equipment) is to be expensed with object code 3006
- Designate a unique Department Number in the equipment module to record equipment purchased with Perkins grant funds
- All equipment purchased with Federal dollars must have specially marked asset tags
- Asset tag must include the asset number and purchased with either "Federal" or "Perkins" funds (See example in Appendix E)
- Equipment purchased with Federal funds requires a physical inventory at least every two years, with proof of the inventory process
- Record physical inventory date in the equipment module
- Equipment reconciliation at least annually, or more often, as determined by System Office recommendation and requirements
 - Run an EPM11 transaction report, filtered by object codes 4000 and 3006, and FPK appropriation
 - Run equipment module report, filtered by the designated department number
 - Compare to insure all equipment purchased with Perkins grant funds are listed in the equipment module with the unique department code
 - Run Fixed Asset Reconciliation equipment module report

SERVS Financial System at MDE

Secondary Perkins: Secondary programs expending Perkins IV resources are required to budget those expenditures by goal, and to report expenditures using the Uniform Financial Accounting and Reporting System (UFARS) through the SERVS Financial System.

State Educational Record View and Submission (SERVS) Financial System is a password protected website for members of secondary educational organizations who have received prior approval to submit grant applications and create budgets, approve transactions, request fund reimbursement or simply view grant applications and the [budget management process](#).

In FY11 and beyond, secondary fiscal agents will use the SERVS Financial System to submit their Perkins applications/budgets and expenditures. The fiscal agent will submit the consortium application and budget through the SERVS Financial System web site. Once applications are approved, consortia will submit their expenditures through a draw down request. Reimbursements will be made based upon the draw down request.

Expenditures by individual goals must be reported each year in the secondary budget for the Perkins IV Annual Performance Report (APR). The required Secondary Supplemental Budget is usually emailed to Perkins Coordinators by the MDE staff or it may be found on the Minnesota State grant management system, after users log in to the system. Secondary Perkins Coordinators should always check with MDE CTE staff for the most updated version.

All grant opportunities within the Minnesota Department of Education are found in the Grants Management directory of SERVS Financial System.

Secondary Equipment and Curriculum Funding Criteria

For Uniform Financial Accounting and Reporting Standards (UFARS) reporting, equipment or technology qualifies as a capital expenditure if the item meets all of the following criteria:

- It retains its original shape and appearance with use. It has a normal useful life extending beyond a single reporting period.
- It is nonexpendable, that is, if the article is damaged or some of its parts are lost or worn out, it is usually more feasible to repair it rather than replace it with an entirely new unit.
- It does not lose its identity through incorporation into a different or more complex unit or substance.

A more complete description may be found in Chapter 5 of the 2015 UFAS manual.

The three components of the above definition of equipment must be followed by Independent School Districts throughout Minnesota. District policy may add additional components to the equipment definition, but all school district policies must support the three criteria listed above.

Criteria for Secondary Perkins Funded Purchases

- Classroom/lab equipment and curriculum/license funded through Perkins must be used to support courses within a state approved CTE program.
- The CTE course must be taught by a CTE licensed teacher holding a current CTE license in that discipline. (Alternative license, such as community expert, variance, special restricted license will qualify for Perkins funding).
- All Perkins funding recipients must be licensed CTE teachers/administrators or counselors unless special permission has been granted (variance, waiver, community expert, or special assignment).
- All Perkins funded purchases must support CTE students.
- Perkins funding must not be used to supplant existing (non-federal) funding sources.
- Equipment purchased through the Perkins grant must have the priority of use dedicated to CTE students; however, incidental use by CTE related students is allowable.
- Funding for classroom/lab equipment and curriculum/license may come from multiple sources.
- Perkins grant use for any portion of this funding requires adherence to the above criteria. Equipment purchased through the Perkins grant must have the priority of use dedicated to CTE students; however, incidental use by CTE related students is allowable.
- Funding for classroom/lab equipment and curriculum/license may come from multiple sources. Perkins grant used for any portion of this funding requires adherence to the above criteria.

Requirements for State Pre-Approval of Secondary Equipment Purchases

- Secondary equipment and curriculum purchases that equal \$1,000 and above, require pre-approval before the consortium authorizes the district to make the expenditure from the Perkins grant funds. (This \$1,000 threshold is per individual unit of equipment or curriculum.)
- Perkins consortia that have listed an individual expenditure for equipment and/or curriculum as a budget line item in their approved annual Perkins plan are not required to resubmit the same equipment/curriculum expenditure for state approval. All inventory control (tagging, record keeping, reporting) requirements remain the same.

Secondary Equipment and Curriculum Purchases-Grant Management

The Minnesota Department of Education approval of the annual Perkins consortium plan establishes a fiduciary relationship between the Perkins consortium and MDE. Because of this relationship, all secondary equipment approval requests must be submitted from and granted to the secondary Perkins Consortium Coordinator of record.

All secondary equipment and curriculum purchases, inclusive of those under the \$1,000 threshold, must be included in the Perkins consortium's equipment inventory list. A master Perkins Consortium Equipment Inventory should be reviewed annually and an onsite inventory required every two years.

All equipment and curriculum items purchased with secondary Perkins funding must be identified (tagged) and included in the building inventory of the school district where it is located. On site inventory is required every two years according to the [EDGAR Grant Regulations](#).

All equipment and curriculum items must be tagged as purchased with Perkins federal funds. These items must be included in the consortium filed Consolidated Annual Report (CAR) at the end of the Perkins fiscal year.

Inventory Control Requirements for Secondary Equipment and Curriculum Purchased through Perkins Grant Funding

The responsibility for maintaining inventory control of secondary Perkins purchased equipment and curriculum remains with the Perkins consortium. The consortia are requested to have a single "master" inventory directory which is validated/reconciled at least every two years. Inventory control is required for all equipment and curriculum purchased with Perkins grant funds. Inventory control record should include the following:

- Equipment/curriculum description (serial numbers, model numbers, physical description, etc. as applicable)
- Date of acquisition
- Original expenditure/percent of grant funding
- Source of equipment/curriculum
- Location and condition of equipment/curriculum (school building, room location, CTE approved program(s))
- Space for inventory record—inventory procedures may follow school district policy— Perkins equipment/curriculum inventory is required every two years
- Corresponding physical tag number when applicable

- Space for final disposition of equipment
- When possible, a physical tag should be permanently fastened to, or stamped on, each item of equipment/curriculum indicating Perkins funded expenditure. This tag must be identifiable to the inventory record.

Disposal of Equipment/Curriculum Purchased Through the Secondary Perkins Grant

The disposition of equipment that has been purchased with federal funds through a Minnesota Secondary Perkins Consortium as part of a CTE program should be disposed of using the following procedure:

- All equipment/curriculum that was purchased through the Perkins consortium must be disposed of through the original assigning consortium.
- The original assigning consortium whose school districts are disposing of equipment with a current value of \$5,000 or more must coordinate disposal with MDE and the United States Department of Education using general administrative regulations guidelines EDGAR 80.32 (C).
- Disposal of equipment that has a current value of \$1,000 or more, but less than \$5,000 must be coordinated with MDE. The original assigning consortium must provide to MDE a list of said equipment to allow support for repurposing this equipment to another consortium.
- Equipment that has a current value of less than \$1,000 may be disposed of through the local Perkins consortium. Before equipment is disposed of, the consortium must make an effort to repurpose the equipment to support a Career and Technical Education program in another member district. Technical support for these efforts will be available through MDE.
- All disposition of equipment must be reported on the annual CAR report. The respective consortium inventory must reflect the disposal.
- Equipment disposal records including inventory documentation, disposal, salvage recovery funds and any transfer information needs to be retained by the consortium for three years.

Perkins Funding for Curriculum Software/License

- Acquisition and disposal of curriculum software/license follow the same guidelines as stated above for equipment.
- Perkins funding is not a sustainable long-term funding for secondary initiatives. Consequently, license and curriculum program funding are restricted to one or two years of support.

- Inventory control must be maintained in the same manner that was recommended for equipment.

WorkForce Center Collaboration Expenditures

Postsecondary Career and Technical Education programs, assisted under the Perkins IV Act, are mandatory partners in the one-stop career center delivery system established by the Workforce and continued in the current WIOA legislation. Colleges are encouraged to collaborate with their one-stop partners. However, as specified in the local application, colleges must report all direct and indirect resources that were used in collaborative efforts with WorkForce Centers each fiscal year.

Funds for Support Services (Nontraditional by Gender)

If a college or school district determines a need to fund support services for nontraditional (gender) students, they must develop local guidelines, within state and federal laws, to provide assistance with dependent care, transportation services, special services, supplies, books, and materials for nontraditional students in CTE approved programs and/or services. OCTAE has provided the following guidelines:

- Perkins funds cannot be provided to individual students for the purchase of tools, uniforms, equipment, or materials;
- Perkins funds cannot be used for student stipends or tuition;
- Child care and transportation may be provided, but not by direct payments to CTE students. Colleges shall establish procedures for payments to vendors for child care and transportation costs;
- Costs for public transportation or rates consistent with the cost of public transportation may be allowed only to provide transportation for students to attend a CTE approved education activity. In areas where public transportation is not appropriate/available, colleges shall develop equitable options for students by providing vouchers or purchase orders; and
- Perkins funds may not be used for car parts and/or maintenance.

Using Perkins IV Resources to Fund Personnel

Postsecondary Perkins: Colleges may not use Perkins IV resources to fund instruction within non-credit or customized training courses.

Personnel may be funded via the college's Perkins grant in the following cases:

- Personnel are providing service to special populations (as defined by the Federal Perkins Act of 2006 – page 97 of the Official Guide); and/or

- Personnel are assigned to other functions and/or projects designed to improve Career and Technical Education as measured by one or more of the five (5) goal areas and as specified in the college’s currently approved Perkins Local Application Plan.

In all cases the following conditions must be met:

- Job descriptions are written and kept on file at the time of employment for each individual
- Personnel Activity Reports are filled out and filed for each employee
- Perkins funds are not supplanting state funds
- Only that portion of a person’s time assigned to Perkins related functions and/or activities are funded via the Perkins Grant.

Using Perkins IV Resources to Fund Postsecondary Perkins Programs

Postsecondary Credit-based Programs: Perkins IV resources may only be used by colleges for program expenditures relating to students pursuing an approved program, as identified in the Minnesota State System Office program inventory database. The student must be pursuing a program that is identified by Classification of Instructional Program (CIP) code in one of the 16 career clusters as “Perkins eligible” and terminates in a certificate, diploma, associate in applied science, or associate in science degree.

Postsecondary Customized Training Courses and Programs

Perkins IV resources may not be used by colleges for program expenditures related to students pursuing non-credit courses and programs within customized training or employer sponsored training programs. For example: Perkins funds may not be used for costs related to providing customized training *for ABC Corporation*.

Field Trips and Student Transport Activities

Field trips and student transportation activities that are in direct support of CTE students and programs are allowable under the Perkins grant funding. This can include middle school career awareness activities that support CTE program enrollment at the high school level. This funding may not be used for support of individual classes at the middle school level.

If the field trips/activities are listed, budgeted and approved as part of the annual Perkins consortium grant application, additional pre-approval is not required.

Field trips and student transportation activities that are not listed in the original approved grant must be pre-approved if the cost of the activity exceeds the \$1,000 threshold.

Career and Technical Student Organization (CTSO) Activities

- Individual student lodging and meals do not qualify as a permissible Perkins expenditure.
- Advisor travel, lodging and meals must include staff development activities for licensed CTE staff. (Perkins funds are not allowable for chaperones only.)
- All Perkins funding recipients must be licensed CTE teachers/administrators or counselors.
- Perkins funding can be used for the purchase of branded organizational materials as long as those materials remain the property of the program and are not distributed to individual students upon program completion.
- All members of the student organization or class/program must have an opportunity to participate in the funded activity. (This opportunity may reflect qualifying competitive performance or participation.)

