

Career and Technical Education

PERKINS V OPERATIONAL HANDBOOK

A reference guide for administering the
Strengthening Career and Technical Education
for the 21st Century Act (Perkins V)

October 1, 2020



MINNESOTA STATE
Career and Technical Education



DEPARTMENT
OF EDUCATION

ADMINISTRATION OF THE PERKINS V FEDERAL GRANT

The Minnesota State Colleges and Universities (Minnesota State) Board of Trustees is the eligible agency authorized to receive and disburse federal funds and to supervise the administration of the state Career and Technical Education (CTE) programs. This is accomplished through the Minnesota State System Office under a state plan developed jointly with the Minnesota Department of Education (MDE) pursuant to Minnesota Statute § 136F.79 and the Strengthening CTE for the 21st Century Act (Public Law 115-224 known as Perkins V). The System Office negotiates the level of responsibility for the administration, operation, and supervision of this Act at the secondary level with MDE's Office of Career and College Success, except for those responsibilities specifically reserved to Minnesota State by section 121(a) of the Act.

As the eligible agency, Minnesota State administers the Perkins V Federal Grant through a formula/non-competitive grant process and the full allocations in accordance with the federally approved state plan. Staff from Minnesota State and MDE 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:

(Perkins V) Strengthening Career and Technical Education for the 21st Century Act — *full text is available at* https://s3.amazonaws.com/PCRN/uploads/perkins_v.pdf.

Minnesota State Plan—*The full text of the Minnesota State Plan is available at* https://www.minnstate.edu/system/cte/MN_State_Plan/index.html.

Primary Administrative Contacts

Jeralyn Jargo

State Director for Career and Technical Education
Workforce Development

Minnesota State (Sole State Agency)

30 7th Street East, Suite 350
St. Paul, MN 55101-7804
www.minnstate.edu/system/cte



MINNESOTA STATE
Career and Technical Education

Michelle Kamenov

Supervisor, Career Development and CTE
Office of Career and College Success

Minnesota Department of Education

1500 Highway 36 West
Roseville, MN 55113
www.education.state.mn.us



**DEPARTMENT
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ACKNOWLEDGEMENTS

Thank you to the CTE staff from the Minnesota State System Office, MDE, Perkins consortium leaders and other partners who contributed, commented, and reviewed this operational handbook.

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The contents of this publication were made possible through the *Strengthening Career and Technical Education for the 21st Century Act* federal grant from the United States Department of Education administered through Minnesota State Colleges and Universities. Content does not necessarily represent United States Department of Education policy.

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TABLE OF CONTENTS

ADMINISTRATION OF THE PERKINS V FEDERAL GRANT.....	2
Primary Administrative Contacts	2
ACKNOWLEDGEMENTS.....	2
PURPOSE OF THE HANDBOOK	7
What's New?	7
THE STRENGTHENING CAREER AND TECHNICAL EDUCATION FOR THE 21ST CENTURY ACT (PERKINS V)	8
Purpose of the Act.....	8
Title I—Career and Technical Education Assistance to the States	8
Title II—General Provisions	9
Title III—Amendments to Other Laws	9
PROGRAM PLANNING AND OPERATION	9
Perkins V Program Overview	9
Minnesota's Vision for CTE	9
Mission	9
Principles	9
Strategic Directions	9
MINNESOTA PERKINS MODEL.....	10
State Governance	10
Formation of the Perkins Career and Technical Education Consortium Model	10
Responsibilities of Perkins State Leadership	10
Statewide Communication and Engagement	10
Consortium Governance.....	11
Consortium Membership Requirements.....	11
Consortium Governance Structure.....	11
Procedure for Changing Consortium Membership	12
Roles and Responsibilities of Perkins Consortium Coordinators.....	12
Procedure for Appointing Consortium Coordinators & Fiscal Agents.....	13
Perkins Annual Workflow	13
HIGH QUALITY CTE PROGRAMMING	14
State-recognized Programs of Study	14
CTE Program Approval and Review.....	14
Postsecondary Approval and Review.....	14
Secondary MDE Program Approval and Review.....	15
Secondary Connections to Funding Sources	16
THE LOCAL APPLICATION	17
Local Application Process	17
Submission of the Local Application	17
Application Components NEW	17

Narrative Questions	17
Comprehensive Local Needs Assessment (CLNA)	18
Perkins-Funded Positions NEW	18
Programs of Study NEW	18
Improvement Plans	18
Budget NEW	19
Required Additional Documentation NEW	19
Local Application Approval Process	19
Implementation of the Plan	19
Local Application Budget Changes within the Fiscal Year	20
Postsecondary Budget Changes	20
Secondary Budget Changes	20
Annual Performance Report	20

ACCOUNTABILITY, REPORTING AND CTE DATA20

Perkins and Core Performance Indicator Definitions NEW	20
Secondary CTE Definitions	20
Secondary Core Accountability Indicator Definitions	20
Postsecondary CTE Definitions	21
Postsecondary Core Accountability Indicator Definitions	21
State-Determined and Local Levels of Performance	22
State-Determined Levels of Performance	22
Local Levels of Performance NEW	22
State Consolidated Annual Report.....	23
Local Performance Improvement Plan NEW	23
CTE Accountability and Reporting Data–Secondary.....	23
Secondary Data Collection Overview: Submitting a P-File (Perkins data).....	23
Secondary Data Collection Overview: Data Verification Process	24
Secondary Data Sources NEW	24
Secondary Accountability: Reporting and Accessing Data NEW	24
Secondary Perkins Accountability and CTE Data - Useful Links.....	25
CTE Accountability and Reporting Data – Postsecondary.....	25
Postsecondary Data Structure – Entry Cohorts	25
Postsecondary Accountability and Reporting Data NEW	25
Postsecondary Data Sources.....	25
Accessing Postsecondary Perkins Accountability and Reporting Data NEW	26
Student Data Privacy	26
Access to Private Data.....	26
Data Use and Reporting	26
Computer and Software Requirements.....	26
Student Data Privacy Resources	26

DISTRIBUTION OF PERKINS FUNDING & FINANCIAL REQUIREMENTS27

Formula Distribution NEW	27
Consortium Basic Allocation	27
Consortium Reserve Allocation	27
State Leadership Funds NEW	28
State Administration Funds	28
Perkins V Finance Cost Centers (Minnesota State).....	28

Part 1: Federal Requirements	28
Part 2: Types of Categories	28
Part 3: Fiscal Year Expenditure Timelines	30
Part 4: Expenditure Reimbursement Process (Draws)	30
SERVS Financial System at MDE.....	30
USES OF PERKINS FUNDS.....	31
Requirements for Local Uses of Funds	31
Algorithm for Making Local Funding Decisions	31
Size, Scope, and Quality	32
Specific Fund Usage Guidelines	32
Support Services (Nontraditional by Gender)	32
Personnel NEW	32
Postsecondary Perkins Programs	33
Postsecondary Customized Training Courses and Programs	33
Field Trips and Student Transport Activities	33
Career and Technical Student Organization (CTSO) Activities.....	33
Career Development License and Activities	33
Administrative Cost Allowances NEW	33
WorkForce (CareerForce) Center Collaboration Expenditures.....	34
Fiscal Year Expenditure Timelines	34
Capital Assets (Equipment)	34
Postsecondary Equipment.....	34
Secondary Equipment and Curriculum	35
Criteria for Secondary Perkins Funded Purchases.....	35
Requirements for State Pre-Approval	35
Inventory Control Requirements	35
Disposal of Secondary Equipment/Curriculum Purchased Through the Perkins Grant.....	36
Perkins Funding for Curriculum Software/License	36
MONITORING	37
Minnesota's Perkins V Monitoring Process.....	37
Objectives for Perkins Monitoring	37
Priorities for Review	37
Selection of Sites to be Monitored	37
Program Performance	37
Data Reporting	37
Other Factors	37
Fiscal Analysis	37
Fiscal Desk Audit Process.....	38
Fiscal Audit Criteria	38
Structure of Monitoring Visits	38
OFFICE OF CIVIL RIGHTS REVIEWS	40
Postsecondary.....	40
Secondary	40
Purpose of Reviews	40

RETENTION OF PERKINS V GRANT RECORDS	40
POLICIES	41
Minnesota State System Office.....	41
Minnesota State Procurement	41
Minnesota State Travel	41
Conflict of Interest	41
Minnesota State Gratuity.....	41
Minnesota State Inventory Controls	41
Minnesota State Cash Management	41
Minnesota State Code of Conduct.....	41
Minnesota State Advisory Committees	41
Minnesota State Grant Management	41
Minnesota Department of Education	41
MDE Cash Management	41
MDE Allowable Cost.....	41
State Match Requirements	41
CTE DIRECTORY	42
Minnesota State System Office Staff.....	42
Minnesota Department of Education	42
Perkins Consortium Leaders	42
APPENDIX A: STATEMENT OF ASSURANCES AND CERTIFICATIONS NEW	43
APPENDIX B: CONSORTIUM REPORTING TIMELINE	45
APPENDIX C: ASSET TAG EXAMPLE	45
APPENDIX D: BUDGET CHANGE REQUEST INSTRUCTIONS NEW	46
APPENDIX E: GENERAL GUIDANCE FOR PERKINS V LOCAL USE OF FUNDS NEW	47
APPENDIX F: GLOSSARY NEW	52
APPENDIX G: ACRONYMS NEW	65

PURPOSE OF THE HANDBOOK

This handbook is a resource for secondary and postsecondary eligible recipients—Minnesota Department of Education (MDE) and Minnesota State* respectively— who will submit applications for funding under the Strengthening Career and Technical Education for the 21st Century Act (Perkins V).

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

What's New?

- Updated secondary performance indicator definitions
- Additional details on local application requirements
- Clarification on uses of Perkins funds

NEW!

** 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)*

Table A: New Items

HEADING/SECTION	CHANGE	PAGE
Application Components	Descriptions of local application components added	17
Perkins-Funded Positions	Additional clarification provided for Perkins-funded positions	18
Programs of Study	Added application requirements for programs of study	18
Budget	Added application requirements for budget	19
Required Additional Documentation	Added application requirements for additional documentation	19
Perkins and Core Performance Indicator Definitions	Statute definitions added. Secondary Indicators updated: 1S2: 7-Yr Cohort Extended Graduation Rate (DELETED) 5S2: Program Quality—Postsecondary Credit (DELETED) 5S3: Program Quality—Work-based Learning (ADDED) 5S4: Technical Skills Attainment (DELETED)	20
Local Levels of Performance	Information on adjustment of local levels of performance added	22
Local Performance Improvement Plan	Power BI report scheduled for development (ADDED)	23
Secondary Data Sources	“...until age 21 and prior to graduation.” (ADDED, paragraph 2, line 7)	24
Secondary Accountability: Reporting and Accessing Data	Revised. New information provided on accessing reports on MDE’s Secure Reports webpage.	24
Postsecondary Accountability and Reporting Data	Revised. Basic summary reports now available through Power BI	25
Accessing Postsecondary Perkins Accountability and Reporting Data	Revised. Summary reports now available through Power BI	26
Formula Distribution	The Reserve fund allocation to consortia has changed from 10 to 15% of the total allocation	27
State Leadership Funds	The secondary/postsecondary split for state Leadership Funds has changed from 37%/63% secondary/postsecondary to 42%/58% under Perkins V. Additional information added.	28
Personnel	Additional information added regarding time and effort reporting.	33
Administrative Cost Allowances	Additional information added regarding accounting for 5% administrative funds	33
Appendices	Appendix A –Statement of Assurances and Certifications (ADDED) Appendix D – Budget Change Requests (ADDED) Appendix E – General Guidance for Perkins V Local Use of Funds	

THE STRENGTHENING CAREER AND TECHNICAL EDUCATION FOR THE 21ST CENTURY ACT (PERKINS V)

The Strengthening Career and Technical Education for the 21st Century Act (Perkins V) amends the Carl D. Perkins Career and Technical Education Act of 2006 (Perkins IV). The new act was signed into law July 31, 2018 and went into effect July 1, 2019. For the sake of brevity, throughout this handbook the Strengthening Career and Technical Education for the 21st Century Act will be referred to as Perkins V.

The 2019-2020 school year served as a transition year for the new law. Full implementation began July 1, 2020 for the 2020-2021 school year or federal fiscal year 2021.

The reauthorization of the Perkins legislation was driven largely by a desire to ensure that students are prepared for 21st-century careers. This framing led to a workforce development focus throughout Perkins V with an emphasis on encouraging and incentivizing innovation within career and technical education.

Purpose of the Act

The purpose of the Perkins V Act is to develop more fully the academic knowledge, technical skills, and employability of secondary and postsecondary education students who elect to enroll in CTE programs and programs of study, 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 in-demand occupations in current or emerging professions.
2. Promoting the development of services and activities that integrate rigorous, challenging academic and career and technical instruction that link to secondary and postsecondary education for participating CTE students.
3. Increasing state and local flexibility in providing services and activities designed to develop, implement, and improve career and technical education.
4. Conducting and disseminating national research and disseminating information on best practices that improve CTE programs of study, 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 CTE teachers, faculty, administrators, and counselors.
6. Supporting partnerships among secondary schools, postsecondary institutions, baccalaureate degree-granting institutions, area CTE schools, local workforce investment boards, business and industry, and intermediaries.
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.

8. Increasing the employment opportunities for populations who are chronically unemployed or underemployed, including individuals with disabilities, individuals from economically disadvantaged families, out-of-workforce individuals, youth who are in (or have aged out of) the foster care system, and homeless individuals.

For more information about the purpose of the Act, refer to Section 2 of Perkins V.

Title I—Career and Technical Education Assistance to the States

The Perkins V Act provides financial support for innovation and program improvement in CTE at both secondary and postsecondary levels.

Title I of the Act outlines the structure and requirements related to the basic grant under Perkins V. 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 V funds to local eligible agencies. In addition, the Act specifies uses of funds by both state and local recipients. Perkins V legislation includes several requirements related to reporting and accountability, with many of the state-level requirements having parallel provisions for local recipients.

Table 1:

Perkins V – Title I: Selected Provisions Related to the Basic Grant

Provisions	Fund Descriptions
Financial Provisions	Distribution of Funds
	Section 111 Reservations and State Allotment
	Section 112 Within-State Allocation
	Section 131 Distribution of Funds to Secondary Education Programs
	Section 132 Distribution of Funds for Postsecondary Education Programs
	Section 133 Special Rules for Career and Technical Education
Plans	Use of Funds
	Section 124 State Leadership Activities
	Section 135 Local Uses of Funds
Accountability	Section 122 State Plan
	Section 134 Local Application for CTE Programs
Improvement Plans	Section 113 Accountability State and Local Levels of Performance State and Local Reports (including disaggregated data)
	Section 123 Improvement Plans State, Local Program Improvement

These requirements include submission of applications and performance reports at both the state and local level. There is a requirement that both state and local recipients submit improvement plans if the agreed-upon, state-determined performance measures are not met. (See Table 1.)

Title II—General Provisions

Title II of the Perkins V Act addresses federal and state administrative provisions. Section 211 (Fiscal Requirements) states that federal Perkins funds must be used to “supplement,

not supplant;” federal Perkins funds cannot replace state and local dollars that are being used for CTE activities.

Title III—Amendments to Other Laws

Title III of the Perkins V Act includes Section 301 (Amendments to the Wagner-Peyser Act), Section 302 (Amendments to the Elementary and Secondary Education Act of 1965), and Section 303 (Amendments to the Workforce Innovation and Opportunity Act).

PROGRAM PLANNING AND OPERATION

Perkins V Program Overview

In November 2018, a working group consisting of Minnesota State and MDE staff, Minnesota Association for Career and Technical Education (MNACTE), Minnesota Association for Career and Technical Administrators (MACTA) representatives, and selected consortium leaders developed a new vision, mission, and strategic directions for CTE in Minnesota.

The Minnesota 4-Year State Plan incorporates this guidance and provides direction for use of funds in secondary, postsecondary, and adult education programs.

Minnesota’s Vision for CTE

Advancing career and technical education empowers every learner to realize a rewarding career.

Mission

Quality career and technical education ensures every learner has equitable access to career-connected learning through a network of knowledgeable partners.

Principles

We are committed to ensuring:

- An equity lens for decision making
- Inclusion of all stakeholders
- Being bold, innovative, and focused on continuous improvement
- Responsiveness to the evolving labor market

The vision, mission, and principles are in alignment with the state’s WIOA strategic vision, goals, and strategies. This underscores the partnership between the state agencies who are partners in this workforce development space.

Strategic Directions

The following strategic directions provide a clear path forward for CTE in Minnesota. Each of the strategic directions listed below features subcategories that fall within the scope of that strategic direction. Work groups have been established to address and promote issues within each of the strategic directions. Consortium leaders are welcomed to take part in

the ongoing discussions and work of these groups. If you are interested in participating in one of the strategic directions work groups, contact state staff for additional information.

Advancing Career and Technical Education

- Comprehensive Local Needs Assessment
- Accountability
- Outreach
- Awareness and communication

Career-Connected Learning

- Career pathways
 - Programs of study
- Career preparation
 - Work-based learning

Integrated Network

- Business and industry
- State and federal programs; state agencies
- Educational partners
- Consortia/Minnesota State/MDE

Equity and Inclusion

- Service partnerships
- Providing resources
- Data/data management

Knowledgeable Experts

- Professional development/technical assistance
- Licensure preparation programs
- Mentor/mentee relationships
- Consortia leadership

The five strategic directions developed by Minnesota State, MDE and the full planning team were validated by stakeholder groups and will continue to direct the work of the Perkins V plan. These work groups have designed and implemented the framework, structure and guidance for the initial submission of the state 4-year plan as well as preparing and supporting the local applicants. Based on the input from the initial local 2-year applications, the work groups will customize their work plans to meet the challenges and needs of the local consortia.

MINNESOTA PERKINS MODEL

State Governance

Formation of the 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 CTE programs within their regions. In identifying initial membership in the state's Perkins consortia, CTE leaders were asked to consider the following for their regions of the state:

- CTE 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 gives special attention to capitalizing on the strengths of the existing basic grant
- Continuation of effective collaborative activities that promote high school to college transition
- A decision-making model that would equitably and effectively address CTE programming

This consortium model created under Perkins IV will continue under Perkins V. CTE state leaders at Minnesota State and MDE reserve the right to approve the final membership of any Perkins consortium to ensure that no eligible college or school district is excluded (Refer to the Perkins consortium map on the back cover of this handbook).

Responsibilities of Perkins State Leadership

Ten percent of the federal Perkins Grant funds received by the state are used to conduct state leadership activities to improve CTE. Section 124 of Perkins V specifies how states will undertake these responsibilities. States are required to provide support for:

- Preparation for non-traditional fields in current and emerging professions, programs for special populations, and other activities that expose students, including special populations, to high-skill, high-wage, and in-demand occupations
- Individuals in state correctional institutions, juvenile justice facilities, and educational institutions that serve individuals with disabilities
- Recruiting, preparing, or retaining CTE teachers, faculty, specialized instructional support personnel, or paraprofessionals
- Technical assistance for eligible recipients

States are also required to report on the effectiveness of use of funds to achieve:

- The state's strategic vision and goals for preparing an educated and skilled workforce (including special populations) and for meeting the skilled workforce needs of employers
- State-determined levels of performance
- Reductions in disparities or performance gaps

In addition to these responsibilities, Minnesota State and MDE promote development of high-quality programs of study and provide professional development and technical assistance to consortia as required on a wide range of Perkins-related topics. State staff ensure fund-use effectiveness through a consortium monitoring process described later in this handbook.

Professional development for and by Minnesota CTE professionals is comprehensive, sustained, and multifaceted. It includes resources designed to support administration of the Perkins V Grant and improve postsecondary and secondary educators' and workforce professionals' effectiveness in increasing student success.

Professional development is delivered through relevant and timely methods and media, including, but not limited to, webinars, conferences, multimedia sessions, trainings, written materials, workshops, and courses. State staff also produce an annual webinar series for consortium members to address questions about Perkins fiscal and accountability practices and to orient new consortium coordinators.

The two prominent professional development events offered by CTE staff each year are the annual consortium coordinators' meeting and the CTE Works! Summit:

- The consortium coordinators' meeting is an invitation-only, day-long workshop for Minnesota CTE consortium leaders to meet with each other and share promising practices for administering the Perkins Grant and managing consortia
- The CTE Works! Summit is a 1.5-day professional conference open to nearly 500 secondary, postsecondary, workforce, community, and industry partners supporting all aspects of CTE and career pathways from across Minnesota and neighboring states

Find out more at: <https://www.minnstate.edu/system/cte/professionaldevelopment/index.html>.

Statewide Communication and Engagement

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

Minnesota State and MDE regularly partner with professional organizations serving educators, business and industry leaders, and national CTE organizations 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.

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

Each consortium in Minnesota has identified a postsecondary and a 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.

The preferred formal communication method for requesting and exchanging information between state staff and Perkins consortium leaders is email.

Formal communication typically revolves around the following:

- Annual Performance Report (APR) notices
- Perkins local application submission, review and approval
- Performance targets
- Perkins annual allocations
- Consortium monitoring review notices
- Due dates and deadlines

Minnesota State and MDE recognize informal communication as a critical method to stay engaged and connected with Perkins consortium leaders and the CTE community. Perkins consortium leaders and state staff are highly encouraged to share information using these information communication channels, such as:

- Minnesota CTE Twitter (<https://twitter.com/MinnStateCTE>)
- Minnesota CTE Facebook (www.facebook.com/MinnStateCTE/)
- Perkins leaders listserv (perkinsleaders@lists.minnstate.edu)
- Minnesota State CTE website (www.minnstate.edu/system/cte)
- MDE website (<http://education.state.mn.us/MDE/dse/cte/>)
- MDE Twitter (<https://twitter.com/educationmn>)
- MDE Facebook (<https://www.facebook.com/MnDeptEd>)

In addition, Minnesota State and MDE regularly request feedback and evaluation from Perkins consortium leaders and CTE participants for continuous improvement efforts. The preferred method for collecting feedback is through online

surveys, but in some cases paper evaluations are used. In some situations, it may be necessary or more effective to collect face-to-face feedback.

Examples of feedback collected from Perkins consortium leaders include feedback on:

- Events (e.g., workshops, conferences, webinars, monitoring visits)
- Technical assistance
- Professional development offerings and activities
- The Perkins local application process
- Business processes and procedures

Feedback collected is used to make improvements to better serve Perkins consortium leaders and the broader CTE community.

Consortium Governance

Consortium Membership Requirements

- Each consortium must have at least one eligible secondary school district member and at least one eligible postsecondary college member
- No school district or college may belong to more than one consortium
- Charter schools with a state-approved CTE program who request membership shall be invited to participate in a consortium
- State CTE leaders reserve the right to mediate the final consortium structure to ensure that no interested college or school district is excluded
- Representatives from Adult Basic Education, CareerForce (formerly known as the Minnesota Workforce 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 biennial application and unified budget to guide the planning, implementation, and use of funds for improving CTE programs in their consortium. Budgets must be updated annually.
3. Each consortium identifies one secondary fiscal host school district and one postsecondary fiscal host college with the responsibility to manage funds distributed to the consortium in accordance with the Perkins V Act and Minnesota state law.
4. The defined leadership structure of the consortium maintains authority for all secondary and postsecondary spending decisions. Independent spending authority may not be delegated to any individual school district or college partner.

5. The consortium's biennial application includes initiatives to support the mission and vision for CTE in Minnesota as established by the Minnesota State Perkins Plan and the plan to meet the state-determined levels of performance required under the law by the U.S. Department of Education, Office of Career, Technical, and Adult Education.
6. The consortium application receives approval and signature support from each member school district superintendent and each member college president to show agreement with the content and to indicate understanding of requirements
 - d. Effect on existing articulated and dual-credit agreements between secondary and postsecondary member Institutions.
 - e. Changes in consortium's state-recognized programs of study.
 - 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, 2020 would be effective July 1, 2021).

Procedure for Changing Consortium Membership

It is the intent of the Minnesota 4-Year State Plan that the Perkins consortium structure will provide consistent and effective CTE 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. Minnesota CTE state leaders at Minnesota State and MDE 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 1 (the required date of the APR submission) of the year prior to any actual change 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 change and the acknowledgement by all members from both consortia must include evidence of consideration of the following potential impacts 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 state-determined performance levels.
 - c. Availability of CTE programming for all students in the consortium.

Roles and Responsibilities of Perkins Consortium Coordinators

The roles and responsibilities of Perkins consortium coordinators are to:

1. Collaboratively facilitate development of the biennial local unified secondary/postsecondary Perkins consortium application and budget—including budget updates and plan changes in intervening years. Submit the application through the Minnesota State grant management system online by May 1st of each year. The local application must include the consortium's initiatives to meet state-determined levels of performance required under the law by the U.S. Department of Education; Office of Career, Technical, and Adult Education (OCTAE).
2. Facilitate completion of a comprehensive local needs assessment (CLNA) not less than every two years and prior to submission of the local consortium application for Perkins V funding. The CLNA can be limited to the consortium or can be regional in scope. The *Comprehensive Local Needs Assessment Guide and CLNA Framework* can be found here: <https://www.minnstate.edu/system/cte/perkins-local-application/index.html>
3. Manage consortium activities and budget to meet the unified goals of the consortium and requirements of the Perkins Law.
4. Submit an APR online using the Minnesota State grant management system by October 1st each year.
5. Provide, or arrange with state CTE leadership to provide, technical assistance and professional development to assist consortium partners with achieving consortium goals and meeting state-determined performance measures.
6. Coordinate development and implementation of state-recognized programs of study among high schools and the Minnesota State college partner in the consortium.
 - a. Each local Perkins consortium is required to have in place six state-recognized programs of study.
 - b. Each program of study must meet the seven minimum requirements specified in the *State-recognized Programs of Study User Guide*. This guide can be found here: https://www.minnstate.edu/system/cte/consortium_resources/index.html
7. Participate in the CTE fall conference (CTE Works! Summit) and the annual one-day Perkins consortium coordinators' meeting led by state CTE leadership.

Procedure for Appointing Consortium Coordinators & Fiscal Agents

Each Perkins consortium in Minnesota includes at least one eligible secondary member school district and at least one eligible postsecondary member college. Accordingly, consortia appoint both secondary and postsecondary coordinators and fiscal agents responsible for local Perkins administration.

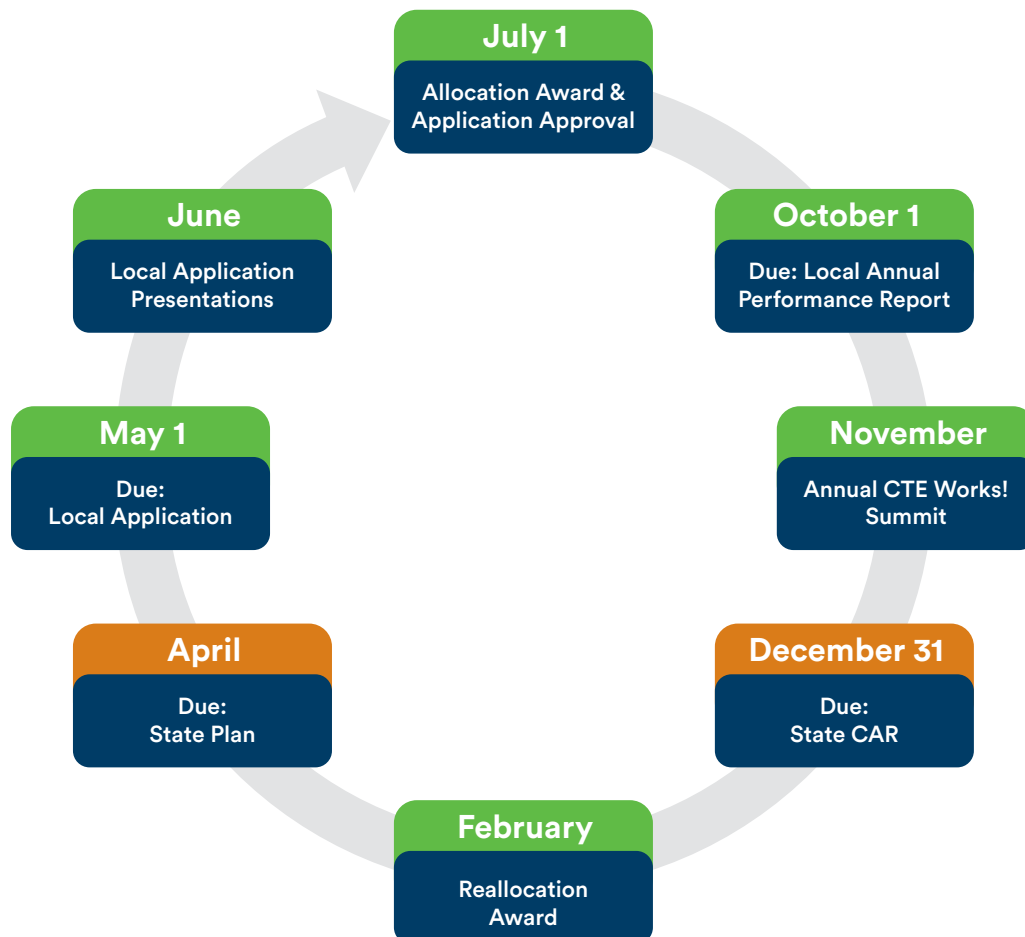
Member college presidents or district superintendents must notify, in writing, the state director of career and technical education at the Minnesota State System Office to appoint individuals to these roles. An email from the college president or district superintendents will suffice.

When coordinators and fiscal agents leave their positions, new individuals must be appointed in the same manner. If your consortium is submitting a Perkins application and it is known that coordinators or fiscal agents will change in the next year, include that information in the application.

Perkins Annual Workflow

The annual workflow cycle pictured below identifies important dates and deadlines consortium leaders need to know to meet state requirements. The annual cycle also lists key events in which consortium leaders are highly encouraged to participate. For more information, see Appendix B.

Figure 1: Perkins Workflow Diagram



HIGH QUALITY CTE PROGRAMMING

State-recognized Programs of Study

In Minnesota, a CTE program of study follows the Perkins V federal law defining it as a coordinated, non-duplicative sequence of academic and technical content at the secondary and postsecondary level. It must also:

- Incorporate challenging state academic standards
- Include both academic and technical knowledge and skills that are aligned with state-approved frameworks, including employability skills
- Be aligned with local and regional needs
- Progress in specificity (beginning with all aspects of an industry or career cluster) and lead to more occupation-specific instruction
- Have multiple entry and exit points that incorporate credentialing
- Culminate in the attainment of a recognized postsecondary credential

Minnesota leadership has supported and promoted the updating of program of study criteria to broaden the impact of CTE programs. This includes the development of a new *State-Recognized Programs of Study User Guide* which contains a complete set of tools to support consortia in developing state-recognized programs of study. An online version can be accessed at https://www.minnstate.edu/system/cte/consortium_resources/documents/Minnesota-State-Recognized-Programs-of-Study-Oct-2019.pdf.

In addition to providing rubrics to enhance program quality, the purpose of the user guide is to:

- Define minimum criteria, self-evaluation, and continuous improvement rubrics that align with national and state education efforts encouraging systemic reform in academics/liberal arts and sciences and CTE
- Provide leaders with steps to follow to enhance and strengthen CTE programs at the secondary and postsecondary levels within a Perkins consortium, and
- Support 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

Perkins V calls for states to offer CTE programs of study. All state-recognized programs of study are high quality and meet rigorous standards. Each program of study must meet the seven minimum requirements described in the framework below to be recognized by the state as a program of study.

1. Course standards must accurately align to the academic, technical, and employability skills learners must master for entry and success in a given career pathway. (Content standards, frameworks, and competencies that define what students are expected to know and be able to do to enter and advance in college and/or careers comprise the foundation of a program of study.)