Career Development License and Activities

Specific license for career development activities, i.e. Minnesota Career Information System, Naviance, etc. do not require additional permission if they are currently reflected in the annual Perkins plan budget approved by the MDE. Pre-approval is not required for these expenditures; however, if they require a budget modification or change, this must be approved through the budget maintenance system.

Perkins IV – 5% Administrative Cost Allowances

Perkins IV allows eligible consortia to use up to, but not more than, 5% for administrative costs. Administration is defined as activities necessary for the proper and efficient performance of the eligible fiscal and data collection responsibilities under the Perkins Act of 2006.

Supplement Not Supplant Requirements

Perkins funds shall supplement, not supplant (replace), non-federal funds expended for career and technical education. If an activity is, or has been, supported by non-federal funds, Perkins funds may not be used to support that activity unless there is overwhelming evidence that the activity would be terminated where it is not supported by Perkins funds. Seek state advice before proceeding under this exception. If the

district or college would normally pay for an item, service, or activity, then Perkins dollars should not be used.

PERKINS IV FEDERAL AND STATE DEFINITIONS

Word or Phrase	Definition
Academic Program Inventory	An official list of postsecondary academic programs offered by Minnesota State. The inventory includes notations of Perkins-eligible and nontraditional programs.
Academic Programs	<p>Postsecondary: A specific sequence of courses taken in a defined area such as pre-med, manufacturing engineering, nursing, fine arts, or sociology, etc.</p> <p>Secondary: General education courses such as mathematics, science, and English. Extracurricular and elective courses are not considered part of academic programs at the secondary level. [Minnesota State, 2008]</p>
Academically Disadvantaged <i>See also:</i> Disadvantaged Individuals; Economically Disadvantaged	<p>An individual who scores at or below the 25th percentile on a standardized achievement or aptitude test, whose secondary school grades are below 2.0 on a 4.0 scale (on which the grade “A” equals 4.0), or who fails to attain minimum academic competencies. This definition does not include individuals with learning disabilities.</p> <p>[Federal Register, Section 400.4]</p>
ACCUPLACER <i>See also:</i> Placement Tests	A series of course placement assessment provided by College Board and used by some colleges, including most Minnesota State schools, to assess reading, writing, and math skills. Results are used to place students in appropriate level of college courses.
Achievement Gap <i>Also known as:</i> Opportunity Gap	<p>Disparity in academic performance between members of demographic groups as reported in grades, standardized test scores, dropout rates, and postsecondary enrollment, and other success measures.</p> <p>[CAREERwise]</p>
Administration	Activities necessary for the proper and efficient performance of the eligible agency or eligible recipient’s duties under the Perkins Act, including the supervision of such activities. This term does not include curriculum development activities, personnel activities or research activities (Perkins Act, 2006). In Minnesota, activities associated with managing the local consortium funds, managing local consortium data or indirect costs are considered administration and may not exceed five percent (5%) of the grant funds at the secondary or postsecondary level.

Word or Phrase	Definition
Adult Basic Education (ABE)	Public education programs serving students ages 16 and over who are not enrolled in school and who want to improve their basic skills, including math, reading, language, and work-readiness skills. The most common ABE programs in Minnesota are English Language Learning, GED prep/secondary (high school) credential attainment, and pre-employment or career pathway content. Minnesota ABE is administered by the Department of Education.
Adult Learner	<p>Adult learners exhibit one or more of seven characteristics:</p> <ul style="list-style-type: none"> • Have delayed enrollment into postsecondary education • Attend a postsecondary program part-time • Are financially independent of parents • Work full-time while enrolled • Have dependents other than a spouse • Are a single parent • Lack a standard high school diploma <p>[U.S. Department of Education, National Center for Education Statistics (NCES)]</p>
Advanced Placement (AP)	Academic program that allows high school students to take college-level courses in a high school setting. Students can receive college credits if they pass a corresponding exam.
All Aspects of the Industry	<p>Strong experience in, and understanding of, all aspects of the career field the students are preparing to enter, including planning, management, finances, technical and production skills, underlying principles of technology, labor issues, and health and safety.</p> <p>[Perkins Act, 2006]</p>
Annual Performance Report (APR)	<p>A consortium report of data, fiscal, and continuous improvement outcomes for the prior fiscal year Perkins annual application.</p> <p>[MDE/Minnesota State, 2009]</p>
Articulated College Credit <i>Also known as:</i> Articulated High School to College Credit	<p>The process of coordinating two or more educational systems to help a student transition smoothly from secondary to postsecondary without experiencing delays, duplication of courses or loss of credit. Horizontal articulation generally refers to learner transfer of credit from one program to another within one institution or from one institution to another of the same level (e.g. college to another college). Vertical articulation refers</p>

Word or Phrase	Definition
	to the transfer of credit from a lower-level institution (high school or associate degree program) to a higher-level one.
Articulation Agreement	<p>A written, signed commitment that is agreed upon at the state level or approved annually by lead administrators of a secondary institution and a postsecondary educational institution; or a sub-baccalaureate degree granting postsecondary educational institution and a baccalaureate degree granting postsecondary educational institution. Agreement must include a Program of Study that is designed to provide learners with a non-duplicative sequence of progressive achievement leading to technical skill proficiency, a credential, a certificate, or a degree; and utilizes credit transfer agreements between the institutions described above.</p> <p>[Perkins Act, 2006; Minnesota State Procedure 3.36.1, Part 2, Subpart M]</p>
Associate Degree (AA)	A degree granted by technical, community, and some private career colleges that typically requires at least two years of study (60+ hours) beyond high school. AA degrees are designed to transfer readily into most liberal arts baccalaureate majors.
Associate of Applied Sciences (AAS) <i>See also:</i> CTE Awards	Degrees, technical diplomas and technical certificates offered at community and technical colleges designed for immediate entry into the workplace and may have more limited transferability than other Associate Degrees. AAS degree programs are not designed for transfer to baccalaureate degree majors. Program examples: accounting, computer networking, or welding.
Associate of Fine Arts (AFA)	Degrees often transfer into a specific four-year degree major at partnering universities through articulation agreements.
Associate of Science (AS) <i>See also:</i> CTE Awards	Community college degrees designed to transfer into a specific four-year degree major at partnering universities through articulation agreements. Examples of majors: math, biology, chemistry or physics.
Bachelor's Degree <i>Also known as:</i> Baccalaureate Degree	An academic award that usually requires four years (120 hours) beyond high school at an accredited college or university. [CAREERwise]

Word or Phrase	Definition
<p>Basic Grant</p> <p><i>See also:</i> Perkins Local Application</p>	<p>The amount of Perkins funding each consortium is awarded each fiscal year after submitting their Local Application. Calculations for the Basic Grant are based on specific attributes of the secondary and postsecondary constituents. Calculations are described under the Formula Distribution section of the Perkins IV Operational Handbook. Consortia may receive additional funding through reallocated funds or leadership funds.</p>
<p>Brokering of Services</p> <p><i>Also known as:</i> Continuum of Services for Learners</p> <p><i>See also:</i> Continuum of Service Provision (CSP)</p>	<p>Goal 4 of Minnesota’s CTE State plan is to “Provide a Continuum of Service Provisions for Enabling Student Transitions.” This is described as the act of a consortia collaborating with other consortia, as needed, to assist learners in locating Programs of Study that meet their career interests and aspirations. Also, actions take to assist learners in locating appropriate preparatory courses or learning activities not available locally to prepare for a Program of Study.</p> <p>[MDE/Minnesota State, 2008]</p>
<p>Career</p> <p><i>See also:</i> Occupation</p>	<p>A person's consecutive, often progressive achievement or experience in professional or business life that expresses commitment to a career cluster or pathway. It includes education, training, past jobs, community involvement, and hobbies that demonstrate self-development.</p> <p>[CAREERwise]</p>
<p>Career and Technical Education (CTE)</p> <p><i>Also known as:</i> Career Technical Education (no “and”)</p>	<p>Organized educational programs, services, and activities which are related to the preparation of individuals for paid or unpaid work, or for additional preparation for a career requiring technical competencies or a postsecondary or higher education advanced degree. CTE programs are directed and funded by the Perkins Legislation.</p> <p>[MN Rules 3505.1000]</p>
<p>Career and Technical Education College Courses</p>	<p>Courses with Classification of Instruction Program (CIP) Codes that are in one of the 16 career clusters defined by the U.S. Department of Education. CTE courses offer a coherent sequence and:</p>

Word or Phrase	Definition
	<ul style="list-style-type: none"> • provide individuals with rigorous content aligned with challenging academic standards and relevant technical knowledge and skills needed to prepare for further education and careers in current or emerging professions; • provide technical skill proficiency, an industry-recognized credential, a certificate, or an associate degree; and may include prerequisite courses (other than remedial or developmental courses) that meet other requirements; and include competency-based applied learning that contributes to the academic knowledge, higher-order reasoning and problem-solving skills, work attitudes, general employability skills, technical skills, occupation-specific skills, and knowledge of all aspects of an industry, including entrepreneurship of an individual. <p>[Minnesota State, 2009; Carl D. Perkins Act 2006]</p>
Career and Technical Student Organization (CTSO)	A high school or college student leadership organization, recognized under M.S. 124D.355 or Minnesota State Board Policy as a CTSO, and considered co-curricular in nature, that engages in activities integral to student success in Career and Technical Education programs. Examples include: Business Professionals of America, Future Farmers of America, Family Career and Consumer Leaders of America, DECA, Health Occupations Student Association, Postsecondary Agricultural Students, and SkillsUSA.
Career Assessment <i>Also known as:</i> Skills Assessment, Interest Assessment, Aptitude Test	The process of measuring an individual’s career aptitude, career interest, and academic and career achievement. It may also include such factors as work history, physical capacity, work values and temperament. Career assessment may be accomplished through formal, standardized instruments or through informal means such as interviews or observing work samples. Employers can use assessments for pre-employment testing to maximize chances for getting the right fit between jobs and employees. Educators use different types of assessments to analyze students' knowledge or progression in a program. [U.S. Department of Education; CAREERWise]
Career Cluster Framework	A visual representation of the six career fields, 16 career clusters and 79 career pathways adopted by Minnesota CTE and other entities. Includes foundational knowledge and skills and description of Minnesota Programs of Study.