2. Programs of study incorporate active involvement from an integrated network of partners. (Ongoing relationships among education, business, and diverse community stakeholders bolster program of study design, implementation, evaluation, and maintenance.)
3. Secondary programs meet MDE program-approval requirements and incorporate courses that lead to postsecondary credits/credentials. Secondary programs have appropriately licensed teachers and advisory committees, develop and ensure access to equitable student leadership opportunities, and provide career exploration activities leading to postsecondary credits/credentials.
4. Postsecondary academic programs meet Minnesota State board policy and Higher Learning Commission requirements. (A cohesive arrangement of college-level credit courses and experiences, designed to accomplish predetermined objectives, lead to the award of a degree, diploma, or certificate.)
5. Materials, equipment and resources: facilities, equipment, technology and materials used in the program of study reflect current workplace, industry and/or occupational standards and practices for installation, use, maintenance, and safety.
6. Program of study incorporates authentic work experiences at the secondary and/or postsecondary level that are valued by industry. (Program of study engages students in authentic work-based learning experiences that demonstrate progressive occupational learning aligned to industry workforce needs.)
7. Program of study development, improvement and advocacy are supported by findings from a comprehensive local needs assessment. (Systems and strategies for gathering, analyzing, and disseminating needs-assessment data are effective for guiding the improvement of programs of study, and available in plain language to enhance use by stakeholders for program of study advocacy.)

As a partner of the Minnesota Workforce Investment and Opportunity Act (WIOA) plan, Perkins leadership has used the Jobs for the Future's 2015 crosswalk to align the career pathway framework with our state-recognized programs of study. (See Table 2.)

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 programs.

Postsecondary Approval and Review

To be eligible for Perkins funding, postsecondary programs must be approved by the Minnesota State Academic Programs

Table 2: How the six elements of Career Pathways relate to the seven criteria of Programs of Study (POS) *

Career Pathways Six Elements	POS seven criteria	Common Features
1. Build Cross-Agency Partnerships	# 2 # 7	<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	# 1 # 2 # 7	<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	# 1 # 2 # 3 # 4	<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 • 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	# 3 # 4	<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	# 5 # 7	<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	# 2 # 5 # 7	<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

**Six elements of Jobs for the Future 2015's Career Pathways cross walked to the seven minimum criteria of State-Approved Programs of Study (POS)*

unit and appear in the official program inventory. CTE programs must also be assigned a designated CTE-approved Classification of Instructional Program (CIP) code.

More information on postsecondary CTE program approval is available on the Minnesota State Academic Programs webpage at <https://minnstate.edu/system/asa/academicaffairs/programs/index.html>.

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, this 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 MDE Program Approval and Review

Program approvals are submitted to MDE 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 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 ongoing basis so that the

most current information is maintained. A current list of all approved programs and courses (Career and Technical Education Program Approvals Database) as well as a copy of the program approval form can be found on MDE's program approval webpage at <https://education.mn.gov/MDE/dse/cte/progApp/>.

The secondary five-year cycle schedule for program review (Table 3 below) provides a list of each secondary Perkins consortium and the year in which their districts will need to submit program approval forms to MDE.

Secondary Connections to Funding Sources

Programs approved for school districts that are part of a Perkins consortium become eligible to request federal Perkins funds from their consortium. Districts with approved programs also have the ability to access the state CTE levy (Minn. Stat. §124D.4531). This non-discretionary levy provides funding resources to cover program costs for staff, professional development, travel, and instructional 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 found at <https://education.mn.gov/MDE/dse/cte/progApp/index.htm>. 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 Perkins database. P-file data are summed across a student's entire high school experience in order to determine concentrator status (see Accountability, Reporting and CTE Data for specific details on page 20). The funding formula for each consortium consists of number of concentrators, census data, area square mileage, and the number of households in poverty. It is critical that P-file data for these approved programs is submitted accurately on an annual basis to MDE.

Table 3: Secondary Five-Year Cycle Schedule for Program Review

Consortium	Program Approval due
METRO AREA	
Hennepin West	2021-2022
Minneapolis	2021-2022
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	2023-2024
Mid-Minnesota	2023-2024
NE Metro	2023-2024
Oak Land	2023-2024
Pine Technical	2023-2024
St. Paul	2023-2024
SOUTHWEST	
Dakota County	2024-2025
Minnesota West	2024-2025
South Central	2024-2025
South Metro	2024-2025
SOUTHEAST	
Riverland	2020-2021
Rochester/ZED	2020-2021
Southeast	2020-2021

THE LOCAL APPLICATION

Local Application Process

To receive funds under Perkins V, a consortium must develop and submit a combined secondary/postsecondary application every other year (May 2020, May 2022, etc.). Updated budgets are required annually. The application must address secondary and postsecondary CTE programming. This is described in Section 134 of the Perkins V Act.

The local application, due May 1, must be signed by each participating college president and each participating school district superintendent (See Statement of Assurances & Certifications, Appendix A). The plan must also include strategies to meet the state-determined performance levels required under the law. If, in the previous reporting year, the consortium failed to meet state-determined performance levels on one or more core indicators, the local application must also include appropriate improvement plan(s).

The approved local application—with statement of assurances signatures—serves as the consortium’s formal application for receiving Perkins funding.

Submission of the Local Application

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

Training and technical assistance webinars and instructional videos are available on the Minnesota State CTE website to help consortia learn about the online submission of local Perkins applications and to update consortia about any changes made to the local application.

Application Components

NEW!

The Perkins local consortium application consists of the following:

- **Consortium Member List:** This includes names of all high schools and the college(s) in the consortium.
- **Narrative Questions:** Consortia will respond to a number of questions in narrative format.
- **Comprehensive Local Needs Assessment Framework:** The *CLNA Framework* is uploaded to the application as a pdf or Word document. The *CLNA Framework* is a standard reporting tool provided for consortia to report findings of their comprehensive local needs assessment.
- **Workforce Center Collaboration:** Consortia will indicate the amount of secondary and postsecondary Perkins funds or in-kind contributions that will be used in collaboration

with Workforce Centers.

- **Perkins-funded positions:** This is a list of all secondary or postsecondary personnel whose salaries are funded all or in part with Perkins funds.
- **State-recognized Programs of Study:** Consortia provide details on their programs of study and conduct a self-assessment on whether or not programs of study meet state-recognized criteria.
- **Improvement Plans:** Consortia will provide written improvement plans for any performance indicators where the consortium did not meet at least 90% of the state-determined performance level.
- **Budget:** Consortia provide their planning budgets for the next year. The budget total must match the total allocation amount provided to the consortium by state staff. Consortia can budget up to 5% of their allocation for administrative expenses. This must be reflected separately under basic funds and reserve funds.
- **Additional Documentation:** Consortia can upload additional optional supporting documents such as pdf files. The three required uploads are the signed statement of assurances & certifications, the secondary supplemental budget spreadsheet, and consortium consolidated equipment inventory.

Narrative Questions

The body of the local application is structured around narrative questions that address the specific requirements identified in section 134(b) of the Perkins V Act. A summary of these requirements is included here. Each consortium application will include/describe:

- Results of the comprehensive local needs assessment
- CTE course offerings and activities provided with Perkins V funding
- How the consortium will:
 - Provide career exploration, development, and guidance
 - Improve academic and technical skills of CTE students
 - Prepare special populations for high-skill, high-wage, or in-demand occupations, provide equal access, ensure they are not discriminated against, and prepare students for nontraditional fields
- Work-based learning opportunities available to students and how they will be developed or expanded
- Postsecondary credit opportunities for high-school students
- Recruitment, preparation, retention, and training of CTE professionals
- Gaps or discrepancies in performance

Additional narrative questions will address the consortium’s governance structure and how reserve funding will be used to foster innovation and/or improve programs of study. The state may include additional requirements as necessary.

Comprehensive Local Needs Assessment (CLNA)

New to Perkins V is the requirement for a comprehensive local needs assessment to be completed prior to application submission every two years. Results of the CLNA must be incorporated into the local consortium application and will drive consortium spending decisions. Please note that the first question required in the local application asks for a summary of the CLNA and how that work informed the selection of activities funded through Perkins V.

The comprehensive local needs assessment must include the following: (Sec.134(c)(2))

- An evaluation of student performance with respect to state-determined and local levels of performance, including an evaluation of performance for special populations and subgroups
- A description of how CTE programs offered are of sufficient size, scope, and quality—and aligned to in-demand industry sectors
- An evaluation of progress toward the implementation of CTE programs and programs of study
- A description of how local recipients will improve recruitment, retention and training of CTE teachers, faculty and specialized instruction support personnel
- A description of progress toward implementation of equal access to high-quality CTE courses and programs of study

The *CLNA Framework* is a standardized reporting tool for consortia to report their needs assessment results. Consortia will submit the completed *CLNA Framework* along with the local consortium application. It will be uploaded as a separate document in the Minnesota State grant management system.

The *CLNA Guide* is available to consortium leaders to provide guidance on the process of conducting a needs assessment. The *CLNA Framework* and the *CLNA Guide* can be downloaded from the Minnesota State website, <https://minnstate.edu/system/cte/perkins-local-application/index.html>. (Click the "Comprehensive Local Needs Assessment" dropdown.)

Perkins-Funded Positions

Consortia will provide the names and duty titles of all employees whose salaries are partially or fully funded with Perkins funds. In addition, the percentage of an employee's worktime spent on Perkins-related tasks will be reported here along with the amount budgeted for their salaries.

Position descriptions for Perkins-funded personnel must be uploaded to the Perkins application as attached documents. Position descriptions should reflect duties related to Perkins grant implementation. Since Perkins funding is intended to provide for innovation in CTE, long-term funding of positions is not supported. If an individual's duties change and are reflected in their revised position descriptions, continued funding of the position with Perkins grant funds may be justified. Consult with state staff to discuss specific circumstances. Under no circumstances can grant funds supplant state or local funding.

Programs of Study

Each consortium must submit six state-recognized programs of study in the application. These programs of study must represent at least four of the six career fields listed on the Minnesota Career Fields, Clusters & Pathways Framework "Wheel" (https://minnstate.edu/system/cte/consortium_resources/index.html).

Each consortium is also encouraged to have at least one state-recognized program of study in each career field to provide broad opportunity and experience for students. This may require collaboration or brokering of services with other educational institutions. No more than one of the six required state-recognized programs of study will be brokered with institutions outside the consortium. State-recognized programs of study should be developed in high-skill, high-wage, or in-demand occupations reflecting regional needs and in concert with WIOA regional plans.

The Minnesota State grant management software allows for submission of seven programs of study, although only six are required per consortium. For each program of study, the following information is required in the application:

- Program of study career field, cluster, and pathway as identified in the Minnesota Career Fields, Clusters & Pathways Framework "Wheel"
- All associated high schools and applicable MDE approved program codes
- The postsecondary institution, postsecondary CTE program, and postsecondary academic award (certificate, diploma, AAS or AS degree)
- Experiential learning opportunities at the secondary and/or postsecondary levels

In addition to these required components, consortia are asked to provide information on any technical skills assessments (TSAs), licensure, certification, or industry-recognized credentials offered as part of the program of study. Consortia must also evaluate each program of study against the criteria provided in the *State-recognized Program of Study User Guide* (https://minnstate.edu/system/cte/consortium_resources/index.html).

These criteria are also included in the "High-Quality CTE Programming" section on page 14 of this Handbook. Consortia have until submission of the next two-year Perkins application (spring 2022) to ensure their six submitted programs of study meet Minnesota's criteria for state-recognized programs of study.

Improvement Plans

If a consortium's actual performance falls below 90 percent of the state-determined performance levels for any core indicator of performance, the consortium must write an improvement plan for that indicator. Refer to the criteria listed in Table 4 below when completing the improvement plan(s) within the Minnesota State grant management system.

NEW!

NEW!

Table 4: Components of the Improvement Plan

- 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

Budget

Although applications are required to be submitted every other year (biennially), budgets must be submitted annually. The budget submitted with the local consortium application must include both secondary and postsecondary expenditures. Keep in mind that this is a planning budget and must reflect your best estimate of how awarded Perkins funding will be expensed during the year. Be as specific in the budget as you can, given the understanding that specific details may not be available when the budget is due for submission. You may not know, for example, which specific equipment items your consortium will purchase for the year, but you should at least have an idea of the total amount you plan to budget for equipment.

Budgeting decisions should be driven by the comprehensive local needs assessment. When your consortium's application is reviewed, the budget is likely to generate a number of questions for further clarification. Be sure to enter, as specifically as possible, a description for each budget line item. You should always be able to justify your budget line items by tying them back to the comprehensive local needs assessment. Consortia also should determine which of the uses of funds from Section 135 of Perkins V supports those expenditures. Along with the budget submitted in the Minnesota state grants management system, your consortium will also be required to submit a secondary supplemental budget.

Required Additional Documentation

Secondary Supplemental Budget Spreadsheet

Each consortium will complete the required secondary supplemental budget form. This form, developed by MDE (Excel spreadsheet), connects budget information to Uniform Financial Accounting and Reporting Standards (UFARS) object codes. Secondary consortium leaders will upload the completed secondary supplemental budget spreadsheet as a required attachment to the consortium application for Perkins funds in the Minnesota State grant management system.

Statement of Assurances & Certifications

The statement of assurances & certifications form must be signed by all members of the consortium, that is, 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. Consortia must also mail the hardcopy statement of assurances and certifications, with original signatures, to the Minnesota State System Office. An example of the form can be found in Appendix A, "Statement of Assurances and Certifications."

Consortium Consolidated Equipment Inventory

Each consortium is required to submit a single, consolidated equipment inventory with the local application. This inventory will include both secondary and postsecondary equipment assets purchased with Perkins funds in past years. It will be uploaded to the local application as a separate document. Because a single, consolidated inventory is required, consortia should determine one individual who will be responsible for creating and updating this document to keep it current. This will require coordination between secondary and postsecondary consortium leaders. Although the state does not provide a specific format for this inventory, federal law requires specific property management standards for equipment acquired with federal funds. Refer to the information in Capital Assets (Equipment) for additional information (page 34).

Local Application Approval Process

Once consortium applications are completed and submitted through the Minnesota State grant management system, a full staff review of all applications is conducted by MDE and Minnesota State staff. The purpose for this review is to ensure the grant application meets all requirements under the Perkins V legislation. Application review meetings are scheduled with each consortium to allow state staff to discuss the application with consortium leaders and to ask clarifying questions. These meetings can be conducted via a remote communication platform or consortium leaders may prefer to meet face-to-face with state staff at the System Office. During this 60- to 90-minute meeting, state reviewers may ask for additional information or suggest revisions to the application. Once all questions about the local application are answered satisfactorily and any additional information is provided by the consortium, the application is approved by state staff and the consortium is officially notified.

Implementation of the Plan

The approved local application serves as the formal document detailing goals, outcomes, and approved expenditures. The Perkins V application describes activities aligned with the CLNA, state-determined performance levels, and federal legislation. Once the local application is approved by state staff, efforts to implement it are focused on supporting and improving CTE curriculum, instruction and assessment, the implementation of Programs of Study, and supporting CTE teachers and faculty.

Approved consortium Perkins applications become a matter of public record and are published on the Minnesota State CTE website (<https://minnstate.edu/system/cte/perkins-consortia.html>).

Local Application Budget Changes within the Fiscal Year

Postsecondary Budget Changes

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

To request a change, the consortium must:

- Identify the original purpose for which the funds were identified and the amount
- Identify the proposed change(s) in expenditures and the amounts
- Provide the rationale for the requested change, including how the change is supported by CLNA results
- Send the request to the state director for approval
- Provide any follow-up clarification as requested
- Receive written action on the change request

All this communication can occur through email. All budget changes will be recorded as part of the college's Perkins V file. See the postsecondary Perkins change request format in Appendix D, "Budget Change Requests."

Secondary Budget Changes

During the fiscal year, local application budget changes of 10 percent or more, within a UFARS line item, must be pre-approved before the expenditure(s) can be made. To request a change, a consortium must:

- Identify the original purpose for which the funds were allocated and the amount

- Identify the proposed change(s) in expenditures and the amounts
- Provide the rationale for the requested change, including how the change is supported by CLNA results
- Send the request to the MDE supervisor for career development and CTE for approval
- Provide clarification and follow-up as requested
- Receive written action on the change request

All budget changes will be recorded as part of the secondary Perkins V file. See the secondary Perkins change request format in Appendix D.

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 consortium application. State staff will provide additional guidance to consortium leaders on APR requirements for the year, as well as how to successfully submit the report. Note that the format and questions for the APR are likely to change from year to year. Input from consortia on APRs is used by state staff to complete the state Consolidated Annual Report (CAR) required by the federal government every December.

ACCOUNTABILITY, REPORTING AND CTE DATA

Perkins and Core Performance Indicator Definitions

NEW!

Perkins V 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 and concentrators) would be defined. Below are the operational secondary and postsecondary definitions for CTE students and the core indicators that will be used to report data for accountability purposes.

Secondary CTE Definitions

Participant: Any 9th-12th grade student who successfully completes one or more courses which are part of a state-approved secondary CTE program.

Concentrator: Any 9th-12th-grade student who successfully completes 150+ course hours (or more), which are part of a state-approved secondary CTE program, within one career field.

Secondary Core Accountability Indicator Definitions

1S1: FOUR-YEAR COHORT GRADUATION RATES

Statute Definition: The percentage of CTE concentrators who graduate high school, as measured by the four-year adjusted cohort graduation rate defined in section 8101 of the Elementary and Secondary Education Act of 1965 (ESEA).

Operational Definition

Numerator: Number of CTE concentrators who, in the reporting year were included as graduated in the state's computation of its four-year cohort graduation rate.

Denominator: Number of CTE concentrators who, in the reporting year, were included in the state's four-year computation of its four-year cohort graduation rate. Includes: 1) graduates, 2) dropouts, 3) continuing, and 4) unknown.

2S1: ACADEMIC PROFICIENCY: READING/LANGUAGE ARTS

Statute Definition: CTE concentrator proficiency in the challenging state academic standards adopted by the state under section 1111(b)(1) of ESEA, as measured by the academic assessments in reading/language arts as described in section 1111(b)(2) of such Act.

Operational Definition

Numerator: Number of 10th grade CTE concentrators who met or exceeded the proficiency level on the statewide high school reading assessments, either the Minnesota Comprehensive Assessment (MCA) or Minnesota Test of Academic Skills (MTAS).

Denominator: Number of students who were CTE concentrators by the end of their 10th-grade year who took the MCA or MTAS and whose high school reading assessment scores were included in the state's ESSA computation.

2S2: ACADEMIC PROFICIENCY: MATHEMATICS

Statute Definition: CTE concentrator proficiency in the challenging state academic standards adopted by the state under section 1111(b)(1) of ESEA as measured by the academic assessments in mathematics as described in section 1111(b)(2) of such Act.

Operational Definition

Numerator: Number of 11th grade CTE concentrators who met or exceeded the proficiency level on the statewide high school mathematics assessments, either the MCA or MTAS.

Denominator: Number of students who were CTE concentrators by the end of their 11th grade year, who took the MCA or MTAS and whose high school mathematics assessment scores were included in the state's ESSA computation.

3S1: POST-PROGRAM PLACEMENT

Statute Definition: The percentage of CTE concentrators who, in the second quarter after exiting from secondary education, are in postsecondary education or advanced training, military service or a service program that receives assistance under title I of the National and Community Service Act of 1990 (42 U.S.C. 12511 et seq.), are volunteers as described in section 5(a) of the Peace Corps Act (22 U.S.C. 2504(a)), or are employed.

Operational Definition

Numerator: Number of CTE concentrators who, in the second quarter after graduating high school, are in postsecondary education or advanced training, military service or a service program that receives assistance under title I of the National and Community Service Act of 1990 (42 U.S.C. 12511 et seq.), are volunteers as described in section 5(a) of the Peace Corps Act (22 U.S.C. 2504(a)), or are employed.

Denominator: Number of CTE concentrators who graduated high school.

4S1: NONTRADITIONAL PROGRAM CONCENTRATION

Statute Definition: The percentage of CTE concentrators in career and technical education programs and programs of study that lead to non-traditional fields.

Operational Definition

Numerator: Number of CTE concentrators from underrepresented gender groups who completed a program that leads to employment in nontraditional fields during the reporting year.

Denominator: Number of CTE concentrators who completed a program that leads to employment in nontraditional fields during the reporting year.

5S3: PROGRAM QUALITY: WORK-BASED LEARNING

Statute Definition: The percentage of CTE concentrators graduating from high school having participated in work-based learning.

Operational Definition

Numerator: Number of CTE concentrators who successfully completed one or more work-based learning courses prior to graduation.

Denominator: Number of CTE concentrators who graduated high school.

Postsecondary CTE Definitions

Participant: A student enrolled in a Minnesota State two-year college who belongs to a particular CTE entering cohort and who:

- Earned more than zero college-level credits (cumulative) AND, within the cohort timeframe, was enrolled in a CTE program/award level or,
- Earned more than zero college level credits in CTE course(s)

Concentrator: A student enrolled in a Minnesota State two-year college who belongs to a particular CTE entering cohort and who:

- Is enrolled in a long-term (12 or more credits) CTE program/award level AND earned 12 or more college level credits (cumulative), or
- Completed a CTE award in a short-term (less than 12 credit) CTE program within the cohort timeframe

(Students enrolled in a short-term program who have not yet received that award are counted as participants. In addition, students who meet concentrator criteria but then receive only a non-CTE award within the cohort timeframe are counted as participants.)

Postsecondary Core Accountability Indicator Definitions

1P1: POSTSECONDARY RETENTION AND PLACEMENT

Statute Definition: The percentage of CTE concentrators who, during the second quarter after program completion, remain enrolled in postsecondary education, are in advanced training, military service, or a service program that receives assistance under title I of the National And Community Service Act of 1990 (42 U.S.C. 12511 et seq.), are volunteers as described in section 5(a) of the Peace Corps Act (22 U.S.C. 2504(a)), or are placed or retained in employment.

Operational Definition

Numerator: Number of CTE concentrators in the cohort who, during the second quarter following program completion, are one or more of the following: enrolled in postsecondary education; in advanced training; in military service; in national or community service or the Peace Corps; or employed.

Denominator: Number of CTE concentrators who complete a CTE program/award (i.e., certificate, diploma, AAS or AS) within the cohort timeframe.

2P1: EARNED RECOGNIZED POSTSECONDARY CREDENTIAL

Statute Definition: The percentage of CTE concentrators who receive a recognized postsecondary credential during participation in or within 1 Year of program completion.

Operational Definition

Numerator: Number of CTE concentrators who complete a CTE program/award (i.e., receive a CTE certificate, diploma, AAS or AS) within cohort timeframe.

Denominator: Number of CTE concentrators in the cohort.

3P1: NONTRADITIONAL PROGRAM ENROLLMENT

Statute Definition: The percentage of CTE concentrators in career and technical education programs and programs of study that lead to non-traditional fields.

Operational Definition

Numerator: Number of CTE concentrators in the cohort who are enrolled in a CTE program classified as nontraditional for their gender.

Denominator: Number of CTE concentrators in the cohort enrolled in a CTE program classified as nontraditional.

While CTE “completers” are not defined in the Perkins V legislation, core indicators 1P1 and 2P1 both include that population of students. Minnesota defines CTE completers as students enrolled in a Minnesota State two-year college who belong to a particular CTE entering cohort and who receive a CTE award in a long- or short-term Perkins-eligible program within the cohort timeframe. In addition, Minnesota defines a CTE award as an AAS, AS, certificate or diploma.

State-Determined and Local Levels of Performance

State-Determined Levels of Performance

Perkins V legislation requires eligible agencies (i.e., the state) to establish state-determined levels of performance for all four grant years and include them in the state plan submitted to the OCTAE in the spring of 2020.

State performance levels were determined using a process that involved eligible recipient and stakeholder input. They are required to show continuous improvement in the performance of CTE concentrators and were subject to a 60-day public comment process prior to being submitted in the state plan.

There is no negotiation process regarding levels of performance between the state and OCTAE. The state-determined

performance levels, along with the methodology and process used to set them, were submitted in the state plan and were accepted by OCTAE. The state may revise indicator performance levels, but depending on the circumstances (unanticipated circumstances or other reasons), the requirements for the process and criteria that must be followed in making those adjustments are different.

The state method for establishing state and local performance levels involves using a factor of the standard deviation of historical data for each performance indicator to establish what would be “meaningful progress” on that indicator by the fourth year of the grant.

The state will be evaluated on core indicator performance against the appropriate state-determined performance level for each indicator every December.

Local Levels of Performance

Similar to the state-determined levels of performance, local levels of performance were established for all four grant years.

Local consortium annual levels of performance were determined by looking at the opportunity for improvement at the state level and seeing what portion of that improvement is held by each consortium. The amount of improvement is apportioned to consortia, using the same rate of annual growth that was used to establish the state annual levels of performance for that indicator.

Unlike under Perkins IV requirements, there will be no annual negotiation process to determine local consortium performance indicator levels. Instead, consortia may submit requested changes to their levels of performance in their APR. However, if the consortium or the state is on an improvement plan for an indicator, performance levels for that indicator cannot be adjusted. Consortia are not required to suggest a specific change to the numerical value, but rather they must provide sufficient rationale to justify deviation from the standard methodology. Consortia may request changes to performance levels for any indicator for any grant year(s). Once received, state staff will consider the rationale provided in the APR and determine whether or how much to adjust the consortium performance level and the state level if needed. If the revised consortium level of performance impacts the overall state level of performance for an indicator, the adjusted state performance level is required to undergo 60 days of public comment. Please see the “Adjusting Consortium Levels of Performance” document on the CTE Consortium Resources site for additional details: https://minnstate.edu/system/cte/consortium_resources/documents/Guide-to-Adjusting-Performance-Levels-20191114%20FINAL.pdf

Consortia will be evaluated on their core indicator performance for the previous reporting year in the spring of each year, shortly following the submission of the state CAR. For example, consortia would be evaluated on reporting year 2020 in early spring 2021.

NEW!

State Consolidated Annual Report

Each December, Perkins V requires the state to submit the CAR to OCTAE. The CAR includes the state's progress on meeting state-determined performance levels from the most recently completed reporting year. Data regarding performance for each core indicator, and for each of the subgroups of students, special populations, and CTE clusters must be reported for each indicator.

CTE participant and concentrator counts disaggregated by subgroups of students and special populations by CTE Cluster must also be reported. The disaggregation of the data is not required if the number of students would be considered private data or potentially reveal personally identifiable data about a student.

If the state does not meet at least 90 percent of the state-determined performance level for any of the core indicators of performance for all CTE concentrators, the state will be required to implement an improvement plan during the subsequent year. The improvement plan must include an analysis of the gaps in performance among the special population and other disaggregated groups.

Whether or not the state meets their state-determined performance level on a core indicator, the state is also required to identify and quantify gaps in performance on the core indicators between any subgroups or special populations of students and CTE concentrators overall, including "a quantifiable description of the progress each such subgroup or special population of students" has made in meeting determined performance levels.

Perkins V also requires the state to publish actual levels of performance, including performance of special population and other disaggregated groups, publicly, in a variety of formats, including online.

Local Performance Improvement Plan

The Perkins V legislation specifies that local recipients are also expected to meet at least 90 percent of their determined local levels of performance on the core performance indicators. If a local recipient falls below 90 percent of the determined local performance level, they will need to develop an improvement plan and implement it during the following year.

Similar to the requirement for states, a local improvement plan must include an analysis of the gaps in performance among the special population and other disaggregated groups.

Regardless of whether the eligible recipient meets 90 percent of the performance level for a core indicator, Perkins V requires disaggregate data to be reviewed annually for each indicator to identify and evaluate where there are disparities in performance between the subgroups or special populations of students and all CTE concentrators being included in the accountability measure. A Power BI report is scheduled for development by Minnesota IT personnel that will provide this data to consortia.

NEW!

CTE Accountability and Reporting Data—Secondary

In Minnesota, there are approximately 343 secondary districts of various types, including charter schools, that implement state-approved CTE programs. State-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, therefore
- are 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. The person(s) reporting the P-file data are identified annually through the EDIAM system by a district's superintendent. 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 asked to align their district's P-File data with the programs and courses listed in the program approval database posted to MDE's program approval webpage.

After the P-File has been accepted into the system, it is important to review the Carl Perkins P-File Submission Status Report. This report is available through the Carl Perkins web application system (where the data are uploaded), or on MDE's secure reports webpage. This report offers a current-year summary of the data uploaded to MDE as well as a prior year comparison. 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 MDE's data report webpage. The Help document will assist with verifying the data within the P-file Submission Status Report.

MDE staff provide technical assistance. Staff at MDE collaborate with authorized users as well as administrators on an ongoing basis in order to provide resources and critical updates. Technical assistance is delivered through a variety of formats such as webinars, consortium-specific group trainings by request, conference 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 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 the 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 data reporting website.

The primary function of this automated process is to verify that:

1. Each student identification (SSID) number listed within the P-File also exists within the Minnesota Automated Reporting Student System (MARSS) database.
2. Each school building listed in the P-File matches the district number it is reported under according to the information in Minnesota Department of Education-Organization Reference Glossary (MDE-ORG).
<https://education.mn.gov/MDE/about/SchOrg/>
3. The program and course code combinations listed within the P-File align with the program and course code combinations listed in Table C (the Table C document lists 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 asked to review the P-File Submission Status Report on MDE's secure reports website. Again, this summary report of the P-File data elements assists districts in identifying any reporting errors and verifying the accuracy of their data.

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. Consortium leaders, however, have access to this report for the specific districts within their consortium as well.

Keep in mind that districts are able to submit updated P-Files 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 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 until age 21 and prior to graduation.

NEW!

Finally, data from the Perkins database are linked with the following sources:

1. MARSS: This system contains student demographic information and high school completion codes.
2. Migrant Flag: This system is used to identify students who are documented migrant students. This information is used to link demographic data to assessment data and to report data to the U.S. Department of Education through the state's CAR. It is not part of MARSS. It is stored in its own database.
3. MCA/MTAS: These achievement test results are necessary for reporting academic achievement (1S1 and 1S2).
4. SLEDs (Statewide Longitudinal Education Data System): This system contains 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 3S1 Post-Program Placement.

Secondary Accountability: Reporting and Accessing Data

NEW!

All reports are created at the state, consortium, district, and individual school level. In order to access the Carl Perkins report on MDE's secure reports webpage, superintendents are required to annually give permission to their staff through the Education Identity & Access Management (EDIAM) system. Consortium leaders who do not already have access should email the secondary data specialist to be given access. A number of data reports are currently available with more being added all the time. Secondary data reports fall into two broad categories:

1. Accountability

- **Performance Indicators:** These reports align with the operational definitions listed at the beginning of this section (1S1, 2S1, 2S2, 3S1, 4S1, 5S3) and are organized according to the federal reporting structure. These are the reports to use when determining whether local levels of performance have been met and where gaps in performance might exist.
- **Enrollment:** These reports display the number of CTE participants and concentrators, by career cluster. These reports are organized according to the federal reporting structure.

2. Continuous Improvement

There are a series of data reports within this category which were developed for all audiences vested in assisting CTE students toward realizing their potential, as well as implementing strategies to the benefit of CTE programs and align with CLNA needs.

Secondary Perkins Accountability and CTE Data - Useful Links Accountability Webinars

<https://www.minnstate.edu/system/cte/professionaldevelopment/finance-and-accountability.html>

Perkins Secure Reports

<http://w20.education.state.mn.us/MDEAnalytics/DataSecure.jsp>

Performance Indicators and Data Collection

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

Program Approval Database and Table C

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

CTE Accountability and Reporting Data – Postsecondary

All thirty postsecondary institutions in Minnesota that receive funding under Perkins V 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. Instead, Perkins performance and enrollment data are processed using existing statewide systems as the primary data source and supplemented with additional statewide record systems/data as needed.

Postsecondary Data Structure – Entry Cohorts

Minnesota uses an entry cohort model to structure the Perkins V postsecondary accountability reporting. Students who enter an institution in a given fiscal year are tracked for three years. Their status and ultimate performance are measured at the end of the three-year cohort period.

For example, the FY 2020-2022 cohort (which would be reported on primarily in the December 2022 CAR) includes students entering in summer, fall or spring terms of FY 2020 who are then tracked through the end of FY 2022. (See Figure 2.)