Word or Phrase	Definition																		
<p><i>Also known as:</i> The Career Wheel; The Wheel</p>																			
<p>Career Clusters</p> <p><i>Also known as:</i> 16 Career Clusters</p> <p><i>See also:</i> Career Cluster Framework</p>	<p>A grouping of occupations and broad industries into a national classification of 16 clusters that are based upon common knowledge and skills. Career clusters include hundreds of occupations that may be grouped into pathways around which secondary and postsecondary educational Programs of Study can be built.</p> <table border="0" style="width: 100%;"> <tr> <td style="width: 50%;">Agriculture, Food, & Natural Resources</td> <td style="width: 50%;">Hospitality & Tourism</td> </tr> <tr> <td></td> <td>Human Services</td> </tr> <tr> <td>Architecture & Construction</td> <td>Information Technology</td> </tr> <tr> <td>Arts, Audio/Video Technology, & Communications</td> <td>Law, Public Safety, Corrections, & Security</td> </tr> <tr> <td>Business, Management, & Administration</td> <td>Manufacturing</td> </tr> <tr> <td>Education & Training</td> <td>Marketing, Sales, & Service</td> </tr> <tr> <td>Finance</td> <td>Science, Technology, Engineering, & Mathematics</td> </tr> <tr> <td>Government & Public Administration</td> <td>Transportation, Distribution, & Logistics</td> </tr> <tr> <td>Health Science</td> <td></td> </tr> </table>	Agriculture, Food, & Natural Resources	Hospitality & Tourism		Human Services	Architecture & Construction	Information Technology	Arts, Audio/Video Technology, & Communications	Law, Public Safety, Corrections, & Security	Business, Management, & Administration	Manufacturing	Education & Training	Marketing, Sales, & Service	Finance	Science, Technology, Engineering, & Mathematics	Government & Public Administration	Transportation, Distribution, & Logistics	Health Science	
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<p>Career Exploration</p>	<p>An activity designed to provide individuals exposure to career options. Activities may include reviewing career opportunities in particular fields or pathways, identifying specific careers to potentially prepare for and pursue, writing individual/personalized learning plans that align with career areas or Programs of Study offered at the high school level, or using local labor market information to make short- and long-term career plans.</p>																		

Word or Phrase	Definition
<p>Career Fields <i>See also:</i> Career Clusters; Career Pathways</p>	<p>Six broad groupings of occupations that can be subdivided into 16 career clusters and numerous career pathways as part of the Minnesota Career Fields, Clusters, and Pathways framework. Students are typically exposed to career field exploration in middle school and early high school (adapted from Nebraska Department of Education).</p> <p>Agriculture, Food, & Natural Resources Engineering, Manufacturing, and Technology</p> <p>Art, Communications, & Information Systems Health Science Technology</p> <p>Business, Management, & Administration Human Services</p>
<p>Career Guidance and Counseling <i>Also known as:</i> Career and College Readiness</p>	<p>An activity that provides to students (and parents, as appropriate) access to information regarding career awareness and planning with respect to an individual’s occupational and academic future; and provides information with respect to career options, financial aid, and postsecondary options, including baccalaureate degree programs. [National Counseling Guidelines, 2006]</p>
<p>Career Pathways <i>See also:</i> Career Cluster; Rigorous Programs of Study</p>	<p>An organization of related occupational areas within a specific career cluster. Each pathway has identified knowledge and skills validated by industry from which programs and Programs of Study are developed. [Career Cluster Framework]</p>
<p>CAREERwise Education</p>	<p>A career exploration website administered by the Minnesota State System Office. Formerly ISEEK.org.</p>
<p>Certificate <i>Also known as:</i> College Certificate,</p>	<p>A type of academic or training award given to students by a college, university, or professional school upon satisfactory completion of an organized program of study. Certificate programs are typically less than 60 hours (2 years).</p>

Word or Phrase	Definition
Postsecondary Certificate <i>See also:</i> CTE Award	
Certification <i>Also known as:</i> Occupational Certification; Industry Certification <i>See also:</i> Professional Licensure	Credentials that are recognized by national, state or regional industry groups verifying the attainment of skills necessary for success in a given occupation or career pathway. [Minnesota State/MDE, 2000]
Classification of Instruction Program (CIP) Codes <i>See also:</i> Standard Occupational Classification System (SOC)	A U.S. Department of Education classification system supporting reporting and tracking of programs of instruction. CIP Codes connect to Career Clusters, Fields and Pathways via crosswalks. In Postsecondary, Minnesota State Academic Program division assigns CIP codes to all approved academic programs and staff at system institutions locally assign CIP codes to academic courses.
Coherent Sequence of Courses	A series of courses in which career and technical and academic education are integrated and which directly relate to, and lead to, both academic and occupational competency. The term includes competency-based education, academic education and adult training or retraining that meets these requirements. [Federal Register, Section 400.4(b)]
Collaboration	A mutually beneficial and well-defined relationship entered into by two or more organizations to achieve common goals. The relationship includes a commitment to: a definition of mutual relationships and goals; a jointly developed structure and shared responsibility; mutual authority and accountability for success; and sharing of resources and rewards. [Amherst H. Wilder Foundation]

Word or Phrase	Definition
Collaborative Agreement	A formal agreement between two or more parties, at least one of which is a system college or university, to co-deliver an academic program. One or more colleges or universities signing the agreement may confer the award. [Minnesota State Procedure 3.36.1, Part 2, Subpart N, 2009]
College <i>See also:</i> University; Community College; Technical College; Consolidated College	A postsecondary educational institution that offers undergraduate programs, but usually no graduate degree programs. Undergraduate programs awards include certificates, associates' and bachelor's degrees. In Minnesota, colleges include community colleges, technical colleges, and consolidated colleges that are separately accredited by the Higher Learning Commission of the North Central Association.
College in The Schools (CIS; CITS)	An accredited concurrent enrollment program from the National Association of Concurrent Enrollment Programs (NACEP) serving high school students, teachers, and schools by increasing access to college learning, supporting excellence in teaching, and strengthening high school-university connections. In Minnesota, CIS is offered through the University of Minnesota. A CIS course is delivered in the high school by a high school teacher.
College-Level	A college or university course that meets college-level standards. Credits earned in a college-level course apply toward the requirements of a certificate, diploma or degree. [Minnesota State Procedure 3.3.1, Part 1, Subpart A, 2008]
Common Core State Standards <i>Also known as:</i> The Common Core <i>See also:</i> Minnesota Graduation Requirements	Criteria for consistent, clear understanding of what secondary students are expected to learn. The standards are designed to be robust and relevant to the real world, reflecting the knowledge and skills that young people need for success in college and careers. [CAREERwise]

Word or Phrase	Definition
Community College <i>See also:</i> Technical College	A type of college that offers one- or two-year degree programs. Full-time students can graduate in two years or less with a certificate, diploma, or degree in a career area. Or students can earn an associate degree and then transfer to a four-year college or university to finish a bachelor's degree. This state's community colleges are all part of the Minnesota State Colleges and University system. [CAREERwise]
Community-Based Organization	A private, nonprofit organization of demonstrated effectiveness that is representative of communities or significant segments of communities and that provides job-training services. Examples include the National Urban League and the United Way of America.
Concurrent Enrollment <i>Also known as:</i> Dual Enrollment	A college or university course made available through the Postsecondary Enrollment Options (PSEO) Program offered through a secondary school and taught by a secondary teacher. [Minnesota State Policy 3.5 Post-Secondary Enrollment Options [PSEO] Program]
Consolidated Annual Report (CAR)	A federally required report submitted by the state each December that includes the Minnesota's progress on meeting established performance levels from the previous reporting year. Data for each core indicator, as well as participation counts, and the number of CTE concentrators within each career cluster are reported to the federal Office of Career, Technical, and Adult Education (OCTAE) by all required demographic, special population, or other subcategories of students.
Consolidated College	Community colleges and technical colleges that have formally organized into a single institution. In Minnesota, consolidation occurs under the direction of the Minnesota State Colleges and Universities Board of Trustees.
Contextual Learning	Learning that occurs in close relationship with actual experience. Contextual learning enables students to test academic theories via tangible, real world applications. Stressing the development of "authentic" problem-solving skills, contextual learning is designed to blend teaching methods, content, situation, and timing. [Adapted from the National Conference of State Legislatures, 2002]

Word or Phrase	Definition
<p>Continuum of Service Provision (CSP)</p> <p><i>See also:</i></p> <p>Brokering of Services</p>	<p>A set of support services, curricular processes, and educational products determined by consortia that create value for students. Such services should leverage systemic change within, between, and among local consortia. Any consortium wishing to engage in CSP has four options:</p> <p>Sequential—Student need determined by consortium seeking CSP</p> <p>Concurrent—Student need determined jointly by two or more consortia seeking CSP but CSP within each consortium is separate</p> <p>Coordinated—Student need determined jointly by two or more consortia but CSP within all consortia aligned</p> <p>Integrated—Student need determined jointly by two or more consortia with every consortium having identical CSP</p> <p>Which option is most appropriate for a local consortium depends on the following criteria:</p> <ul style="list-style-type: none"> • Student needs • Cohorts versus individual students • Development and coordination time • Availability of staff resources • Funding constraints • Degree of adaptability
<p>Cooperative Education</p>	<p>A method of education for individuals who, through written arrangements between a school and employers, receive instruction, including required rigorous academic courses and related Career and Technical Education instruction. The arrangement allows for alternation of study in school with a job in a related occupational field. Alternation:</p> <ul style="list-style-type: none"> • Shall be planned and supervised by the school and employer so that each contributes to the dedication and employability of the individual, and • May include an arrangement in which work periods and school attendance may be on alternate half days, full days, weeks, or other periods of time in fulfilling the cooperative program <p>[Perkins Act, 2006]</p>
<p>Coordination</p>	<p>Activities conducted by CTE consortium leadership to carry out the goals for the purposes of staffing or directing local consortium activities associated with this application. Coordination may include organization and operation of</p>

Word or Phrase	Definition
	<p>professional development experiences, leadership and operation of activities associated with program development and expansion, development and implementation of Programs of Study, activities associated with coordinating work supported by Perkins funds with activities supported by other (state or local) resources, and activities associated with developing and sustaining the consortium. In Minnesota, coordination activities are not included among those activities held to the 5 percent administrative cap, but should be included in the application narrative under the appropriate goal(s). This definition does not apply to coordination of student activities as a teacher/faculty/coordinator or student organization advisor. [MDE/Minnesota State, 2008]</p>
<p>Core Competencies</p> <p><i>See also:</i> Employability Skills</p>	<p>Areas of personal capability that enable an individual to successfully perform standard tasks or prove understanding of a subject area. Competencies can be knowledge, skills, attitudes, values, or personal characteristics deemed necessary in that subject matter or career cluster. (Source: CAREERwise)</p>
<p>Credit for Prior Learning (CPL)</p>	<p>Opportunities to demonstrate college and university-level learning gained in non-credit or experiential settings. Experiences are evaluated by faculty or vetted third-party to determine relevance and equivalencies to academic credit.</p>
<p>CTE Articulated High School to College Credit</p> <p><i>See also:</i> Concurrent Enrollment</p>	<p>Credit that is a part of a course(s) articulation agreement between high schools, colleges, or universities, and provides credit for college-level course work completed in high school. [Minnesota State Board Policy, The College Board, The College-Level Examination Program, Minnesota Office of Higher Education, and Minnesota Department of Education, 2009]</p>
<p>CTE Awards</p> <p><i>See also:</i> Associates Degree; Certificates</p>	<p>Postsecondary credentials earned as part of a Program of Study or Perkins eligible-funded program. Minnesota State define these as postsecondary certificates, diplomas, Associate of Applied Sciences (AAS), and Associate of Science (AS).</p>
<p>Curriculum</p>	<p>A coherent set of instructional experiences at the postsecondary level designed through established system college and university</p>

Word or Phrase	Definition
	<p>procedures to achieve desired student learning outcomes. Curriculum may refer to an academic program, an academic program element such as the major, an instructional unit, the general education component, or the entirety of offerings of a college or university.</p> <p>[Minnesota State Procedure 3.36.1, Part 2, Subpart Q]</p>
<p>Developmental Courses</p> <p><i>Formerly known as:</i> Remedial Courses</p> <p><i>See also:</i> Undergraduate Course Level</p>	<p>Postsecondary undergraduate courses that prepare students for entry into college-level courses. Developmental level course credits do not apply toward a certificate, diploma, or degree.</p>
<p>Disabled Person</p> <p><i>Also known as:</i> Person with Disabilities</p>	<p>Any individual who:</p> <ul style="list-style-type: none"> • has a physical or mental impairment that substantially limits one or more of the major life activities of that individual; • has a record of an impairment; or • is regarded as having an impairment. <p>This definition includes any individual who has been evaluated under Part B of the Individuals with Disabilities Education Act and is determined to be an individual with a disability who needs special education and related services; and any individual who is considered disabled under Section 504 of the Rehabilitation Act of 1973. At the secondary level, counts of learners with disabilities are typically based on whether a learner has an Individualized Educational Program (IEP). At the postsecondary level, counts of learners with disabilities are typically based on learner self-reports of disabling conditions.</p> <p>[1990 Americans with Disabilities Act]</p>
<p>Disadvantaged Individuals</p> <p><i>See also:</i> Academically Disadvantaged;</p>	<p>Students who, due to economic or academic deficiencies, require special services and assistance in order to succeed in CTE programs. This term includes individuals who are members of economically disadvantaged families, migrants, individuals of limited English proficiency and individuals who are dropouts</p>

Word or Phrase	Definition
Economically Disadvantaged	from, or who are identified as potential dropouts from, secondary school. Does not include persons with disabilities.
Displaced Homemaker	<p>An individual who:</p> <ul style="list-style-type: none"> • has worked primarily without remuneration to care for a home and family, and for that reason has diminished marketable skills; and; • has been dependent on the income of other family member but is no longer supported by that income; or • is a parent whose youngest dependent child will become ineligible to receive assistance under Part A of Title IV of the Social Security Act (42 U.S.C. 601 et seq.), not later than 2 years after the date on which the parent applies for assistance under this title; and • is unemployed or underemployed and is experiencing difficulty in obtaining or upgrading employment. <p>(Perkins Act, 2006)</p>
<p>Economically Disadvantaged</p> <p><i>See also:</i></p> <p>Disadvantaged Individuals; Academically Disadvantaged</p>	<p>In Perkins Plans Indicators: A demographic group or people or residents of a geographic region who identified as low income according to indices of economic status, or eligibility in federal programs listed below. If a Perkins grantee (State or consortium) demonstrates to the satisfaction of the Secretary of Education that those indices are more representative of the number of economically disadvantaged students attending Career and Technical Education programs, then the Secretary determines, on a case-by-case basis, whether other indices of economic status are more representative of the number of economically disadvantaged students attending CTE programs. For example, consideration is given to the statistical reliability of any data submitted by a grantee as well as the general acceptance of the indices by other agencies in the State or local area.</p> <p>Also, a family or individual that is eligible for any of the following:</p> <ul style="list-style-type: none"> • The program for Aid to Families with Dependent Children under Part A of Title IV of the Social Security Act (42 U.S.C. 601). • Benefits under the Food Stamp Act of 1977 (7 U.S.C. 2011). • Is counted for purposes of section 1005 of Chapter 1 of Title 1 of the Elementary and Secondary Education Act of 1965, as amended (Chapter 1) (20 U.S.C. 2701).

Word or Phrase	Definition
	<ul style="list-style-type: none"> • Qualifies for free or reduced-price meals program under the National School Lunch Act (42 U.S.C. 1751). • Determined by the Secretary of Education to be low-income according to the latest available data from the Department of Commerce. <p>[Authority: 20 U.S.C. 2341(d)(3); (Federal Register, Section 400.4[b])]</p>
<p>Employability Skills</p> <p><i>Also known as:</i> Soft Skills</p> <p><i>See also:</i> Core Competencies</p>	<p>The aptitudes, abilities, attitudes, and personality traits needed to increase a job seeker's chances of being positively perceived by employers. Includes basic skills, such as reading comprehension and basic math skills; soft skills; technical skills; and workplace competencies needed to relate to and communicate with customers and coworkers.</p> <p>[CAREERwise]</p>
<p>Entrepreneurship Program</p>	<p>A school supervised business venture undertaken to teach secondary students the free enterprise system, including the functions of organizing and managing the factors of production or a distribution of goods or services.</p>
<p>Equality</p> <p><i>See also:</i> Equity</p>	<p>A state of being equal, usually used in reference to equal treatment without regard to gender or ethnicity.</p> <p>[Office of Civil Rights Compliance (OCR)]</p>
<p>Equitable Participation</p>	<p>Providing members of special populations with an opportunity to enter CTE that is equal to that afforded to the general student population.</p> <p>[Office of Civil Rights Compliance (OCR)]</p>
<p>Equity</p>	<p>A state beyond discrimination that is characterized by fair and just treatment rather than equal treatment.</p> <p>[Office of Civil Rights Compliance (OCR)]</p>
<p>Experiential Learning</p> <p><i>See also:</i> Work-Based Learning</p>	<p>Process of learning through experience undertaken by students to acquire and apply knowledge and skills in an immediate and relevant setting, such as in a laboratory, a marketplace or a community-based work site. Student experiential learning can also include opportunities to: job shadow; hear a guest presenter describe his/her education, occupation and industry; attend a career fair; complete a service-learning project; or visit a college campus. Also includes more structured, state-approved programs like work-based learning internships and youth</p>

Word or Phrase	Definition
	<p>apprenticeships. Experiential learning can be sponsored by a school for the purposes of providing students with opportunities for career exploration, occupational exploration, career planning, and occupational training.</p> <p>[Minnesota Department of Education]</p>
<p>Full Participation</p> <p><i>See also:</i> Special Populations</p>	<p>Providing the supplementary and other services necessary for special populations to succeed in CTE.</p> <p>[ESEA Act of 2006]</p>
<p>General Education</p>	<p>A cohesive curriculum defined by system college or university faculty to develop general knowledge and reasoning ability through an integration of learning experiences in the liberal arts and sciences.</p> <p>[Minnesota State Procedure 3.36.1, Part 2, Subpart S, 2009]</p>
<p>General Education Development (GED)</p>	<p>A diploma awarded to individuals who pass a test based on the Common Core State Standards. It is an alternative to a high school diploma for those who did not complete the standard high school curriculum. Passing all parts of the GED test is considered equivalent to a high school diploma by most colleges and employers.</p>
<p>General Occupational Skills</p> <p><i>See also:</i> All Aspects of Industry</p>	<p>Experience in and understanding of all aspects of the industry the student is preparing to enter, including planning, management, finances, technical and production skills, underlying principles of technology, labor and community issues, and health, safety, and environmental issues.</p> <p>[P.L. 101-392, Section 521[17]]</p>
<p>High School Dropout</p>	<p>An individual who is no longer attending any school and who has not received a secondary school diploma or its recognized equivalent.</p> <p>[MARSS data files, 2006]</p>
<p>High-Demand Occupations, Industries, or Skills</p>	<p>Occupations or career pathways projected to have more openings as a share of employment than the area's average, justifying the return on investment of postsecondary education or training to prepare for the career pathway. Criteria can be based on a combination of growth rate, total job openings, pay, local and global economic trends, and workplace trends. State data is</p>

Word or Phrase	Definition
	derived from Minnesota Department of Employment and Economic Development's occupations in demand.
High-Growth Occupations or Industries	Occupations or industries projected to have more total openings than the average occupation, and represent at least 0.1% of total employment in the base year. Minnesota growing careers and Minnesota growing industries data is derived from Minnesota Department of Employment and Economic Development's employment projections. [Source: CAREERwise]
High-Skill	A career pathway that leads to occupations that have technical and knowledge skills sufficient to provide a breadth of challenging responsibilities as determined by O*NET's Job Zone 3 or higher.
High-Wage	Occupations or career pathways that have an annual median salary higher than the area's composite median salary of all occupations, and that comprise at least 0.1 percent of total area employment. [Department of Employment and Economic Development]
Improvement Plan	Consortium that meet less than 90% of their negotiated target for any indicator on their Perkins plan is required to submit a written improvement plan detailing planned actions to improve performance for that indicator.
Individualized Educational Program (IEP)	Educational plan for elementary and secondary students receiving special education services. Includes information on the student's current performance, goals and evaluation, and on what specific services and accommodations the student need. Plan must be in accordance with sections 612(4) and 614(a)(5) the IDEA [20 U.S.C. 1412(4) and 1414(a)(5)].
Industry <i>See also:</i> Industry Sector	A specific type of business, or branch of a particular field, that employs personnel and uses and generates capital. Often named after its principal product or service. Examples: Banking industry or insurance industry; hospital industry or pharmaceutical industry. [Source: CAREERwise]
Industry Sector <i>See also:</i> Industry	A broad group of industries and markets that share common attributes. Examples: Financial sector, health care sector.

Word or Phrase	Definition
Integrated Statewide Record System (ISRS)	The official statewide student record system used by all Minnesota State campuses. Data from this system is used for reporting on postsecondary CTE enrollment and accountability.
International Baccalaureate Diploma Program (IB)	A comprehensive two-year pre-college curriculum that is offered in high schools and accepted by universities around the world.
Internship <i>See also:</i> Experiential Learning; Work-Based Learning	A short-term experience where an individual works under supervision in a workplace to gain practical skills and experience in a career pathway and to increase work-readiness skills. A common type of work-based learning for high school 11th and 12th grade students and college students. Can be either paid or unpaid. Might offer school credit. [Source: CAREERwise]
Labor Market Area	An economically integrated geographic area within which individuals can reside and find employment within a reasonable distance, or can readily change employment without changing their place of residence. Labor markets are classified as either metropolitan or non-metropolitan (small labor market) areas. [U.S. Bureau of Labor Statistics]
Labor Market Information (LMI)	Quantitative or qualitative data and analysis related to employment and the workforce. Data can be national, statewide, regional or local, and can include all or specific industries or career areas. Examples of LMI used in career exploration include the unemployment rate, short- and long-term occupational demand, and skills gap reports.
Leadership Funds <i>See also:</i> Perkins Legislation or Law, Required Uses of Funds, Permissive Uses of Funds	No more than 10% of Minnesota’s Perkins allocation set aside to carry out special projects and operational activities. Federal guidelines say an amount of not more than one percent of leadership funds must be dedicated to serve individuals in state correctional facilities. Minnesota’s state plan also provides for funding services that prepare individuals for nontraditional (by gender) training and employment. Additional annual leadership projects can be awarded through a competitive process. See the section on State Leadership Funds of the Perkins IV Operational Handbook.
Limited-English Proficient (LEP)	A secondary school student, an adult, or an out-of-school youth who:

Word or Phrase	Definition
<p><i>Also known as:</i> English as a Second Language (ESL); English Language Learner (ELL)</p>	<ul style="list-style-type: none"> • has limited ability in speaking, reading, writing, or understanding the English language; and • whose native language is a language other than English; or • who lives in a family or community environment in which a language other than English is the dominant language. <p>LEP is the preferred term over ELL or ESL. (Perkins Act, 2006)</p>
<p>Lower-Division Undergraduate Course</p> <p><i>See also:</i> Undergraduate Course Level; Upper-Division Undergraduate Course</p>	<p>Curricula that prepare students for specific academic program outcomes or for upper-division undergraduate coursework at a college or university. Typically offered in students' Freshman and Sophomore years of college (first and second years).</p>
<p>Maintenance of Effort</p>	<p>A provision to ensure that states continue to provide funding for Career and Technical Education programs at least at the level of support of the previous year. The U.S. Secretary of Education may grant a waiver of up to 5 percent for exceptional or uncontrollable circumstance (such as a natural disaster or a dramatic financial decline) that affect the state's ability to continue funding at the prior year's levels, or ratably reduce the maintenance of effort requirement upon states if federal funds are reduced. [Perkins Act, 2006]</p>
<p>Migrant</p>	<p>An individual who is, or whose parent or spouse is, a travelling agricultural worker, including a migratory dairy worker, or a migratory fisher, and who, in the preceding thirty-six months, in order to obtain, or accompany a parent or spouse in order to obtain, temporary or seasonal employment in agricultural or fishing work (A) has moved from one school district to another; or (B) resides in a school district of more than 15,000 square miles, and migrates a distance of 20 miles or more to a temporary residence to engage in a fishing activity. [MDE–MARSS Manual 2006]</p>

Word or Phrase	Definition
<p>Minnesota Academic Standards</p> <p><i>See also:</i> Minnesota Graduation Requirements; Secondary Course Credits</p>	<p>The benchmarks Minnesota secondary students must meet prior to graduation. Standards include successfully completing state assessments in language arts, mathematics and science, locally developed assessments for social studies, and state or locally developed standards in the arts. Public high schools must offer at least three and require at least one of the following five arts areas: media arts; dance; music; theater; and visual arts.</p> <p>A school district must adopt graduation requirements that meet or exceed state graduation requirements established in law or rule. A district must establish its own standards in CTE, health, and world languages, and must offer courses in these subject areas. A district must use a locally selected assessment, where state assessment is not present, to determine if a student has achieved both state and local standards (M.S. 120B.021).</p> <p>Academic standards for language arts, mathematics, science, social studies and physical education apply to all public school students, except the very few students with extreme cognitive or physical impairments for whom an Individualized Education Plan (IEP) team has determined that the required academic standards are inappropriate. An individualized education plan team that makes this determination must establish alternative standards.</p>
<p>Minnesota Career Information System (MCIS)</p> <p><i>Also known as:</i> Into Careers</p>	<p>A Minnesota Department of Education online career exploration resource requiring a paid license for access. Resources include interest and skill assessments, information on colleges, program requirements for various occupations, Personal Learning Plan resources, and college entrance practice tests.</p> <p>[CAREERwise]</p>
<p>Minnesota Department of Education (MDE)</p>	<p>The state agency that oversees all K-12 schools in Minnesota and other educational programs, including early learning programs, Adult Basic Education, community education, and citizenship programs. Responsible for curriculum standards and performance measures. Administers Minnesota's 339 school districts and oversees all licensed teachers in the state.</p> <p>[CAREERwise]</p>
<p>Minnesota Department of Employment and Economic</p>	<p>State's principle economic development agency with four divisions: Workforce Development, Economic Development, Operations, and Office of Economic Equity and Opportunity. Also serves as the state agent of the U.S. Department of Labor, and</p>