Postsecondary Accountability and Reporting Data

The Perkins V data tables are currently available to directly query by institution and system staff who have submitted Operational Data Security Request forms requesting access to those tables and have SQL, Microsoft Access or other local querying capabilities. Basic summary reports that were developed to meet the initial reporting needs of consortia/institutions are available through Power BI, with additional

reporting being developed over the next year to meet other local and state requirements around reporting.

NEW!

Postsecondary Data Sources

Using the Integrated Statewide Record System (ISRS) and other statewide record systems as the sources of data for reporting, an automated system was created to extract the data and calculate the postsecondary accountability indicators. This allows all colleges to use the same standards and definitions for reporting. The proposed sources of data are listed below:

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 some 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): Since 1999, records from NSC have been loaded into the system's data warehouse each semester for all students enrolled in the system. 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 who have completed a Perkins program and are continuing their education at 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 are able to request Unemployment Insurance wage detail data. The DEED data contain quarterly wage and employment information of all individuals working in covered employment in the state. This information is used as the primary source for reporting on student employment following program completion, supplemented by graduate follow-up survey data from ISRS, as needed.

Figure 2: Example of how student cohorts would be tracked over a 3-year reporting period

FY 2020			FY 2021			FY 2022		
Enter Summer 2019	Fall 2019	Spring 2020	Summer 2020	Fall 2020	Spring 2021	Summer 2021	Fall 2021	Spring 2022
	Enter Fall 2019	Spring 2020	Summer 2020	Fall 2020	Spring 2021	Summer 2021	Fall 2021	Spring 2022
		Enter Spring 2020	Summer 2020	Fall 2020	Spring 2021	Summer 2021	Fall 2021	Spring 2022

Accessing Postsecondary Perkins Accountability and Reporting Data

Perkins V summary data reports are available through Power BI and are accessed through the System's Office365 site. An initial set of basic summary reports are currently available, with plans to expand on existing reports over the upcoming year.

NEW!

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 share private (disaggregated) data in an appropriate manner with authorized personnel only.

Student-identifiable data includes 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
- 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 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.

1. Private data should be stored behind a secure firewall with password-protected access to only approved personnel.
2. 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.
3. Data sharing, where required, should be parsimonious in that only relevant data fields are transmitted.

The consortia staff should have readily available 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)

<https://www2.ed.gov/policy/gen/guid/fpco/ferpa/index.html>

Minnesota Government Data Practices Act

<https://www.house.leg.state.mn.us/hrd/pubs/dataprac.pdf>

Minnesota State General Counsel Data Privacy Compliance

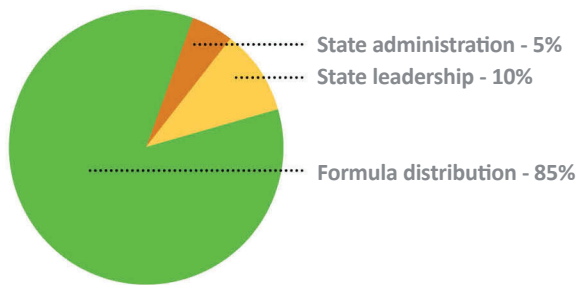
<https://minnstate.edu/system/ogc/dataprivacy/index.html>

DISTRIBUTION OF PERKINS FUNDING & FINANCIAL REQUIREMENTS

The purpose of this section is to offer transparency to the Perkins Federal Grant state allocation and the distribution of that allocation to the sub-recipients. As specified in the Act, Perkins V Title I funds allocated to the state are distributed among three categories:

1. **85 percent** – those provided to eligible recipients through formula-based distribution.
2. **10 percent** – those used for state leadership activities.
3. **5 percent** – those used for state-level administration of the grant.

Figure 3: Distribution of Title One Funds



Source: Strengthening Career and Technical Education for the 21st Century Act, Sec 112

In the Minnesota 4-Year State Plan, sub-recipients are the local consortia that serve CTE programs at the secondary and postsecondary levels. These sub-recipients 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 the chart in figure 3 above. All funds that are not used in the fiscal year awarded are recaptured and reallocated through the formula.

Formula Distribution

NEW!

Eighty-five percent of the Perkins state allocation flows to Minnesota consortia by formula distribution. This 85 percent is further subdivided into the basic allocation (85 percent of the 85 percent) and the reserve (15 percent of the 85 percent). Under Perkins V law, states determine whether or not reserve funds are awarded and at what level up to a maximum of 15 percent.

Consortium 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 (Sec 131)

The secondary formula is based on the most recent U.S. Census data for the population by school district of individuals aged 5-17 and also those aged 5-17 in households of poverty.

Thirty percent of the secondary allocation is based on the following:

- **District population** of individuals aged 5-17, compared to
- **State population** of individuals aged 5-17

Seventy percent of the secondary allocation is based on the following:

- **District population** of individuals aged 5-17 in poverty, compared to
- **State population** of individuals aged 5-17 in poverty

Results for each district are multiplied by the total secondary formula amount for Minnesota from the OCTAE allocation. The secondary consortium formula equals the sum of the amounts calculated for each district member in the consortium.

Postsecondary Formula (Sec 132)

The postsecondary formula is based on the most recent number of postsecondary Pell Grant recipients. It compares:

- The number of Pell Grant recipients in the college, enrolled in Perkins-eligible programs, to
- The number of Pell Grant recipients in the state, enrolled in Perkins-eligible programs

Results for each college are multiplied by the total postsecondary formula amount for Minnesota from the OCTAE allocation. The postsecondary consortium formula equals the sum of the amounts calculated for each college member of the consortium.

Consortium Reserve Allocation

Under Perkins V, Section 112, reserve funds may be awarded to consortia in:

- Rural areas
- Areas with high percentages of CTE concentrators or CTE participants
- Areas with high number of CTE concentrators or CTE participants
- Areas with disparities or gaps in performance

Up to 15 percent of funds allocated to a consortium can consist of reserve funds. Reserve funds are unique in that they must specifically be used to either foster innovation or promote the development, implementation, and adoption of programs of study or career pathways aligned with high-skill, high-wage, or in-demand occupations. Innovation can be defined for this purpose as something not used before by a consortium or a new approach taken within a consortium. Consortia must describe in the grant application how reserve funds will be used. In Minnesota, fifteen percent of a consortium's application will consist of reserve funds.

Federal and Minnesota Legislation

The distribution formulas are based on both the Perkins V Act and the Minnesota 4-Year State Plan. Here's a brief overview of where more information can be found:

Full text of the Perkins V Act:

https://cte.careertech.org/sites/default/files/PerkinsV_September2018.pdf

Minnesota Four-Year State Plan: <https://minnstate.edu/system/cte/Strengthening-CTE/docs/Minnesota-4-Year-State-Plan-Summission-Report-and-Supporting-Documentation-Final-3-2020.pdf>

State Leadership Funds

No more than 10 percent of the state's allocation can be set aside to carry out state leadership activities (Figure 3). Of this amount:

- not more than two percent shall be dedicated to serve individuals in state correctional facilities,
- not less than \$60,000, and not more than \$150,000, shall be used for services that prepare individuals for nontraditional training and employment, and
- not less than the lesser of 0.1 percent or \$50,000 shall be made available for the recruitment of special populations to enroll in CTE programs (Section 112(a)(2)).

Leadership funds are divided between secondary (42%) and postsecondary (58%) programs. Minnesota awards the majority of 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 continuous improvement grants to consortia.

Leadership funds are intended to improve career and technical education including support for:

- Preparation for non-traditional fields, programs for special populations and other activities that expose students to high-skill, high-wage, and in-demand occupations;
- Individuals in state institutions including correctional and juvenile justice facilities and educational facilities serving individuals with disabilities;
- Recruiting, preparing, or retaining CTE teachers, faculty and support personnel; and
- Technical assistance for eligible recipients.

Additional annual leadership projects are awarded through a competitive process with a sponsor/supervisor at the state level.

State Administration Funds

The Perkins V Act, Section 112(a)(3), 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 application
- Monitoring and evaluating program effectiveness
- Assuring compliance with all applicable federal laws
- Providing technical assistance
- Supporting and developing state data systems relevant to the provisions of the Perkins V Act

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

Perkins V Finance Cost Centers (Minnesota State)

Part 1: Federal Requirements

Federal requirements stipulate that each grant award activity deliver reports with the following attributes:

- Data consistency
- Report reproducibility
- Clear audit trail
- Ability to create consolidated annual reports

Part 2: Types of Categories

For each annual grant award, 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 for each new grant that should be used throughout the entire two-year grant period (Year two refers to reallocated dollars)
- A separate cost center must be set up for administration and a minimum of one other cost center must be established for the basic funds)
- Colleges must load the budgets per awarded amounts into 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 before any obligation of basic expenses
- Per the Perkins V Act, Minnesota State will recapture unused funds at the close of the 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 for each new grant that should be used throughout the entire two-year grant period (Year two refers to reallocated dollars)
- A separate cost center must be set up for administration and a minimum of one other cost center must be set up in the reserve funds GL

NEW!

- 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 before any obligation of reserve expenses
- Per the Perkins V Act, Minnesota State will recapture unused funds at the close of the 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 local consortia according to a formula set forth by Perkins V. Local consortia are notified of the reallocated award no later than the end of February)
- 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
- Per the Perkins V Act, unused reallocated funds cannot be reallocated to the consortium

Leadership – General Ledger (GL)

- **Intra-Agency Agreements:** The System Office and colleges sign agreements for specific leadership projects
- 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 send 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
- 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 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 (entity receiving grant funds from another college) records the actual grant expense and:

- Incurs permissible expenses and pays the expenditures from the applicable basic, reserve, reallocated basic, or reallocated reserve GL(s)
- Invoices the granting college for the incurred expenses. Invoice should be set up to distribute the receivable based on the expenditure's cost center
- Uses payments from the granting college to grant revenue (Object code 9401)

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

- 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 V 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. Any payments to be made after July 30 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.

SERVS Financial System at MDE

Secondary Perkins: Secondary programs are required to report expenditures using the Uniform Financial Accounting and Reporting System (UFARS) through the State Educational Record View and Submission (SERVS) financial system.

The 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. It can be accessed at <https://w1.education.state.mn.us/EGMS/>.

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 website. Once applications are approved, consortia will submit their expenditures through a drawdown request. Reimbursements will be made based upon the drawdown request.

All grant opportunities within MDE are found in the grants management directory of the SERVS financial system.

USES OF PERKINS FUNDS

This section describes the allowable uses of Perkins funds by consortia. Perkins is dedicated to increasing learner access to high-quality CTE programs of study. With a focus on systems alignment and program improvement, this funding is critical to ensuring that programs are prepared to meet the ever-changing needs of learners and employers.

Requirements for Local Uses of Funds

To expend their allocated basic and reserve funds, each consortium develops and submits a biennial application addressing the requirements identified in Section 134 of the Perkins V Act. At this sub-recipient (consortium) level, expenditures are based on the approved local application. The following discussion is meant to give guidance to consortia in decision-making.

Sections 131(f) and 132(a)(3) of Perkins V establish the requirements for the use of funds within consortia.

At a minimum, 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 consortium's approved application.

When utilizing Perkins funding expenditures (see Section 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 V Act.
3. There is no supplanting. You cannot use federal funds to pay for services, 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. Section 211(a) of Perkins V clearly states: "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."

Perkins funds shall supplement, not supplant (replace), non-federal funds expended for CTE. 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.

Funds available to consortia under Section 135 of Perkins V shall be used to support CTE programs that are of sufficient size, scope, and quality to be effective and that:

- Provide career exploration and career development activities
- Provide professional development for CTE professionals
- Provide within CTE the skills necessary to pursue careers in high-skill, high-wage, or in-demand industry sectors or occupations
- Support integration of academic skills into CTE programs and programs of study
- Plan and carry out elements that support the implementation of CTE programs and programs of study and that result in increasing student achievement of the local levels of performance established under section 113
- Develop and implement evaluations of the activities carried out with funds under Section 135

Refer to Perkins V Section 135 for a complete description of requirements for uses of funds at the local level.

Algorithm for Making Local Funding Decisions

When determining whether or not the use of federal Perkins V Grant funds is appropriate, local consortium leadership should consider the following questions:

- Does this use of funds constitute "supplanting" of other funding sources? For example, if an individual's salary was funded through state funds previously, federal Perkins V funding cannot be used to fund the salary now or in the future unless the job duties have changed and have been documented in a revised position description. The position description must specify which duties are funded with Perkins Grant funds and what percentage of the overall duties are funded by federal Perkins Grant funds.
- Is the expense reasonable? Does it meet the intent of size, scope, and quality as specified in the Perkins V law and in the Minnesota 4-Year State Plan?
- Is the expense necessary? For example, what are the consequences if Perkins funds are not used?

- Is the expense allocable? For example, does the expenditure comply with the uses of funds specified in Section 135(b) of Perkins V and with the Education Department General Administrative Regulations (EDGAR)? Be prepared to identify and describe the following specific considerations as they apply to the expenditure:
 - o Which Perkins V use of funds under Section 135(b) is being addressed?
 - o How does the expenditure support the consortium's programs of study?
 - o How does the expenditure support the recruitment, retention, and training of CTE professionals?
 - o How does the expenditure support special populations as identified in Perkins V?
- Does your comprehensive local needs assessment support the expenditure?
- Has the expenditure been vetted with your consortium's governance team?
- Is the focus of the expenditure on systems alignment and program improvement?

Refer to Appendix E, "General Guidance for Perkins V Local Use of Funds." for additional guidance.

Size, Scope, and Quality

Section 135 of Perkins V states, "Funds made available to eligible recipients ... shall be used to support CTE programs that are of sufficient size, scope, and quality" The Perkins V Act does not define size, scope and quality, but instead leaves it to individual states to interpret what that means. Minnesota has defined size, scope and quality as the following:

Size

Parameters and/or resources that affect whether the program can adequately address student learning outcomes; this includes:

- Number of students within a program
- Number of instructors/staff involved with the program
- Number of courses within a program
- Available resources for the program (space, equipment, supplies)

Scope

- Programs of study are part of or working toward inclusion within a clearly defined career pathway with multiple entry and exit points
- Programs of study are aligned with local workforce needs and skills
- Postsecondary programs connect with secondary CTE via articulation agreements and/or dual credit, etc.
- Programs develop not only specific work-based skills, but also broadly applicable employability skills

Quality

- A program must meet two of the following three criteria to meet Minnesota's standard of quality: the program develops (1) high-skilled individuals, (2) individuals who are competitive for high-wage jobs, and (3) individuals who are

trained for in-demand occupations

- High-skilled: individuals completing programs resulting in industry-recognized certificates, credentials, or degrees
- High-wage: Above the median wage for all occupations, based on recent data from DEED
- In-demand: Occupations identified in the Occupation in Demand index (<https://careerwise.minnstate.edu/jobs/hotCareers?re=R01000>) and/or through local needs assessment

Specific Fund Usage Guidelines

Support Services (Nontraditional by Gender)

If a college or school district determines a need to fund support services for nontraditional (by 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)
- Perkins funds may not be used for car parts and/or maintenance

Personnel

Colleges may not use Perkins V 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 services to special populations (as defined by the Perkins V Act), and/or
- Personnel are assigned to other functions and/or projects designed to improve CTE as specified in the college's currently approved Perkins local application.

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
- Time and effort reports are completed and filed for each employee
- Perkins funds are not supplanting state funds or other federal grants

- Only that portion of a person's time assigned to Perkins-related functions and/or activities are funded via the Perkins Grant

Personnel who are compensated in whole or in part with federal grant dollars are required to report on their duties/activities funded under the grant. This time and effort reporting reflects how teachers, faculty, and/or staff spent the time for which they were compensated through federal grant funds. These are often referred to as Personnel Activity Reports (PAR).