Word or Phrase	Definition
Development (DEED)	administers the Minnesota WorkForce Centers, Workforce Innovation and Opportunity Act (WIOA), unemployment insurance, and multiple job training and employment programs, including services for dislocated workers, economically disadvantaged individuals, people with disabilities, Veterans, and youth services.
Minnesota Department of Labor and Industry (DOLI)	The state agency that oversees safety, compensation, and other workplace and employment laws, including worker's compensation, child labor regulations, and apprenticeship registration. [CAREERwise]
Minnesota Graduation Requirements	<p>Students beginning 9th grade of the 2004-2005 school year and later must successfully complete the following high school level course credits for graduation:</p> <ul style="list-style-type: none"> • four credits of language arts; • three credits of mathematics, encompassing at least algebra, geometry, statistics, and probability sufficient to satisfy the academic standard; • three credits of science, including at least one credit in biology; • three and one-half credits of social studies, encompassing at least United States history, geography, government and citizenship, world history, and economics OR three credits of social studies encompassing at least United States history, geography, government and citizenship, and world history, and one-half credit of economics taught in a school's social studies, agriculture education, or business department; • one credit in the arts, and • a minimum of seven elective course credits.
Minnesota Office of Higher Education (OHE)	A cabinet-level state agency providing financial aid programs and information to allow for greater access to postsecondary education. Serves as the state's clearinghouse for data, research, and analysis on postsecondary enrollment, financial aid, finance, and trends. The agency oversees the Minnesota State Grant program, tuition reciprocity programs, a student loan program, Minnesota's college savings program, licensing, and an early college awareness outreach initiative for youth. [CAREERwise]

Word or Phrase	Definition
<p>Minnesota State Colleges and Universities (Minnesota State)</p> <p><i>See also:</i> College; University</p>	<p>A system of public colleges and universities governed by the Board of Trustees (Minnesota State Procedure 3.36.1, Part 2, Subpart CC, 2009). Minnesota State administers all 30 community, technical and consolidated colleges in Minnesota and seven universities.</p>
<p>Minnesota WorkForce Centers</p> <p><i>Formerly known as:</i> One Stop Centers</p>	<p>Comprehensive one-stop centers, providing a variety of free and low-cost employment and benefit services to job seekers and local businesses. Services can include career counseling, job training and education information, job search assistance, job matching, youth employment services, and employer recruiting events. The 50 centers are administered statewide by DEED. Nationally they are known as American Job Centers. [CAREERwise]</p>
<p>Nontraditional Occupations, Careers or Programs</p> <p><i>Also known as:</i> Nontrad; Nontrad by Gender</p>	<p>An occupation or pathway that is not commonly pursued by a specific gender or cultural group. Often refers to occupations in which less than 25% of the workforce is of one group. Perkins legislation defines a nontraditional education program as one that prepares students for a career with a high representation of one gender or the other. Examples: Men entering nursing; women in construction.</p>
<p>Occupation</p> <p><i>See also:</i> Career</p>	<p>A set of pre-determined work activities, skills, knowledge, and other criteria that is performed for pay or profit on an ongoing basis, as classified by the Standard Occupational Classification System (SOC). Similar occupations are grouped in career pathways. [CAREERwise]</p>
<p>Occupational Information Network (O*NET)</p>	<p>A U.S. Department of Labor-sponsored no-fee web-based resource for comprehensive information on job requirements and worker competencies. The nation's primary source of occupational information organized by SOC. [CAREERwise]</p>

Word or Phrase	Definition
See also: Standard Occupational Classification System (SOC)	
Occupational Skills Standards	Performance specifications that are business or industry based, and that identify knowledge, skills, and abilities essential for individuals to succeed in the respective business or industry. [Minnesota State/MDE, 1998]
Online Academic Program	A series of educational courses delivered entirely or mostly using Internet or mobile technology. When pedagogically necessary, limited portions of an online academic program may require face-to-face instruction, professional practice or applied activities that are not appropriate for online delivery. [Minnesota State Procedure 3.36.1, Part 2, Subpart Z, 2009]
Oracle Enterprise Performance Management, version 11 (EPM 11)	A software tool used to gather and organize postsecondary data from the student record data system utilized by Minnesota State. The web-based tool works only in Internet Explorer and is accessible only with proper security access. Performance data for four of the six postsecondary accountability indicators is available to consortia coordinators for current (active) and previous (frozen) cohorts within this tool.
Perkins Consortia Coordinator <i>Also known as:</i> Perkins Leader <i>See also:</i> Perkins Consortia	Individual(s) responsible for managing the state and federal reporting related to the Perkins funds allotted to a consortium. Secondary and postsecondary Consortia Coordinators are appointed locally and can be employees of a school district or campuses or can be a consultant hired by the consortia to perform administration duties. Coordinators can work with secondary/postsecondary counterpart only or in a team of CTE leaders from local secondary, postsecondary and workforce partners directing local CTE programs and activities.
Perkins Consortia; Consortium <i>Also known as:</i> CTE Consortia	A formal agreement involving at least one eligible postsecondary institution and at least one eligible secondary school district that partner in Minnesota to plan for and implement CTE programming and receive Perkins funds in a geographic region of the state. Secondary and postsecondary recipients are

Word or Phrase	Definition
	independently responsible for meeting accountability measures. [MDE/Minnesota State, 2008]
Perkins Legislation or Law	The Carl D. Perkins Career and Technical Education Act of 2006 (Perkins IV) provides the direction and the funding for high school and postsecondary CTE programs, and adult career exploration and job training initiatives.
Perkins Local Application <i>Also known as:</i> Local Plan; Perkins Plan <i>See also:</i> State Plan, Improvement Plan	The plan and budget that Minnesota CTE consortia must submit annually to receive funds under Perkins Law. The plan must address secondary and postsecondary CTE programming. The local plan, due each May, must be organized around the state’s five broad goals for CTE, address activities that are required and permissible under the Act, and include strategies to meet the negotiated performance indicators required under the law. If, in the previous year, the consortium failed to meet the negotiated target on a core indicator, the local plan must also include an improvement plan or report. The goals of local plans are described under the Local Application Plan Goals section of the Perkins IV Operational Handbook. Local plans must be signed by each consortium’s participating college president and each participating school district superintendent.
Permissible Activities <i>See also:</i> Required Activities, Permissive Uses of Funds	Allowable actions to be conducted within CTE programs if required activities have been addressed. Permissible activities are listed on page 11 in the Perkins IV Operational Handbook.
Permissive Uses of Funds <i>See also:</i> Required Uses of Funds, Permissible Activities, Leadership Funds	Title I - Section 135 of the Perkins IV Act lists permissive activities as they apply to the use of local funds: <ul style="list-style-type: none"> • Improvement of career guidance and academic counseling programs that assist students in making informed academic and Career and Technical Education decisions. • Establish agreements, including articulation agreements, between secondary school and postsecondary Career and Technical Education programs to provide postsecondary education and training opportunities for students.

Word or Phrase	Definition
	<ul style="list-style-type: none"> • Support initiatives to facilitate the transition of sub-baccalaureate Career and Technical Education students into baccalaureate programs • Support career and technical student organizations. • Support public charter schools operating Career and Technical Education programs. • Support Career and Technical Education programs that offer experience in, and understanding of, all aspects of an industry for which students are preparing to enter. • Support family and consumer sciences programs. • Support partnerships between education and business, or business intermediaries, including cooperative education and adjunct faculty arrangements at the secondary and postsecondary levels. • Support the improvement or development of new Career and Technical Education courses and initiatives, including career clusters, career academies, and distance education. • Award incentive grants to eligible recipients for exemplary performance or for use for innovative initiatives. • Provide activities to support entrepreneurship education and training. • Provide Career and Technical Education programs for adults and school dropouts to complete their secondary school education. • Provide assistance to individuals who have participated in Perkins assisted services and activities in continuing their education or training or finding appropriate jobs. • Develop valid and reliable assessments of technical skills. • Develop or enhance data systems to collect and analyze data on secondary and postsecondary academic and employment outcomes. • Improve the recruitment and retention of Career and Technical Education teachers, faculty, administrators, or career guidance and academic counselors, and the transition to teaching from business and industry, including small business.

Word or Phrase	Definition
	<ul style="list-style-type: none"> • Support occupational and employment information resources. <p>(Source: Minnesota Technical Skill Assessment Handbook)</p>
<p>Personal Learning Plan (PLP)</p> <p><i>Also known as:</i> Individualized Learning Plans (ILP) or Personal Career Plans</p>	<p>A framework that contains a person's, usually a middle or high school student, plans to align school work with out-of-classroom activities, postsecondary plans, work experiences, and career aspirations. PLPs are consistently updated with relevant career development activities at various stages of a person's life. PLP components often include career assessments, career-related and other learning experiences, educational progress towards graduation, career clusters of interest and postsecondary goals. Because a PLP is a tangible document or portfolio, and a series of activities, it is both a document and a process. In Minnesota, secondary students' PLPs are completed before the start of 9th grade, and updated annually thereafter.</p>
<p>Personnel Activity Report (PAR)</p>	<p>A record of activities conducted by an individual funded by Perkins resources or whose services are supported by funds included in a state match of Perkins resources. As specified in USOE Circular A-87, all eligible recipients receiving Perkins IV and Tech Prep resources must maintain Personnel Activity Reports. PARs must be completed for each affected staff member and maintained on file at the eligible institution for audit purposes. A Personnel Activity Report form, along with instructions, is included as a part of each local application.</p>
<p>Placement Tests</p> <p><i>See also:</i> ACCUPLACER</p>	<p>An exam used to test students' academic ability so that they may be placed in the appropriate courses in that field. In some cases, a student may be given academic credit based on the results of a placement test.</p> <p>[CAREERwise]</p>
<p>Portfolio</p> <p><i>Also known as:</i> Career Portfolio</p>	<p>A selection of a person's work compiled over a period of time. Used to demonstrate overall performance or progress in a particular area. Can be a display of professional or student work showcasing creative, education, career, and personal achievements. Can be online or a hard copy. Portfolios can be used as part of an approval or admission process to assess prospective students or job candidates work. Example: Portfolio review to determine Credit for Prior Learning, or eligibility for professional licensure.</p>

Word or Phrase	Definition
Postsecondary <i>Also known as:</i> Higher Education	A formal instructional program which curriculum is designed primarily for students who have earned a high school diploma or the equivalent. Includes two-year colleges and four-year colleges and universities as well as academic, vocational, and continuing professional education programs. [CAREERwise]
Postsecondary Credit	A quantitative measure of instructional time assigned to a course or an equivalent learning experience such as class time per week over an academic term. [Minnesota State Procedure 3.36.1, Part 2, Subpart P, 2009]
Postsecondary Educational Institution	An institution of higher education that provides not less than a 2-year program of instruction that is acceptable for credit toward a bachelor's degree; a tribally controlled college or university; or a nonprofit educational institution offering certificate or apprenticeship programs at the postsecondary level. [Perkins Act, 2006]
Postsecondary Enrollment Options (PSEO) <i>See also:</i> Concurrent Enrollment	A program established by Minnesota State Statutes 124D.09 that provides eligible high school students with opportunities to earn secondary and postsecondary credits for college or university courses completed on a college or university campus, at a high school, or at another location. [Minnesota State Board Policy, The College Board, The College-Level Examination Program, Minnesota Office of Higher Education, and Minnesota Department of Education, 2009]
Preparatory Services	Programs or activities designed to assist individuals who are enrolled in CTE programs in the selection of, or preparation for participation in, an appropriate CTE training program. Preparatory services include, but are not limited to: <ul style="list-style-type: none"> • Services, programs or activities related to outreach to, or recruitment of, potential Career and Technical Education students • Career counseling and personal counseling • Career and technical assessment and testing [Federal Register, Section 400.4[b]]
Professional Development	Comprehensive, sustained, and intensive approach to providing instruction, research, data and learning resources for secondary and postsecondary teachers and faculty, administrators, career guidance and academic counselors and advisers, and workforce

Word or Phrase	Definition
<p><i>See also:</i> Technical Assistance</p>	<p>professionals who are involved in integrated CTE programs to improve effectiveness in raising student achievement. Professional development can be delivered through webinars, conferences, multimedia trainings, workshops or courses that include skill-building processes and activities designed to assist participants in mastering specific learning objectives.</p>
<p>Professional Licensure</p> <p><i>See also:</i> Certification</p>	<p>Regulations and permission granted by a competent authority to engage in a business or specific types of occupations, many dealing with public health and safety. The most restrictive form of professional and occupational regulation, overseen by the states or federal government. Licensure requirements vary by state. If a license to participate in a certain occupation is required by the state, unlicensed practice of an occupation is a criminal offense. Example: Medical license for doctors; teaching license for secondary educators.</p> <p>[CAREERwise]</p>
<p>Program Advisory Committee</p> <p><i>Also known as:</i> Advisory Committee; Employer, Community, and Education Partnerships</p>	<p>Formal group of employers, students, parents, faculty, teachers and staff designed to provide guidance and advice on CTE program design, operation, accountability, and closure. May serve one or more programs at one institution, or related programs at multiple institutions, which may include high schools, colleges, and/or universities.</p>
<p>Program of Study (POS)</p> <p><i>See also:</i> Rigorous Program of Study</p>	<p>Programs of study are sets of aligned programs and curricula that begin at the high school level and continue through college and university certificate, diploma and degree programs. The following are some of the key elements that underlie the definition:</p> <ul style="list-style-type: none"> • Competency based curricula tied to industry expectations and skill standards; • Sequential course offerings that provide strategic entry and exit points as needed throughout a lifetime - this leads to manageable “stepping stones” of skill building, high school graduation and postsecondary education completion

Word or Phrase	Definition
	<ul style="list-style-type: none"> • Flexible course and program formats convenient for learner segments; • Course portability for seamless progression; • Multiple entry and exit points to support continuing education, returning adults, and dislocated workers; • Connections between high school and postsecondary education, skill progression, and career opportunities that align academic credentials with job advancement in high-skill, high-wage or high-demand occupations <p>[Career Cluster Framework]</p>
Projected Budget	<p>Total estimated budget required to complete the objective for the given target period.</p> <p>[Minnesota State/MDE Working Group, 2006]</p>
Reciprocity	<p>An agreement that allows students to attend participating public universities and colleges in a neighboring state at reduced tuition prices. Minnesota State has reciprocity agreements with Wisconsin, Iowa, North Dakota, South Dakota, Nebraska, and the Canadian province of Manitoba.</p> <p>[CAREERwise]</p>
Registered Apprenticeship; Youth Apprenticeship <i>See also:</i> Work-Based Learning, Experiential Learning	<p>An employer's formal training program combining on-the-job learning with technical instruction for a specific trade. Registered apprenticeship for all Minnesotans age 16 or older and administrators from the Minnesota Department of Labor and Industry. Youth apprenticeship for high school students are administered by the Minnesota Department of Education.</p> <p>[CAREERwise]</p>
Required Activities <i>See also:</i> Permissible Activities, Required Uses of Funds	<p>Perkins IV requires that certain activities be conducted within Career and Technical Education programs if they are supported with federal funds. The Act does not require that the federal funds be used for these activities but does specify that all required activities be addressed if Perkins funds are received. See the section on Required and Permissible Activities in this handbook.</p>
Required Uses of Funds	<p>Title I - Section 135 of the Perkins IV Act lists required activities as they apply to the use of local funds:</p>

Word or Phrase	Definition
<p><i>See also:</i> Permissive Uses of Funds, Required Activities, Leadership Funds</p>	<ul style="list-style-type: none"> • Assess the Career and Technical Education programs funded under Perkins IV. • Develop, approve, or expand the use of technology in career and technical education. • Professional development programs, including providing comprehensive professional development (including initial teacher preparation) for Career and Technical Education teachers, faculty, administrators, and career guidance and academic counselors at the secondary and postsecondary levels. • Integration of content aligned with challenging academic standards and relevant career and technical education. • Provide preparation for nontraditional fields in current and emerging professions, and other activities that expose students, including special populations, to high-skill, high-wage occupations. • Support partnerships among local educational agencies, secondary, postsecondary, adult education providers, employers, labor organizations, parents, and local partnerships, to enable students to complete career and technical Programs of Study. • Serve individuals in state correctional institutions and institutions that serve individuals with disabilities. • Support programs for special populations that lead to high-skill, high-wage or high-demand occupations. • Provide technical assistance to eligible recipients. • Collaboration/Brokering of Service/Continuum of Services. [Specific to Minnesota] • Articulation, PSEO, Concurrent (Dual) Enrollment, or other recognized strategies. [Specific to Minnesota] <p>[Minnesota Technical Skill Assessment Handbook]</p>
<p>Rigorous Program of Study (RPOS)</p> <p><i>See also:</i> Program of Study; Career Pathway</p>	<p>A framework updated by national CTE authorities that identifies 10 components that support the systemic development and implementation of effective Programs of Study. RPOS components are:</p> <ul style="list-style-type: none"> • Legislation and Policies • Partnerships • Professional Development • Accountability and Evaluation Systems

Word or Phrase	Definition
	<ul style="list-style-type: none"> • College and Career Readiness Standards • Course Sequences • Credit Transfer Agreements • Guidance Counseling and Academic Advisement • Teaching and Learning Strategies • Technical Skills Assessments <p>[Advance CTE]</p>
Sanctions	<p>A withholding of Perkins consortium funds implemented after an opportunity for a hearing and when a consortium meets one of three conditions:</p> <p>Fails to implement the required improvement plan.</p> <p>Makes no improvement within one year of implementing the improvement plan.</p> <p>Fails to meet at least 90% of a performance level for the same performance indicator three years in a row</p> <p>[Perkins Act, 2006]</p>
<p>Secondary Course Credits</p> <p>See also: Minnesota Academic Standards, Minnesota Graduation Requirements</p>	<p>A measurement indicating students' successful completion of an academic year of study or mastering the subject matter, as determined by the local school district. In order to graduate, high school coursework must include the minimum state course credit requirements. School districts may require additional course credits or other requirements for graduation beyond the minimum required by the state.</p> <p>Students must complete a minimum of 21.5 course credits as follows:</p> <ul style="list-style-type: none"> • four credits of language arts • three credits of mathematics, including algebra, geometry, statistics and probability sufficient to satisfy the standards • three credits of science, including a biology credit • three and one-half credits of social studies, including U.S. history, geography, government and citizenship, world history and economics. The one-half credit of economics may be taught in a school's social studies, agriculture education, or business department • one credit in the arts • seven elective credits

Word or Phrase	Definition
	<p>A CTE course may fulfill a science, mathematics, or arts credit requirement in addition to the specified science, mathematics, or arts credits under paragraph (a), clause (2), (3), or (5). An agriculture science course may fulfill a science credit requirement in addition to the specified science credits in biology and chemistry or physics under clause (3).</p> <p>For the school district to grant a science, mathematics, or arts credit to a student who meets appropriate standards as part of a CTE program:</p> <p>the school board concludes that the standards will be delivered with integrity in the Career and Technical Education program;</p> <p>and,</p> <p>the Career and Technical Education teacher meets subject matter competence for the core academic subject as identified in Minnesota Statutes, section 122A.16.</p> <p>[M.S. 120B.024]</p>
<p>Secretary Commission on Achieving Necessary Skills (SCANS)</p>	<p>Five competencies (i.e., skills necessary for workplace success) and three foundations (i.e., skills and qualities that underlie competencies) as identified by a Commission convened by the United States Secretary of Labor in February 1990 to examine the demands of the workplace and to determine whether the current and future workforce is capable of meeting those demands. The Commission was directed to: define the skills needed for employment; propose acceptable levels in those skills; suggest effective ways to assess proficiency; and develop a strategy to disseminate the findings to the nation’s schools, businesses, and homes.</p> <p>Competencies: Effective workers can productively use:</p> <ul style="list-style-type: none"> • Resources—allocating time, money, materials, space, and staff; • Interpersonal Skills--working on teams, teaching others, serving customers, leading, negotiating and working well with people from culturally diverse backgrounds; • Information—acquiring and evaluating data, organizing and maintaining files, interpreting and communicating, and using computers to process information;

Word or Phrase	Definition
	<ul style="list-style-type: none"> • Systems—understanding social, organizational, and technological systems, monitoring and correcting performance, and designing or improving systems; • Technology—selecting equipment and tools, applying technology to specific tasks, and maintaining and troubleshooting technologies. <p>Foundations: Competence requires:</p> <ul style="list-style-type: none"> • Basic Skills—reading, writing, arithmetic and mathematics, speaking, and listening; • Thinking Skills—thinking creatively, making decisions, solving problems, seeing things in the mind’s eye, knowing how to learn, and reasoning; • Personal Qualities—individual responsibility, self-esteem, sociability, self-management, and integrity.
SERVS Financial System	State Educational Record View and Submission – Financial System for secondary data.
Single Parent	<p>An individual student who is unmarried or legally separated from a spouse; and has a minor child or children for which the parent has either custody or joint custody; or is pregnant.</p> <p>[P.L. 101-392, Section 521 (301)]</p>
<p>Special Populations</p> <p><i>Also known as:</i> Special Pops</p>	<p>Defined in the Perkins IV legislation as the following:</p> <ul style="list-style-type: none"> • Individuals with disabilities • Individuals from economically disadvantaged families, including foster children • Individuals preparing for nontraditional training and employment • Single parents, including single pregnant women • Displaced homemakers • Individuals with other barriers to educational achievement, including individuals with limited English proficiency
Stackable Credential	<p>Part of a sequence of postsecondary or industry-recognized degrees and training that can be accumulated over time to increase an individual's qualifications and help them to progress in a career pathway to potentially higher-paying, higher-skilled jobs.</p> <p>[CAREERwise]</p>

Word or Phrase	Definition
<p>Standard Occupational Classification System (SOC)</p> <p><i>See also:</i> Classification of Instruction Program (CIP) Codes</p>	<p>The U.S. government's system of classifying all occupations, allowing government agencies and private industry to produce comparable data. All SOCs are displayed and described on the O*NET website administered by the U.S. Department of Labor.</p>
<p>State Plan</p> <p><i>See also:</i> Consolidated Annual Report</p>	<p>The Minnesota Perkins Five-Year Career and Technical Education (CTE) State Plan prepared jointly by CTE leadership staff in the Office of the Chancellor, Minnesota State Colleges and Universities and the Minnesota Department of Education. The Plan describes how Minnesota intends to meet the intent of Perkins IV and laid the foundation for the five-year plan (2008-2013). Minnesota submitted required revisions to the plan in 2015 and 2016 corresponding with the extension of Perkins IV.</p>
<p>STEM</p>	<p>Reference to the occupations within the career cluster of or the skills related to Science, Technology, Engineering, and Mathematics. STEM programs can be eligible for Perkins funding if they are names in a consortia's local plan. STEM programs include Arts.</p>
<p>Supplant</p> <p><i>See also:</i> Required Uses of Funds, Permissible Uses of Funds</p>	<p>A directive that Perkins funds shall not replace non-federal funds expended for CTE. Permissible uses of Perkins funds allow for the supplemental funding to develop or expand CTE programs and activities.</p>
<p>Support Services</p>	<p>Services related to curriculum modification, equipment modification, classroom modification, supportive personnel, and instructional aids and devices. [Perkins Act, 2006]</p>
<p>Tech Prep</p>	<p>A historical term used to describe Career and Technical Education Programs of Study which often included articulation agreements between secondary and postsecondary institutions. The 'Tech Prep Grant' is no longer a federal funding stream (as of</p>