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The purpose of federally mandated time and effort reporting is to provide documentation to substantiate payroll charges. For example, if 25 percent of an individual's time was charged to a federal grant, time and effort reports must substantiate that the individual spent at least 25 percent of their time working on activities to support the goals of that federal grant. This should also align to the position description for the individual. Time and effort reports must be a single, certified document that reflect 100 percent of an employee's time worked in a given period for:

- Each specific federal grant program
- Cost sharing, matching funds, or leveraged funds required for the federal grants
- All other activities not funded by a grant for which the individual is compensated (both grant and non-grant time is documented)

As with any expense, personnel-related costs must directly link to the needs assessment process and the overall priorities outlined in the local application. Personnel paid with Perkins Grant funds should not, except in unique circumstances, be funded by the grant for more than three fiscal years whether funded in whole or in part. Because the needs assessment must be updated every two years, local recipients will need to ensure that any third year of funding for positions still aligns directly to the priorities identified. Documentation must be retained to support personnel-related costs. Timesheets are considered a best practice for time and effort reporting, also known as personnel activity reports. If electronic time sheets do not allow narrative of duties, other documentation is needed. Perkins coordinator positions are subject to the time and effort reporting requirement if the position is paid in full, in part, or is part of the administrative match for the grant. Coordinator positions are not subject to the three year review. (2 CFR Subpart E §200.430)

Postsecondary Perkins Programs

Postsecondary, credit-based programs: Perkins V 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 a CIP code in one of the 16 career clusters designated as "Perkins eligible."

To be eligible, the program must, among other requirements, terminate in a certificate, diploma, or an associate of applied science (AAS) or associate of science (AS) degree.

Postsecondary Customized Training Courses and Programs

Perkins V 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 application 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 licenses for career development activities (i.e., Minnesota Career Information System, Naviance, etc.) do not require additional permission if they are currently reflected in the local Perkins application budget approved by 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.

Administrative Cost Allowances

Perkins V allows eligible consortia to use up to, but not more than, five percent of their Perkins allocation for administrative costs. The five percent administrative allowance must be accounted for separately within the consortium's basic and reserve funds. For example,

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when developing the consortium budget, a maximum of 5% of basic funds and 5% of reserve funds must be indicated as separate line-items in the budget. Administration is defined as activities necessary for the proper and efficient performance of the eligible fiscal and data collection responsibilities under the Perkins V Act.

WorkForce (CareerForce) Center Collaboration Expenditures

Postsecondary CTE programs, assisted under the Perkins V Act, are mandatory partners in the one-stop career center delivery system established by the CareerForce Centers 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 CareerForce Centers each fiscal year.

Fiscal Year Expenditure Timelines

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 at every consortium leadership meeting. Perkins V 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 and items received by June 30th. Attempts should be made to pay all invoices by June 30th. Late payments must be coordinated with the Minnesota State System Office grants accountant or MDE fiscal personnel.

Capital Assets (Equipment)

Equipment purchases must be permissible according to Perkins V, Section 135(b). Consortia must also follow policies set forth by Minnesota State Board policy 7.3.6 for postsecondary and MDE UFARS policy Chapter 5, section 500 for secondary. Allowable use, disposition, and record-keeping requirements as defined by Education Department General Administrative Regulations (EDGAR) must be followed.

In accordance with § 34 CFR 74.34, the recipient's (consortium'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 ensure 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.

Postsecondary Equipment

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 verbiage indicating equipment was purchased with either “federal” or “Perkins” funds (See example in Appendix C).
- 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
- Perform equipment reconciliation at least annually, or more often, as determined by System Office recommendation and requirements
 - o Run a report filtered by object codes 4000 and 3006 and FPK appropriation
 - o Run equipment module report, filtered by the designated department number
 - o Compare to ensure all equipment purchased with Perkins Grant funds are listed in the equipment module with the unique department code
 - o Run fixed asset reconciliation equipment module report

Secondary Equipment and Curriculum

Information in this section is taken from MDE’S Secondary Equipment, Curriculum and Approved Uses of Carl D. Perkins Funds. Full text can be found at [https:// education.mn.gov/MDE/dse/cte/pol/perk/](https://education.mn.gov/MDE/dse/cte/pol/perk/)

For UFARS reporting, equipment or technology qualifies as a capital expenditure if the item meets all of the following criteria:

1. It retains its original shape and appearance with use. It has a normal useful life extending beyond a single reporting period.
2. 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.
3. 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 *2020 UFARS 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/licensure 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 (unless special permission has been granted)
- All Perkins-funding recipients must be licensed CTE teachers/administrators or counselors (unless special permission has been granted)
- 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/licensure 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

Secondary equipment and curriculum purchases that equal \$1,000 or more require pre-approval before the consortium authorizes the district to make the expenditure from Perkins Grant funds.

To obtain MDE pre-approval of these purchase requests, consortium leaders should complete and electronically submit the equipment request form found on the Perkins legislation webpage at <https://education.mn.gov/MDE/dse/cte/pol/perk/>.

MDE approval of the annual Perkins consortium application 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 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. (See Appendix C.)

Inventory Control Requirements

The responsibility for maintaining inventory control of secondary equipment and curriculum purchased with Perkins funding remains with the Perkins consortium. Consortia are requested to have a single consolidated inventory which is validated/reconciled at least every two years. All secondary equipment and curriculum purchased, inclusive of those under the \$1,000 threshold, must be included in the Perkins consortium's equipment inventory list.

Inventory control records 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; Perkins equipment/curriculum inventory is required every two years (Inventory procedures may follow school district policy)
- 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 Secondary Equipment/Curriculum Purchased Through the Perkins Grant

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

1. All equipment/curricula purchased through the Perkins consortium must be disposed of through the original assigning consortium.
2. 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 (34 C.F.R. 80.32(c)).
3. 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.
4. Equipment that has a current value of less than \$1,000 may be disposed of through the local Perkins consortium. (See note below.)
5. All disposition of equipment must be reported on the annual CAR. The respective consortium inventory must reflect the disposal.
6. Equipment disposal records including inventory documentation, disposal, salvage recovery funds and any transfer information need to be retained by the consortium for three years.

Note: Before equipment is disposed of, the consortium must make an effort to repurpose the equipment to support a CTE program in another member district. Technical support for these efforts will be available through MDE.

Perkins Funding for Curriculum Software/License

- Acquisition and disposal of curriculum software/licenses follow the same guidelines as stated above for equipment
- Perkins funding is not a sustainable long-term funding source 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

MONITORING

Minnesota's Perkins V Monitoring Process

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

Monitoring also allows state staff to provide technical assistance, foster continuous improvement, and develop a better understanding of local performance, operations and issues facing CTE programs, schools and colleges. Each consortium must provide evidence that the consortium is meeting the fiscal and programmatic requirements of the Perkins V Act and Minnesota Perkins requirements. 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 CTE website at <https://minnstate.edu/system/cte/directories/portal.html>.

Objectives for Perkins Monitoring

- Determine present and predict future CTE program opportunities, challenges, and threats
- Identify factors that may enhance or detract from the availability of and access to high-quality CTE programs
- Review progress on identified student performance gaps and state-determined performance measures
- Monitor activities related to recruiting, retaining and training educational professionals
- Test the reliability of internal controls
- Verify that program objectives are being met
- Assure the reliability of the consortium's financial and programmatic reports
- Examine if costs and services are allowable and eligible

Priorities for Review

- Development of a collaborative leadership team and decision-making process
- Status of programs of study
- Engagement in data-driven planning and decision-making in conjunction with the comprehensive local needs assessment
- Fiscal/financial responsibilities and cash management

Selection of Sites to be Monitored

A risk assessment tool is used to prioritize consortia to be monitored, as well as the level and frequency of monitoring to be performed. This risk assessment is based on the model utilized at the federal level by the OCTAE. The risk assessment reviews defining factors that may indicate excessive challenges to program implementation by the local consortia.

All Minnesota consortia will be monitored under Perkins V criteria and will continue to be monitored following the risk assessment process.

Potential risk factors to be assessed when determining sites for monitoring visits include program performance, 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 Perkins V Act. 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
- State-recognized programs of study

The state may consider the use of additional information in assessing the sub-recipient's risk level. Consortia may also request a monitoring visit or targeted technical assistance at any time.

Program Performance

Sites identified for monitoring visits may be identified based on program performance. Sites exhibiting excellent performance often 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 replicable in other consortia. Sites identified due to problems with performance could be chosen for monitoring because the consortium is having difficulty achieving goals and objectives, or because there are known compliance issues or fiscal improprieties that are identified from desk audit activities.

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 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 a variety of other factors may be appropriate in determining the sub-recipient's need to be monitored.

Fiscal Analysis

Perkins monitoring must also examine several aspects of potential fiscal risk. Factors likely to prioritize a consortium's selection for monitoring include:

- Recapture of a notably higher ratio of unspent funds

- A large total allocation
- Single audit findings from the Office of Management and Budget Circular A-133

A fiscal desk audit is part of every monitoring review. It's completed prior to the monitoring visit.

Fiscal Desk Audit Process

Minnesota State and MDE grant accountants will notify both secondary and postsecondary fiscal contacts identified in the approved consortium application 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
- On 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

Fiscal Audit Criteria

- Run a query of all expenditure activity, including payment of invoices and correcting entries
- Provide 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:

- o Completed, signed, and approved required documentation
- o Invoices
- o Encumbrances
- o Special expense forms
- o M16-A forms
- o Consistency with state of Minnesota statutes, Minnesota State Board policies, MDE policies, and GASB/GAAP
- o Perkins-eligible expenses
- o Potential fraud
- o Comparing equipment and asset reports to transactional activity
- o Cash management patterns

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 secondary and postsecondary consortium contacts as well as your fiscal hosts. Those individuals should plan to be available throughout the entire visit in case questions arise or additional information is needed. It is recommended to invite Perkins leaders from each school and college within the consortium to the opening and exit meetings. 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?

A typical monitoring visit is scheduled to last two days. Consortium leaders should decide where the monitoring visit will occur within the consortium. The monitoring team will require 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. Typically, the monitoring team consists of three to five members.

The monitoring team will also require a room where documentation will be reviewed. The room should offer enough working space for the three- to five-person monitoring team to work comfortably. 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. An additional room for small meetings may be required for the visit as well. The monitoring team will need wireless internet and printer access 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 activities addressed in the consortium plan for the monitoring year.

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 criterion 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—so that in-person time during the visit 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 CTE website <https://minnstate.edu/system/cte/directories/portal.html>.

Table 5: Criteria and Sources of Evidence Used in Previous Consortium Monitoring (Perkins IV)

FIVE CRITERIA	SOURCES OF EVIDENCE
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.	<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 the consortium has created structure and procedures for joint planning and collaboration
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.	<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 both secondary and postsecondary programs 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) and connection to CLNA
CRITERION 3: Programs provide occupational skill development for students to at least the level of job entry.	<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 4: Collaboration among secondary and postsecondary, community-based organizations, non-profits, etc. are in place and promote CTE program efforts.	<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 CareerForce Center partners Partnerships with community-based and philanthropic organizations
CRITERION 5: Programs provide a coherent sequence of courses through a program of study (POS) that meets state-recognized POS requirements and reflects continuous improvement work. <ul style="list-style-type: none"> Articulation agreements College in the Schools Concurrent enrollment Postsecondary enrollment options—access to programs at the postsecondary campus Must provide evidence of six active state-recognized CTE programs of study 	<ul style="list-style-type: none"> Annual report of at least six CTE state-recognized Programs of Study from the Minnesota Programs of Study website or its equivalent Consortium self-evaluation of state-recognized Programs of Study. (This self-evaluation should be completed and updated annually by the consortium on the Minnesota Programs of Study website or its equivalent)

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 Strengthening Career and Technical Education for the 21st Century Act.

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 civil rights review for Minnesota State is administered by the CTE unit. For more information, contact the State Director for Career and Technical Education, Jeralyn Jargo, at jeralyn.jargo@minnstate.edu.

Secondary

MDE conducts civil rights compliance reviews in high schools that receive federal funds and provide CTE courses. The civil rights compliance review process may include document review and an on-site visit. The civil rights reviews for MDE are administered by the methods of assurance coordinator in the Division of Compliance and Assistance. Refer to the division's website at <https://education.mn.gov/MDE/dse/civil/>.

Purpose of Reviews

The purpose of the civil rights compliance reviews at both high schools and colleges 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 Amendments 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 by public entities on the basis of disability (34 C.F.R. Part 104)
- Title II of the Americans with Disabilities Act of 1990 which prohibits 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 on the basis of disability (28 C.F.R. Part 35)

RETENTION OF PERKINS V 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.

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, either 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. Statewide Financial Policies

<https://mn.gov/mmb/accounting/state-financial-policies/>

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, 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 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

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

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

Perkins Consortium Leaders

Perkins consortium leaders are responsible for the administration and implementation of the Perkins V Grant within their consortia..

<https://www.minnstate.edu/system/cte/directories/perkinscoordinators.html>

APPENDIX A: STATEMENT OF ASSURANCES AND CERTIFICATIONS

Online: <https://www.minnstate.edu/system/cte/perkins-local-application/documents/Statement-of-Assurances-Form-2-11-2020.pdf>



STATEMENT OF ASSURANCES & CERTIFICATIONS

1. The eligible sub-recipient (applicant) will comply with all requirements of Public Law 115-224, *Strengthening Career and Technical Education for the 21st Century Act (Perkins V)*, and all applicable federal and state rules and regulations, including timely reporting of fiscal and programmatic data.
2. The eligible sub-recipient will comply with all requirements imposed by the grantor agency concerning special legal requirements, program requirements, and other administrative requirements including the completion of Personnel Activity Reports.
3. Federal career and technical education funds shall be used to supplement state and local funds for career and technical education, and in no case to supplant (replace) such state or local funds.
4. None of the funds expended under this Act shall be used to purchase equipment (including computer software) in any instance in which such acquisition results in a direct financial benefit to any organization representing the interests of the purchasing entity or its employees or any affiliate of such an organization.
5. Funds made available under this Act cannot be used: (1) to require any secondary school student to choose or pursue a specific career path or major; or (2) to mandate that any individual participate in a career and technical education program, including a career and technical education program that requires the attainment of a federally funded skill level, standard, or certificate of mastery.
6. The eligible sub-recipient shall comply with all regulations, policies, guidelines, and requirements included in the Education Division General Administrative Regulations (EDGAR) as they relate to the application, acceptance and use of federal funds for this project.
7. The eligible sub-recipient shall comply with the Vocational Education Guidelines for eliminating discrimination and denial of services on the basis of race, color, national origin, sex and handicap (45 CFR, Part 80) issued by the Bureau of Occupational and Adult Education, Department of Education and the Office of Civil Rights, March 21, 1979.
8. The eligible sub-recipient shall comply with requirements of the provisions of the Uniform Relocation Assistance and Real Property Acquisitions Act of 1970 (P.L. 91-646) which provides for fair and equitable treatment of persons displaced as a result of federal land federally assisted programs.
9. The eligible sub-recipient shall comply with the minimum wage and maximum hour provisions of the Federal Fair Labor Standards Act, as they apply to hospital and educational institution employees of state and local governments.
10. The eligible sub-recipient shall establish safeguards to prohibit employees from using their positions for a purpose that is, or gives the appearance of being, motivated by a desire for private gain for themselves or others, particularly those with whom they have family, business, or other ties.
11. The eligible sub-recipient shall give the grantor agency or the Comptroller General through any responsible authority access and the right to examine all records, books, papers, or documents related to the awarding of these funds.
12. The eligible sub-recipient shall comply with all requirements imposed by the grantor agency concerning program size, scope and quality.

Appendix A, Statement of Assurances & Certifications / continued

13. The consortium district and college administration assure that programs of study serving all populations of learners have been designed according to the process and that requirements have been documented.

I/we hereby certify that the information provided in this local application is true and correct to the best of my/our knowledge, information, and belief, and that the required assurances are given. All approved programs, services, and activities shall be conducted in accordance with state and federal laws, rules, regulations, and in accordance with the Minnesota Department of Education and Minnesota State Colleges and Universities policies and program standards.

ALL STATEMENTS OF ASSURANCES AND CERTIFICATIONS MUST BE SIGNED:

Consortium Name: _____

College: _____

College President's Name (Print): _____

Signature Date

email: _____

Phone: _____

District Name: _____

District Number/Type: _____

Superintendent's Name – (Print): _____

Signature Date

email: _____

Phone: _____

(Duplicate as needed)

APPENDIX B: CONSORTIUM REPORTING TIMELINE

July 1-June 30 Annually

July 1-10

State staff notify consortia of application approval and funds allocation for the year.

September - October

Perkins leaders should attend webinars led by System Office and MDE staff.