Word or Phrase	Definition
	2011), therefore Minnesota has absorbed the work into the Carl D. Perkins IV Grant function.
<p>Technical Assistance</p> <p><i>See also:</i> Professional Development</p>	<p>Tailored guidance offered by state staff that helps consortium leaders address a specific need or question. It is delivered for a short, pre-determined amount of time via meetings (in-person, online or telephone), email communication, or referral to internal or external online resources in order to help consortia address a specific issue or measurement.</p>
<p>Technical College</p> <p><i>See also:</i> Community College</p>	<p>A postsecondary institution that offers employment courses and programs that teach specific knowledge and skills leading to specific jobs. Programs are usually 10-23 months, and eligible for credit transfer to a four-year program.</p> <p>[CAREERwise]</p>
<p>Technical Education</p> <p><i>Formerly known as:</i> Vocational Education</p> <p><i>See also:</i> Career and Technical Education</p>	<p>Programs and courses that teach skills which are directly related to a specific job or profession, as opposed to academic education which looks at a subject in a more abstract way.</p> <p>[CAREERwise]</p>
<p>Technical Skill Assessment</p>	<p>Analysis or measurement of CTE students' attainment of technical skills using state approved valid and reliable tests that align with industry standards, where available and appropriate. Assessment results are one piece of data that informs program improvement in CTE.</p> <p>[Minnesota Technical Skill Assessment Handbook]</p>
<p>Technical Skill Attainment</p>	<p>Student achievement of knowledge and abilities required to successfully complete a CTE program as measured through a formal valid and reliable assessment instrument and process.</p> <p>[Minnesota State/MDE, 2009]</p>
<p>The College-Level Examination</p>	<p>A program offering college credit at colleges and universities that accept the exam results as part of their admission criteria. Prospective college students who pass a CLEP test can earn credit for work experience or other activities for which they can</p>

Word or Phrase	Definition
Program® (CLEP)	demonstrate the skills and knowledge gained from these experiences is relevant to the college program.
Transfer Credit	Course credit that is accepted by another high school, college or university and applied to meet program requirements.
Tribal College <i>See also:</i> College	A postsecondary institution operated by an American Indian tribes(s). Minnesota State administers Fond du Lac Tribal and Community College in partnership with tribe government.
Undergraduate Course Level <i>See also:</i> Developmental Course; Lower-Division Undergraduate Course; Upper-Division Undergraduate Course	The degree of difficulty, the breadth and depth of learning expectations, or the sequential learning of required knowledge required for courses leading to a Certificate, Associates Degree, Bachelor's Degree or other non-graduate-level award. Course content and level are determined by system college or university faculty through established procedures. Undergraduate courses are offered at three levels: Developmental, Lower division, and Upper Division. [Minnesota State Procedure 3.36.1, Part 2, Subpart EE, 2009]
University <i>See also:</i> College	A postsecondary institution that offers both undergraduate and graduate degree programs. In Minnesota, universities are accredited by the Higher Learning Commission of the North Central Association.
University of Minnesota	A public land grant, research institution, and the state's largest university. The system has five campuses: Twin Cities, Duluth, Morris, Crookston, and Rochester. The University of Minnesota is not a part of the Minnesota State Colleges and University system.
Upper-Division Undergraduate Course <i>See also:</i> Undergraduate Course Level; Lower-Division Undergraduate Course	Curricula that build upon or integrates knowledge gained in Lower-Division Undergraduate Courses. Upper-Division Courses are determined by college or university faculty through established procedures. Typically offered in students' Junior and Senior years of college (third and fourth years).

Word or Phrase	Definition
<p>Use of Funds</p> <p><i>See also:</i> Required Uses of Funds; Permissible Uses of Funds</p>	<p>Categories of eligible uses of funds for Perkins activities separated into Required-Federal, Required-State and Permissible-Federal. A notated listing and description is available in Section III: Resources of annual application materials. A complete listing and description of required and permissible uses of funds is available in Section 135 of the Perkins Act of 2006. [MDE/Minnesota State, 2009]</p>
<p>Work Readiness</p> <p><i>See also:</i> Employability Skills; Core Competencies; Career and College Readiness</p>	<p>Refers to the skills, aptitudes, and attitudes employers expect job seekers to have in preparation for the culture and demands of the workplace. Can be obtained through education or job training programs, employer-sponsored events, work-based learning, and other activities that increase transferable skills.</p>
<p>Work-Based Learning</p> <p><i>See also:</i> Experiential Learning</p>	<p>Educational opportunities that allow students to gain career skills and knowledge through real-life work activities, and connect what they learn in school to workplace expectations and competencies. Examples include internships, job shadowing, work-site visits, and informational interviews. [CAREERwise]</p>
<p>Workforce Innovation and Opportunity Act (WIOA)</p>	<p>A federally funded program supporting workforce development initiatives and job-training programs for adults and youth. Minnesota’s state plan has two goals: to reduce racial disparities in education and employment to provide greater opportunity for all Minnesotans; and to build employer-led industry-sector partnerships focused on better understanding of the skills that employers need and connecting skilled workers to those opportunities.</p>

ACRONYMS

ABE – Adult Basic Education

AP – Advanced Placement

APR – Annual Performance Report

ASA – Academic and Student Affairs (a division of Minnesota State)

CAR – Consolidated Annual Report

CIP – Classification of Instructional Programs

CLEP – College-Level Examination Program®

CPL – Credit for Prior Learning

CSP – Continuum of Service Provisions

CTE – Career and Technical Education

CTSO – Career and Technical Student Organization

DEED – Minnesota Department of Employment and Economic Development

DOL – United States Department of Labor

DOLI – Minnesota Department of Labor and Industry

EPM 11 – Oracle Enterprise Performance Management, version 11

ESSA – Every Student Succeeds Act

FACS – Family and Consumer Science

FERPA – Family Educational Rights and Privacy Act

GWDB – Governor’s Workforce Development Board

IEP – Individualized Educational Program

ISRS – Integrated Statewide Records System

LEP – Limited-English Proficient

LMI – Labor Market Information

MARSS – Minnesota Automated Reporting Student System

MCA – Minnesota Comprehensive Assessments

MCIS – Minnesota Career Information System

MDE – Minnesota Department of Education

MnSCU – Former nickname for Minnesota State Colleges & Universities system; preferred reference Minnesota State

NCLB – No Child Left Behind (see Elementary and Secondary Education Act)

NOCTI – National Occupational Competency Testing Institute

OCR – Office of Civil Rights

OCTAE – Office of Career, Technical, and Adult Education

OLA – Office of the Legislative Auditor

OMB – Office of Management and Budget

PAR – Personnel Activity Reports

PLP – Personal Learning Plan

PLTW – Project Lead the Way

POS – Program(s) of Study

PSEO - Postsecondary Enrollment Options

RPOS – Rigorous Program(s) of Study

SOC – Standard Occupational Classification System

STEAM – Science, Technology, Engineering, Arts and Mathematics

STEM – Science, Technology, Engineering, and Mathematics

TSA – Technical Skill Assessment

UFARS – Uniform Financial Accounting and Reporting System

WBL – Work-Based Learning

WIOA – Workforce Innovation and Opportunity Act

STATE AND FEDERAL GRANT POLICIES

Minnesota State System Office

Minnesota State Procurement

Contracts and procurements board policy

<http://www.minnstate.edu/board/policy/514.html>

Minnesota State Travel

Travel management: <http://www.minnstate.edu/board/policy/519.html>

Conflict of Interest

<http://www.minnstate.edu/board/procedure/1c0p1.html> (See Subpart A)

Minnesota State Gratuity

Gifts and grants: <http://www.minnstate.edu/board/policy/707.html>

Minnesota State Inventory Controls

Purchasing cards: <http://www.minnstate.edu/board/procedure/703p3.html>

Capital Assets: <http://www.minnstate.edu/board/procedure/703p6.html>

Minnesota State Cash Management

General Finance Provisions

<https://www.minnstate.edu/board/policy/index.html#generalfinance>

Minnesota State Code of Conduct

<http://www.minnstate.edu/board/procedure/1c0p1.html>

Minnesota State Advisory Committees

<http://www.minnstate.edu/board/policy/330.html>

Minnesota State Grant Management

Grant Management: Internal control and compliance

<http://minnstate.edu/system/ia/reports/2017-m-state.pdf>

Minnesota Department of Education

MDE Cash Management

MDE processes program expenditures and then submits an invoice(s) for each separate federal year to Minnesota State monthly or more often if necessary for reimbursement of the expenditures.

MDE uses program specific project codes to facilitate the tracking of expenditures, obligations, and deposits of federal programs.

MDE Allowable Cost

The program manager determines whether costs are reasonable and necessary following the Federal guidelines and the State of Minnesota travel, purchasing, human resources, payroll, and accounting guidelines.

Allowable expenditures are approved at the program level and submitted to the accounts payable/payroll unit for processing. Expenditures are supported by documentation and reports from the State of Minnesota data warehouse.

The Program Manager runs expenditure and encumbrance reports, reviews them for accuracy and requests corrections as needed.

The Federal Program Accountant updates the Federal Reconciliation for each grant award showing budgeted, expended, obligated, and unobligated balances. The Federal Reconciliations are saved to a shared drive for management and program use. The Federal Program Accountant meets with the Program Manager to review the Federal Reconciliation, expenditure, encumbrance, and payroll questions as needed.

The Director of Finance meets with the Program Manager and Program Director periodically to review the financial status of the state and federal funds.

State Match Requirements

The state match is the non-federal share of costs MDE contributes to accomplish the purposes of the grant.

The matching funds are not used as a match for any other federal program. The match comes from a non-federal source. The Perkins grant match largely consists of direct and indirect costs such as personnel salary/fringe, travel, indirect costs, and rent. MDE documents the value of the contributed resource and submits a total contributed amount to Minnesota State at the end of each calendar year.

CTE STATE STAFF DIRECTORY

Minnesota State System Office Staff

To find the most up-to-date directory, visit:

<http://www.minnstate.edu/system/cte/directories/ourstaff.html>

Minnesota Department of Education Staff

To find the most updated staff directory for MDE staff, visit:

<https://education.mn.gov/MDE/dse/cte/prog/>

APPENDICES

APPENDIX A: MONITORING VISIT SAMPLE AGENDA

Day 1 MDE/Minnesota State monitoring team arrives at 10:00 a.m.

10:30 a.m. Opening Session

- Meet with consortium leadership to review schedule and purpose of the visit
- Consortium Presentation of Highlights

12:00 - 4:00 p.m.

MDE/Minnesota State monitoring team members review evidence files prepared in advance by consortium leaders

1:00 p.m.

Consortium fiscal personnel available from consortium to review desk audit findings.

3:30 p.m.

Monitoring team meets with secondary and postsecondary consortium leaders to ask questions and request additional information as needed.

4:00-5:30

Monitoring team continues to review evidence files and new information provided by consortium leaders.

Day 2 Monitoring team arrives at 8:00 AM

8:00 a.m.

Monitoring team continues to review evidence files and new information provided by consortium leaders.

9:30 a.m.

Monitoring team meets with secondary and postsecondary consortium leadership to discuss any last-minute requests for information and to discuss findings.