See the list of regularly scheduled webinars at <https://www.minnstate.edu/system/cte/professionaldevelopment/monthly-webinars.html>

October 1

Consortia submit their APR online via the Minnesota State grant management system.

October - November

Perkins consortium leaders attend the annual meeting and CTE Works! Summit. Specific dates may vary annually.

January

State staff will notify consortia of unexpended prior-year funds that will be reallocated to them. Perkins leaders will determine how reallocated funds will be used and will submit their reallocation plan to state staff via the Minnesota State grant management system.

February

Following approval of the consortium's reallocation plan and revised budget, the state director of career and technical education at Minnesota State will send out an official award letter to Perkins leaders.

March - April

The Perkins consortium application opens on the Minnesota State grant management system for consortium leaders to begin the application process.

April

The state director of career and technical education submits state budget and state plan revisions to OCTAE.

May 1

Perkins consortium leaders submit their biennial applications and/or budget or plan updates via the Minnesota State grant management system on or before this date.

May - June

State staff schedule consortium application review meetings with each consortium as part of the application review process. These meetings can be conducted virtually.

June - July 10

State staff complete review and approval of local consortium applications.

APPENDIX C: ASSET TAG EXAMPLE

Purchased with Perkins Federal Grant Dollars. By law, this must remain with a licensed CTE teacher. Do not recycle or remove from this classroom without notifying the SPPS CTE department.

This asset tag example was provided by the Saint Paul Perkins Consortium. Asset labels should identify the Perkins Federal Grant as the source of funding. Add other relevant details deemed necessary.

APPENDIX D: BUDGET CHANGE REQUEST INSTRUCTIONS

Secondary Perkins Change Request

Please provide the information outlined below and return by email to ***Michelle.Kamenov@state.mn.us*** . Thank you.

Secondary change requests must be submitted for consortium budget changes of 10% of budget total or more or if your expenditure change is moving from one narrative item to another. If more than one request is being made or dollars are moved from more than one narrative area, simply repeat the information for that second request and/or that second narrative area.

Request for Budget Changes:

- 1) From the Approved Local Application
 - a. Narrative # and UFARS of original budget:
 - b. Description of original expenditure:
 - c. Amount of original expenditure:
- 2) Proposed change in budget
 - a. Narrative # and UFARS of proposed change:
 - b. Description of expenditure change request (item, salary, service):
 - c. Amount of change:

Rationale:

Applied to which program of study:

If more than one request is being made or dollars are moved from more than one narrative item, simply repeat the information for that second request and/or that second narrative item.

.....

Postsecondary Perkins Change Request

Please provide the information outlined below and return by email to ***Jeralyn.Jargo@minnstate.edu*** . Thank you.

Postsecondary change requests must be submitted for consortium budget changes of \$10,000 or more or if your expenditure change is moving from one narrative item to another. If more than one request is being made or dollars are moved from more than one narrative item, simply repeat the information for that second request and/or that second narrative item.

Consortium _____

Submitted by _____

Date _____

Request for Budget Changes:

- 1) From the approved local application
 - a. Narrative # of original budget: _____
 - b. Description of original expenditure:
 - c. Amount of original expenditure:
- 2) Proposed change in budget
 - a. Narrative # of proposed change: _____
 - b. Description of expenditure change request (item, salary, service):
 - c. Amount of change:

Rationale:

Applied to which program of study:

Aligned to which component of Section 135, Perkins V:

APPENDIX E: GENERAL GUIDANCE FOR PERKINS V LOCAL USE OF FUNDS

Online: <https://www.minnstate.edu/system/cte/documents/Local-Use-of-Funds.pdf>



General Guidance for Perkins V Local Uses of Funds

All local consortium Perkins V expenditure request approvals must comply with all the legislative rules attached to those funds. For Perkins V this includes the local uses of funds outlined in the Act as well as the general requirements for grant management of federal funds. Districts and colleges must adhere to the required uses of funds (Section 135 Local Uses of Funds) when making a budget request. With the increased focus on innovation in Perkins V, NEW should be thought of as less than three years. As you evaluate each of your Perkins V budget requests, review them through the “risk assessment” lens of the 5 areas below:

#1 Supplanting

Federal funds cannot be used to pay for services, staff, programs or materials that have previously been paid for with state or local funds. Always consider prior sources of funding-when a local district or college reduces local funds and replaces them with federal funds. If a program, personnel or activity cost was funded with nonfederal funds in a prior year, you may not use Perkins V funds for that expense. If you do, this is supplanting.

Examples:

- The district provides common classroom technologies (i.e., laptop, projector, SmartBoard, etc.) to non-CTE teachers but want to use Perkins funds to provide these assets for CTE classrooms. This is supplanting.
- The college has paid for administrative personnel from the general operating budget in the past, but the current request is to move part of that salary to Perkins. Without evidence of changes in duties including a reduction in general duties to accommodate the new Perkins work, this is supplanting.

#2 Consumable

Consumable supplies maintain a CTE program instead of improving it. Perkins funds are intended to make transformational change and improvement to the CTE program.

Examples:

- Supplies that are ‘used up’ such as ink, toner, printer cartridges, paper, food, health science first aid kit supplies/gloves, lumber, welding wire, etc. (Note:-secondary may want to consider including these items as part of their reported CTE Revenue/Levy).
- Items that are given to a student, not staying with the program as a resource for other students’ (e.g., workbooks). This is not allowed.

#3 Direct Individual Benefit

Perkins funding supports CTE programs and services, not select individuals. If the budget request supports only select individuals, this is not allowable. This applies to instructional staff as well as students.

Examples:

- Awards, recognitions, scholarships, tuition, certification, exams, memberships, etc., directly benefit only certain individuals and therefore are not allowed.
- Purchasing uniforms, equipment, or resources that become property of students is not allowed.

#4 Capital Improvement

It is not allowable to spend Perkins funds on structural changes, constructing buildings, or for capital improvements. Keep in mind that nothing purchased with Perkins funds belongs to the local school district or college. If a district or college closes a program(s), all Perkins purchases must be transferred to other approved CTE programs. How would you transfer upgraded wiring or a wall that has been moved?

Examples:

- A district wants to upgrade to a commercial-grade kitchen and the new equipment will require increased electrical access and load capacities. Perkins funds cannot pay for the improvement of infrastructure such as electrical, moving of walls, installing plumbing, etc.
- Changes such as rewiring a lab or widening a doorway to accommodate new equipment purchases for a CTE program would not be acceptable uses of funds. These are seen as capital improvements a college would make to support the CTE program upgrades.

#5 Weak or Absent Connections

CTE is about career preparation through industry-driven programming and learning opportunities. Your request for local uses of funds should connect to both your approved Perkins plan and the industry standards. The goal is to have the same equipment and tools that industry professionals use to provide the learning opportunities for the students. Does the equipment request align with the technical skill requirements of the identified content /program area? What has your consortium written in the local plan to address size, scope and quality, and does the request for local uses of funds fit the consortium’s definition of these terms?

Examples:

- Requesting to attend professional development that is remotely connected to CTE or an industry, but is not directly aligned to the state or local Perkins plan.
- AV/Video production program wants to buy video cameras and proposes buying less expensive cameras so that all students can use one in class. Industry professionals are not using similar equipment. They are using professional-quality DSLR camera/video cameras with professional grade accessories.
- Request to make a high dollar equipment purchase that only serves a small student population. Consider the cost per student in your request. (Consultation with state staff may be needed).

Overarching considerations- Is the proposed expenditure necessary, reasonable, allocable?

SECTION 135: LOCAL USES OF FUNDS

Each local consortium receiving funds under Perkins V must use the majority of the funds “to develop, coordinate, implement, or improve CTE programs to meet the needs identified in the comprehensive needs assessment.” Not more than 5 percent of the award may be used for administrative purposes. There must be a clear linkage between the needs assessment and how funds are spent. In addition to being justified by the needs assessment, funds must be used to support CTE programs that are of sufficient size, scope and quality to be effective and that:

1. Provide **career exploration and career development** activities through an organized, systematic framework designed to aid students, including in the middle grades, before enrolling and while participating in a CTE program, in making informed plans and decisions about future education and career opportunities.
2. Provide **professional development** for teachers, faculty, school leaders, administrators, specialized instructional support personnel, career guidance and academic counselors, or paraprofessionals.
3. Provide within CTE the **skills** necessary to pursue career in high-skill, high-wage, or in-demand industry sectors or occupations.
4. Support **integration of academic skills** into CTE programs and programs of study.
5. Plan and carry out elements that support the implementation of CTE programs and programs of study and that result in **increasing student achievement** on performance indicators.
6. **Develop and implement evaluations** of the activities carried out with funds under this part, including evaluations necessary to complete the local needs assessment and the local report.

Local consortium can pool resources with other consortia to support the implementation of programs of study through the professional development activities in the above listing.

Refer to Section 135 of the Act as much more detailed elements are provided that require your attention. This information can be found on page 202-205 of your Official Guide. ([Perkins V: The Official Guide to the Strengthening Career and Technical Education for the 21st Century Act](#); A Hyslop; Association for Career and Technical Education)

UNALLOWABLE USES OF FUNDS

Alcoholic beverages	Fundraising
Alumni/ae activities	Gifts
Career and Technical Education instruction in approved postsecondary programs, shops, labs and internships.	Goods or services for personal/individual use
Capital assets (non-instructional equipment, building, land and expenditures to make improvements to capital assets)	Insurance
Child Care	Interest
Commencement and convocation costs	Items retained by students (supplies, clothing, calculators, etc.)
Construction, renovation, and/or remodeling of facilities	Monetary awards
Contributions and donations (cash, property, services)	Non-instructional furniture
Entertainment, amusement and social activities (food may be viewed as entertainment)	Postsecondary customized training courses and programs
Expenditures for non-approved CTE programs (may require consultation with state staff)	Political activities such as contributions, fund raising or lobbying
Expenditures that supplant	Promotional materials (T-shirts, pens, cups, keychains, book bags, etc.)
Expenditures for career education/exploration prior to the 5 th grade	Remedial/developmental courses- both secondary and postsecondary
Fines and penalties	Scholarships
Food (There is a high burden of proof to show that food is “necessary”. Follow federal, MDE and/or Minnesota State guidelines).	Student expenses/direct assistance to students (tuition, tools, fees, car mileage, etc.)
	Student stipends
	Vehicles unless used directly for CTE instruction (Purchasing vehicles requires consultation with state staff)

Disclaimer: This document is intended to provide examples to assist consortia leaders when making funding decisions. Other uses of funds not listed here may be determined to be unallowable upon further research of federal documentation or consultation with state leadership. In some instances state leadership will need to confer with our federal consultants at the OCTAE.

Source Documents: Strengthening Career and Technical Education in the 21st Century Act of 2018, The Administrator’s Handbook on EDGAR, 4th Edition

Appendix E, General Guidance for Perkins V Local Uses of Funds / continued

ALLOWABLE USES OF FUNDS

CTE interest, aptitude, and ability inventories (with consortium/state approval)	Professional service costs
CTE-related software (with consortium/state approval)	Program advisory committees
CTE student organizations (advisor travel, instructional materials/supplies)	Program evaluation
Charter schools (if part of a consortium and have MDE-approved CTE programs)	Publication and printing costs related to CTE programs/activities
Contracted services	Substitute pay for teachers, activities, and staff development related to CTE
Curriculum development/curriculum modification—CTE/state-approved programs	Supplemental support services for Perkins special populations
Displays, demonstrations, and exhibits	Supportive personnel/instructional aids and devices
Equipment/equipment upgrade (pre-approved) to meet industry standards	Teacher/faculty CTE in-services
Expenditures for CTE career exploration and awareness down to the middle grades, including grades 5 through 8	Training costs (administrative, instructor, Perkins staff)
Instructional materials and supplies related to CTE programs	Transportation costs incurred for approved CTE programs, workshops, professional development for CTSO competitions (administrators, counselors/advisors, CTE instructors, Perkins staff)
Marketing and outreach activities related to CTE programs (brochures, videos, flyers, web design)	Work-based learning activities for CTE teachers and students in approved programs
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 and technical integration, career awareness activities)	

Examples

The table below provides explanations and examples for requests that have been the subject of inquiry in recent years. This table will be updated as questions regarding future requests arise. COVID 19 curricular adaptations may pose additional challenges.

Item	Description/Explanation	Unallowable	Allowable
Concurrent Enrollment Fees	Costs associated with the delivery/participation in concurrent enrollment postsecondary opportunities	Payment of individual Tuition/Course Credit See #1 Supplanting (pg 1) See #3 Direct Individual Benefit (pg 1)	Start-up costs for new concurrent enrollment instructional materials (ongoing costs are not allowable) Professional Development intended to build the capacity of teachers offering concurrent enrollment *In certain situations, fees for individuals of special populations (needs consultation with state staff)
Textbooks	School districts regularly purchase textbooks for other content areas in the district. As such, using Perkins funding to purchase textbooks for CTE courses would be an example of supplanting local funds. Additionally, textbooks can become out-of-date shortly after they are printed, particularly in quickly changing fields, and are thus not an innovative classroom tool.	Classroom sets of textbooks intended to update or replace current textbooks See #1 Supplanting (pg 1)	New program or course which is offered for early college credit.
Memberships	Memberships to professional organizations or Career and Technical Student Organizations provide a direct individual benefit to staff and students. Additionally,	Individual membership in professional organizations such as ACTE Individual Student membership in CTSO chapters	Membership granted to the agency, chapter or entity rather than the specific individual membership.

Appendix E, General Guidance for Perkins V Local Uses of Funds / continued

Item	Description/Explanation	Unallowable	Allowable
	many membership organizations actively lobby elected officials on behalf of CTE.	See #3 Direct Individual Benefit (pg 1)	
Electronic Instructional Materials	Curricula that enhances instruction for students to gain knowledge and skills that meet industry standards and expectations in high wage, high skill and high demand occupations (From linked NE document in comments)	Licensure agreements that provide curriculum access to students not enrolled in CTE programs Curriculum only loosely aligned to career exploration or preparation See #5 Weak or Absent Connections (pg 2)	Online simulations Purchased curricular components that are supplemental to the full program offering Online curricula or textbooks (if online material has limited access by dates)
Middle School Career Exploration	Section 135 of the Act states local uses of funds shall be used to “provide career exploration and career development activities through an organized, systematic framework designed to aid student, including in the middle grades, before enrolling and while participating in a career and technical education program, in making informed plans and decisions about future education and career opportunities...” As such activities in the middle grades should expose students to a wide range career and college options and equip them with transferable skills to transition to high school and beyond. Activities should be exploratory and introductory and cut across several career fields.	Activities or equipment for students below grade five Activities or equipment focused on a single career field Activities or equipment intended for the development of life skills See #5 Weak or Absent Connections (pg 2)	Activities or equipment intended for broad career exploration across all career fields Professional development related to career exploration and CTE for school counselors serving middle school students Activities or equipment intended for development of career-related skills

Item	Description/Explanation	Unallowable	Allowable
Computers or tablets	Computers, tablets and mobile devices are seldom related to specific industry skills. These devices may have previously been considered innovative, however, given the standard nature of this equipment across many content areas, the hardware itself is no longer considered innovative. These hardware items should typically be purchased by the district. Using Perkins funds could be considered supplanting.	Standard-issue computers or mobile devices Hardware primarily used for teacher and student instructional tasks (i.e. laptops, projectors, SmartBoards) and not tied to industry-standard competencies to be learned by CTE students See #1 Supplanting (pg1) See #5 Weak or Absent Connections (pg 2)	Industry-grade computers with increased processing speeds or processing that are not the standard equipment typically purchased by the district or college. New applications or software that is intended to be used on iPads
Equipment that is used in a program to generate profit	Perkins funds cannot be used to acquire equipment in which the acquisition results in a direct financial benefit. If the equipment is purchased with federal funds and then used to sell products or services, the generated revenue must be returned directly to the program. Generally accepted accounting practices and documentation must be in place to show the funds were invested in the program.	Equipment which is used to fundraise for Career and Technical Student Organization activities or for programs Equipment has a weak connection to the skills taught within the course See #5 Weak or Absent Connections (pg 2)	Equipment is connected directly to the skills taught within the course All generated revenue is re-invested into the program; no students or school district personnel receive a direct financial benefit

Appendix E, General Guidance for Perkins V Local Uses of Funds / continued

Item	Description/Explanation	Unallowable	Allowable
Technical Skill Attainment (TSA) Exams or Industry Recognized Credentials	TSA Exams and Industry recognized credentials allow students to demonstrate mastery of knowledge and skills within a specific course or program of study.	Exam or credential is only completed by select students within an approved program or course.	Exam or credential is listed on Minnesota State's TSA website . Exam or credential is required for all students enrolled in a CTE course that is part of an approved program.
COVID-19 Response	The COVID-19 pandemic response has created unique needs for Career and Technical Education programs to be able to support students in distance and hybrid learning. As a result, certain flexibilities around Perkins expenditures may exist. *COVID adaptations may require to consultation directly with state staff.		