10:00 a.m.

Monitoring team prepares final materials for 11:00 a.m. closing session

11:00 a.m.

Closing Session: Monitoring team meets with consortium leadership to report findings, discuss strengths and answer questions.

12:00 p.m. Adjourn

APPENDIX B: THREE-YEAR PERFORMANCE STATUS TREND REPORT

**Perkins IV Consortium: Consortium XYZ
Accountability Indicator Performance and Three-Year Technical Assistance Status
Reporting Years 2012 - 2014**

Secondary Indicators					
Indicator	2012	2013	2014	3-Year Status	Most Recent 2-Year Status
1S1 Academic Attainment in Reading/Language Arts	Target Met	Target Met	Target Met		
1S2 Academic Attainment in Mathematics	Target Met	Target Met	Target Met		
2S1 Technical Skill Attainment	Improvement Plan	Improvement Plan	Target Met		
3S1 School Completion	Target Met	Target Met	Target Met		
4S1 Student Graduation Rates	Target Met	No Action Required	Report		
5S1 Placement	Local Data N/A	Local Data N/A	Local Data N/A		
6S1 Nontraditional Participation	Improvement Plan	Improvement Plan	Improvement Plan	Technical Assistance Needed	
6S2 Nontraditional Completion	Improvement Plan	Improvement Plan	Target Met		

Postsecondary Indicators					
Indicator	2012	2013	2014	3-Year Status	Most Recent 2-Year Status
1P1 Technical Skill Attainment	Target Met	Target Met	Report		
2P1 Credential, Certificate or Degree	Target Met	Target Met	Target Met		
3P1 Student Retention or Transfer	Improvement Plan	Report	Report		
4P1 Student Placement	Target Met	Report	Report		
5P1 Nontraditional Participation	Improvement Plan	Improvement Plan	Improvement Plan	Technical Assistance Needed	
5P2 Nontraditional Completion	Improvement Plan	Improvement Plan	Target Met		

If actual performance on an indicator was less than 90% of the negotiated target for the reporting year, a formal improvement plan was required. If the target was not met for the reporting year, but the actual performance level was between 90-99% of the negotiated target for the indicator, a report in the local application was required.

February 6, 2015

APPENDIX C: CORE INDICATOR PERFORMANCE REPORT

Perkins IV Consortium: Consortium XYZ Actual and Local Negotiated Performance Levels for Perkins IV Accountability Indicators Data for the 2013 - 2014 Reporting Year

Secondary Indicators		
<u>Indicator</u>	<u>Target</u>	<u>Actual</u>
1S1 Academic Attainment in Reading/Language Arts	80.48%	81.95%
1S2 Academic Attainment in Mathematics	66.57%	69.49%
2S1 Technical Skill Attainment	53.00%	62.00%
3S1 School Completion	98.50%	98.78%
4S1 Student Graduation Rates	92.30%	90.43% Target Not Met - Report in Local Application
5S1 Placement	54.00%	Local Data not Available
6S1 Nontraditional Participation	30.00%	26.29% Below 90% of Target - Improvement Plan Required
6S2 Nontraditional Completion	13.32%	13.83%

Postsecondary Indicators		
<u>Indicator</u>	<u>Target</u>	<u>Actual</u>
1P1 Technical Skill Attainment	86.20%	83.55% Target Not Met - Report in Local Application
2P1 Credential, Certificate or Degree	30.91%	32.12%
3P1 Student Retention or Transfer	50.50%	47.47% Target Not Met - Report in Local Application
4P1 Student Placement	86.70%	87.05%
5P1 Nontraditional Participation	31.10%	27.04% Below 90% of Target - Improvement Plan Required
5P2 Nontraditional Completion	14.50%	18.18%

If actual performance on an indicator is less than 90% of the negotiated target, a formal improvement plan is required. If the target was not met but the actual performance level is between 90% and 99% of the negotiated target for any indicator, include an improvement report in the local application. See <http://www.cte.mnscu.edu/directories/portal.html>

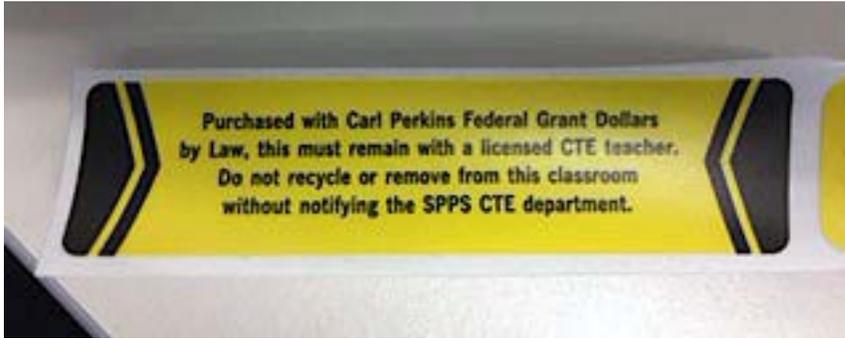
February 6, 2015

APPENDIX D: CONSORTIA REPORTING TIMELINE

July 1-June 30 Annually

July 1-10	State staff review, approval, and correction of consortium plans and budgets
September-October	Critical webinars for consortium leaders led by System Office and MDE staff. See the list of regularly scheduled webinars.
October 15	Perkins Annual Performance Report (APR) is due online via the Minnesota State grant management system.
October-November	Perkins Consortium Leaders Annual Meeting and CTE Works! Summit
December-January	Local Consortia negotiate performance targets with state accountability staff.
January	Notification of unexpended funds to be reallocated sent to each consortium. Perkins leaders submit reallocation of funds on the Minnesota State grant management system.
February	Reallocation of funds Approval and Notification: Upon approval of the revised budget, the State Director of Career and Technical Education at Minnesota State will send out an official award letter to Perkins leaders.
April	Minnesota Performance Targets Negotiated and state budget and revisions to State Plan due to OCTAE.
March-April	The Perkins Consortium Application opens on the Minnesota State grant management system for consortium leaders to begin the application process.
May 15	Deadline to submit Perkins Consortium Application on the Minnesota State grant management system.
June	Consortium Plan Reviews: Each consortium will give a joint presentation on their proposed Perkins plan to a panel of Minnesota State and MDE staff (90-minute face to face, Online Meeting, or ITV).

APPENDIX E: ASSET TAG EXAMPLE



(Photo courtesy of the St. Paul Consortium).

APPENDIX F: EXAMPLE OF A MINI GRANT FORM

Saint Paul Public Schools Perkins Grant Request Form

For Perkins Funds

2018-2019

Deadlines for submission: November 30, 2018 & March 31, 2019

Perkins Equipment/Curriculum Approval Form

Attach documentation of equipment ordering information as appropriate

Date:

Perkins Consortium:

Secondary Perkins Contact:

School District Number:

School Building Name:

Room (equipment location):

Licensed CTE Teacher:

MDE File Folder #

CTE Program:

Course Name:

Equipment Description/Special Expenditure Request

Total Equipment/Expenditure Cost:

Total Consortium Expenditure:

Briefly describe how this expenditure supports career and technical education within your CTE courses.

Please check "yes or no" for the following questions regarding the requested consortium expenditure.

Yes No This purchase supports a rigorous program of study

Yes No This course receiving equipment offers postsecondary credit

Yes No This expenditure was funded previous years (if yes, explain funding source)

MDE Program Specialist Date

MDE Program Specialist

Date

Please circle the Perkins goal your request will focus on below:

- Goal 1: Designing and Implementing Programs of Study (including: CPA, Programs of Study, Technical Skill Attainment, Professional development, improving reading and math CTE scores, updating materials and equipment for CTE)
- Goal 2: Effectively utilize employer, community, and education partnerships (Advisory boards, job shadow, field trips, mentor-ships, internships for CTE, work force centers, on line career fair)
- Goal 3: Improve service to special populations (nontraditional enrollment, summer camp, career skills day, special education CTE programs)
- Goal 4: Provide a continuum of service provision for enabling student transitions. (on-line CTE courses, articulation or certificate planning)
- Goal 5: Sustaining the consortium of Secondary and Postsecondary Institutions (articulation agreements)

Any Technology or Equipment or any order over \$1,000.00 needs MDE and Principal approval. Principal Signature (needed for technology or equipment orders)

Please keep a copy for your records and send request form and all attachments, vendors and quotes via mail to:

Kathy Kittel
1780 W 7th Street
Phone: 744-1312; kathy.kittel@spps.org

Federal Perkins Rules and Procedures

Only licensed high school Career and Technical Education (CTE) teachers teaching in state approved CTE programs are eligible for Perkins grant funds. The basic guidelines for federal grants are: all costs must be necessary, reasonable, allocable, and legal under state and local law. You must ask yourself, "Do I really need this? Are there existing resources, materials available? Is the expense targeted to valid programs?"

Equipment and materials purchased with Perkins funds cannot be used in non-CTE programs or in programs not intended in the request. If a program no longer exists, you must first notify the district Perkins administrator and then the materials and equipment purchased for that program will be reallocated to another CTE program within the school or district. This will need to be documented for audit purposes.

Perkins Grant Request forms:

- Complete the request form and attach all necessary information such as vendor and specifications.
- Identify both the Perkins Goal from the Saint Paul Consortium Local Perkins Plan found at http://www.minnstate.edu/system/cte/consortium_resources/local-applications.html
- Email the form and attachments to kathy.kittel@spps.org the District Perkins Administrator.
- All orders for Technology or Equipment need the principal signature on them to ensure that there are school funds available for installation if needed.
- All requests are approved at the discretion of the Perkins administrator and MDE.
- Any submissions after March 31, 2019 may not be considered.

For SPPS CTE office use only

Approved _____ Date _____ Goal _____ School _____

Not Approved _____ Date _____ Reason _____

DOCUMENT REVISION HISTORY

Revised October 2018	Revisions	Section and Page
Revised	Dates revised for Secondary Five-year Cycle Schedule for Program Review.	Secondary Approval and Review (p. 33)
Revised	Removed names and added web page link for the most current staff contact information.	CTE State Staff Directory (p. 123)
Revised	Changed acronyms from OVAE to OCTAE and changed sentence structure for clarity.	Selection of Sites to be Monitored (p. 19)
Revised	Revised dates for clarity and consistency with the timeline posted on the CTE website.	Appendix D: Consortia Reporting Timeline (p. 128)
New	Added an example of an asset tag.	Appendix E: Asset Tag Example (p. 129)
New	Added an example of a mini grant application form used by the St. Paul Consortium.	Appendix F: Example of a Mini Grant Form (p. 130)
New	“WebGrants” was changed throughout the handbook to “Minnesota State grant management system” to reflect the change in grant management software.	
New	Removed figure of MN Perkins Budget Distribution (Oct. 1, 2016). Outdated.	Formula Distribution (p. 56)
New	Date changed from August 15 to July 31.	Fiscal Year Expenditure Timelines (p. 67)

Revised: Indicates that wording or may have been revised for clarity or the dates were changed to reflect the current fiscal year.

New: Indicates the language or section was not in previous versions of the operational handbook.

Perkins Consortia

Minnesota's school districts and the Minnesota State two-year colleges were self-formed into twenty-six Perkins Consortia in 2008 to promote collaborative planning and implementation of Career and Technical Education programs within their regions. Below are the names of the twenty-six regions.

Carl County Plus 2
Central Lakes
Dakota County
East Range
Great River
Hennepin West
Hibbing/Chisholm
Itasca County
Lake Superior
Lakes Country
Mid Minnesota
Minneapolis
Minnesota West

Pine Technical
North Country/Northwest
Northeast Metro
Oak Land
Pine to Praire/Northland
Riverland
Rochester/Zumbro Education District
Runestone
Saint Paul
South Central
South Metro
Southeast
Southwest Metro



MINNESOTA STATE
Career and Technical Education



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Individuals with hearing or speech disabilities may contact us via their preferred Telecommunications Relay Service.

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www.MinnState.edu/system/cte