APPENDIX F: GLOSSARY

504 Plan

See also: Individualized Educational Program (IEP)
Section 504 of the Rehabilitation Act of 1973 (34 C.F.R. Part 104) assures individuals will not be discriminated against based on disabilities. 504 Plans are formal plans schools develop to provide children with disabilities the support they need to be successful in school.

Academic Program

A cohesive arrangement of college-level credit courses and experiences designed to accomplish predetermined objectives leading to the awarding of a degree, diploma, or certificate. Undergraduate degree programs shall include a general education component. The purpose of an academic program is to increase students' knowledge and understanding in a field of study or discipline, qualify students for employment in an occupation or range of occupations, and/or prepare students for advanced study. [Minnesota State Policy 3.36]

Academic Program Inventory

An official list of postsecondary academic programs offered by Minnesota State. The inventory identifies Perkins-eligible and nontraditional programs.

Academically Disadvantaged

See also: Disadvantaged Individuals; Economically Disadvantaged.

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. [34 CFR 400.4]

Access to Career Technical Education for Students with Disabilities (ACTE-SPED)

Program designed for students who require curriculum modifications and special equipment to participate in state-approved CTE work-based learning programs.

ACCUPLACER

See also: 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

Also known as: Opportunity Gap
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. [CAREERwise]

Administration

(When used in reference to administration of the Perkins grant) 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 development or research activities. 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. [Perkins V]

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

Adult learners exhibit one or more of seven characteristics:

- 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

[U.S. Department of Education, National Center for Education Statistics (NCES)]

AdvanceCTE

National non-profit agency representing state CTE directors and CTE leaders. Their website is <https://www.careertich.org/>

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.

Advisory Committee

See Program Advisory Committee.

All Aspects of Industry

Strong experience in, and comprehensive understanding of, the industry students are preparing to enter. [Perkins V]

Annual Performance Report (APR)

A consortium report of data, fiscal, and continuous improvement outcomes for the prior fiscal year Perkins annual application.

Articulated College Credit

Also known as: Articulated High School to College Credit. 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 to the transfer of credit from a lower-level institution (high school or associate degree program) to a higher-level one.

Articulation Agreement

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. [Perkins V]

Associate of Applied Science (AAS)

See also: CTE Awards.

Degree offered at community and technical colleges that is 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 Science (AS)

See also: 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.

Basic Grant

See also: Perkins Local Application.

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. Consortia may receive additional funding through reallocated funds or leadership funds.

Brokering of Services

Also known as: Continuum of Services for Learners.

See also: Continuum of Service Provision (CSP).

This is described as the act of a consortium collaborating with other consortia, as needed, to assist learners in locating Programs of Study that meet their career interests and aspirations. Also, actions taken to assist learners in locating appropriate preparatory courses or learning activities not available locally to prepare for a Program of Study.

Career and College Readiness

For purposes of statewide accountability, career and college readiness means a high school graduate has the knowledge, skills, and competencies to successfully pursue a career pathway, including postsecondary credit leading to a degree, diploma, certificate, or industry-recognized credential and employment. Students who are career and college ready are able to successfully complete credit-bearing coursework at a two- or four-year college or university or other credit-bearing postsecondary program without need for remediation. [Minnesota Statute 120B.30, subdivision 1(p)].

Career and Technical Education (CTE)

Also known as: Career Technical Education (no “and”).

Organized educational activities that

(A) offer a sequence of courses that

- provides individuals with rigorous academic content and relevant technical knowledge and skills needed to prepare for further education and careers in current or emerging professions, which may include high-skill, high-wage, or in-demand industry sectors or occupations, which shall be, at the secondary level, aligned with the challenging State academic standards adopted by a State under section 1111(b)(1) of the Elementary and Secondary Education Act of 1965;
- provides technical skill proficiency or a recognized postsecondary credential, which may include an industry-recognized credential, a certificate, or an associate degree; and
- may include prerequisite courses (other than a remedial course) that meet the requirements of this subparagraph;

- (B) include competency-based, work-based, or other applied learning that supports the development of academic knowledge, higher-order reasoning and problem-solving skills, work attitudes, employability skills, technical skills, and occupation-specific skills, and knowledge of all aspects of an industry, including entrepreneurship, of an individual;
- (C) to the extent practicable, coordinate between secondary and postsecondary education programs through programs of study, which may include coordination through articulation agreements, early college high school programs, dual or concurrent enrollment program opportunities, or other credit transfer agreements that provide postsecondary credit or advanced standing; and
- (D) may include career exploration at the high school level or as early as the middle grades (as such term is defined in section 8108 of the Elementary and Secondary Education Act of 1965). [Perkins V]

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.

Career Assessment

Also known as: 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, 17 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. Also known as the Minnesota Career Fields, Clusters & Pathways chart or the Career Wheel.

Career Clusters

See also: Career Cluster Framework; Career Fields; Career Pathways.

A grouping of occupations and broad industries into a national classification of 17 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.

- Agriculture, Food, & Natural Resources
- Architecture & Construction
- Arts, Audio/Video Technology, & Communications
- Business, Management, & Administration
- Education & Training
- Energy Systems
- Finance
- Government & Public Administration
- Health Science
- Hospitality & Tourism
- Human Services
- Information Technology
- Law, Public Safety, Corrections, & Security
- Manufacturing
- Marketing, Sales, & Service
- Science, Technology, Engineering, & Mathematics
- Transportation, Distribution, & Logistics

Career Exploration

Activities designed to provide individuals exposure to career options. 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 middle and high school level, using local labor market information to make short- and long-term career plans, and work-based learning.

Career Fields

See also: Career Clusters; Career Cluster Framework; Career Pathways.

Six broad groupings of occupations that can be subdivided into 17 career clusters and numerous career pathways as part of the Minnesota Career Fields, Clusters, and Pathways framework.

- Agriculture, Food, & Natural Resources
- Art, Communications, & Information Systems
- Business, Management, & Administration
- Engineering, Manufacturing, & Technology
- Health Science Technology
- Human Services

Career Pathway

See also: Career Cluster; Career Fields; Career Cluster Framework.

A group of occupations within a career cluster that provides a plan for advancement through a career field. Career pathways combine rigorous and high quality education, training, and other services that align with the local and regional need, prepares an individual to be successful in any of a full range of

secondary or postsecondary education options including work-based learning, apprenticeships, accelerates the educational experience and career advancement, that enables an individual to attain a secondary diploma (or recognized equivalent) and at least one industry-recognized or postsecondary credential, and provides career advancement. [Workforce Innovation and Opportunity Act]

CareerForce

Previously known as Minnesota Workforce Centers. CareerForce provides the tools, resources, and services needed for job search, career planning, and skills training in Minnesota. There are CareerForce locations throughout the state. [CAREERwise]

Certificate

See also: CTE Awards. A type of academic award. An undergraduate certificate is awarded upon completion of a 9 to 30 credit academic program and may have an occupational outcome or address a focused area of study. [Minnesota State Colleges and Universities System Procedure 3.36.1.]

Certification

Also known as: Occupational Certification; Industry Certification. See also: 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.

Classification of Instructional Programs (CIP) Codes

See also: Standard Occupational Classification System (SOC). A US Department of Education classification system supporting reporting and tracking of programs of instruction. CIP Codes connect to Career Fields, Clusters, and Pathways via crosswalks. In postsecondary, the Minnesota State Academic Program Division assigns CIP codes to all approved academic programs; staff at system institutions locally assign CIP codes to academic courses.

Coherent Sequence of Courses

A series of courses in which technical and academic education are integrated, and which directly relates to, and leads to, both academic and occupational competencies. The term includes competency-based education, academic education, and adult training or retraining, including sequential units encompassed within a single adult retraining course, that otherwise meet the requirements of this definition. [34 CFR 400.4(b)]

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 Colleges and Universities Procedure 3.36.1, Part 2]

College

See also: Community College; Technical College; Consolidated College; Tribal College.

A postsecondary educational institution that offers undergraduate programs, but usually no graduate degree programs. Undergraduate program awards include certificates, associates and bachelors degrees. In Minnesota, colleges include community colleges, technical colleges, Tribal colleges, and consolidated colleges that are separately accredited by the Higher Learning Commission.

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-college/university connections. 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]

Community College

See also: Consolidated College; Technical College; Tribal 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. Minnesota's community colleges are all part of the Minnesota State Colleges and Universities 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. [34 CFR 400.4]

Concurrent Enrollment

Also known as: Dual Enrollment. A concurrent enrollment course is 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. Students in a concurrent enrollment course receive both high school and college credit upon completion. [Minnesota State Colleges and Universities Policy 3.5]

Consolidated Annual Report (CAR)

A federally required report submitted by the state each December that includes 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

See also: Community College; Technical College; Tribal 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. [Minnesota State Colleges and Universities Policy 1A.1]

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. [MDE Rubric for Assessing Career and Technical Education Programs]

Continuum of Service Provision (CSP)

See also: Brokering of Services

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.

Cooperative Education

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:

- 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 [34 CFR 400.4]

Coordination

Activities conducted by CTE consortium leadership to carry out the goals for the purposes of staffing or directing local consortium activities associated with the application. Coordination may include organization and operation of 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 where appropriate. This definition does not apply to coordination of student activities as a teacher/faculty/coordinator or student organization advisor.

Core Competencies

See also: Employability Skills.

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)

Credit for Prior Learning (CPL)

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.

CTE Articulated High School to College Credit

See also: Articulated College Credit; Concurrent Enrollment. Credit that is a part of a course articulation agreement between high schools, colleges, or universities, and provides credit for college-level course work completed in high school.

CTE Awards

Postsecondary credentials earned upon completion of a CTE program. Minnesota State Colleges and Universities defines these as postsecondary certificates, diplomas, and associate of applied science (AAS) and associate of science (AS) degrees.

CTE Concentrator

Secondary--Any 9th-12th-grade student who successfully completes 150 or more course hours which are part of a state-

approved secondary CTE program, within one career field. Postsecondary--A student enrolled in a Minnesota State two-year college who belongs to a particular CTE entering cohort and who:

- Is enrolled in a long-term (12 or more credits) CTE program/award level AND earned 12 or more college level credits (cumulative), or
- Completed a CTE award in a short-term (less than 12 credit) CTE program within the cohort timeframe

CTE Participant

Secondary--Any 9th-12th grade student who successfully completes one or more courses which are part of a state-approved secondary CTE program. Postsecondary--A student enrolled in a Minnesota State two-year college who belongs to a particular CTE entering cohort and who:

- Earned more than zero college-level credits (cumulative) AND, within the cohort timeframe, was enrolled in a CTE program/award level or,
- Earned more than zero college level credits in CTE course(s)

Developmental Courses

Formerly known as Remedial Courses.

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.

Diploma

See also: CTE Awards.

Refers to either a credential earned upon high school graduation or a postsecondary award consisting of 31 to 72 credits that prepares students for employment in a specific occupation. [Minnesota State Colleges and Universities Procedure 3.36.1]

Disabled Person

Also known as: Person with Disabilities

Any individual who:

- 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.

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. [1990 Americans with Disabilities Act]

Disadvantaged Individuals

See also: Academically Disadvantaged; Economically Disadvantaged.

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, individuals who are dropouts from, or who are identified as potential dropouts from, secondary school. Does not include persons with disabilities. [34 CFR 400.4]

Dual Enrollment

See Concurrent Enrollment.

Economically Disadvantaged

See also: Disadvantaged Individuals; Academically Disadvantaged.

A family or individual that is

(A) eligible for any of the following:

- 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);
- To be 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);
- Free or reduced-price meals program under the National School Lunch Act (42 U.S.C. 1751); or
- Participation in programs assisted under title II of the JTPA;

(B) In receipt of a Pell grant or assistance under a comparable State program of need-based financial assistance;

(C) Determined by the Secretary to be low-income according to the latest available data from the Department of Commerce or the Department of Health and Human Services Poverty Guidelines; or

(D) Identified as low-income according to other indices of economic status, as determined by the Secretary. [34 CFR 400.4]

Employability Skills

Also known as: Soft Skills.

See also: Core Competencies.

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. [CAREERwise]

Entrepreneurship Program

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.

Experiential Learning

See also: Work-Based Learning.

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 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. [Minnesota Department of Education]

Full Participation

See also: Special Populations

Providing the supplementary and equitable services necessary for students from oppressed and repressed groups, also known as special populations, to succeed in CTE. [ESEA Act of 2006]

Full-Time Equivalent

Years of work experience are expressed in terms of full-time equivalent service with a full time twelve-month workload equal to one (1) FTE year. No more than 1.00 FTE is credited in any twelve-month period.

General Education

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. [Minnesota State Procedure 3.36.1]

General Education Development (GED)

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.

General Occupational Skills

See also: All Aspects of Industry.

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.L. 101-392, Section 521[17]

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. [CAREERwise]

High-Skill Occupation

Occupations that individuals can prepare for by completing programs resulting in industry-recognized certificates, credentials, or degrees.

High-Wage Occupation

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

Consortia that meet less than 90% of their state-determined performance levels for any core indicator are required to submit written improvement plans detailing planned actions to improve performance for those indicators.

In-Demand Occupation

Occupations identified in the Occupation in Demand index (<https://careerwise.minnstate.edu/jobs/hotCareers?re=R01000>) and/or through local needs assessment.

Individualized Educational Program (IEP)

See also: 504 Plan

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 needs.

Industry

See also: 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-Recognized Credential

A credential that is sought or accepted by employers within the industry or sector involved as a recognized, preferred, or required credential for recruitment, screening, hiring, retention or advancement purposes; and, where appropriate, is endorsed by a nationally recognized trade association or organization representing a significant part of the industry or sector. [Association for Career and Technical Education]

Industry Sector

See also: Industry.

A broad group of industries and markets that share common attributes. Examples: Financial sector, health care sector.

Integrated Statewide Record System

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

See also: 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

See also: Perkins Legislation or Law.

Ten percent (10%) of Minnesota's Perkins allocation is set aside to carry out state leadership activities including special projects and operational activities. Not more than two percent (2%) of state 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 and that support the recruitment of special populations to enroll in CTE programs. Additional annual leadership projects can be awarded through a competitive process.

Limited-English Proficient (LEP)

Also known as: English as a Second Language (ESL); English Language Learner (ELL).

A secondary school student, an adult, or an out-of-school youth who:

- 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.

Maintenance of Effort

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.

Minnesota Career Information System (MCIS)

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. [CAREERwise]

Minnesota Department of Education (MDE)

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 school districts and oversees all licensed teachers in the state. [CAREERwise]

Minnesota Department of Education (MDE) Approved CTE Program

A series of two or more courses within a program of study that are taught by a CTE-licensed secondary teacher, with educational outcomes guided by state core educational standards, national CTE program standards, and/or state CTE frameworks for the assigned program. CTE programs embed student leadership development, career development, and experiential learning opportunities for all students. CTE programs utilize industry-standard equipment and facilities, with outcomes and industry alignment informed by a local advisory committee comprised of local business and industry members, leading to opportunities to attain an industry-recognized credential or postsecondary credential. Classification as an approved secondary CTE Program requires approval by MDE.

Minnesota Department of Education (MDE) Table of Career and Technical Education Programs and Licenses (Table C)

MDE has created a secondary CTE program, course, and license list known as "Table C." Table C provides a list of six-digit program codes and two-digit course codes for each CTE Career Field, Career Cluster, and Pathway. Program codes listed in Table C are aligned with teacher licensure. Each CTE program in the state is reviewed on a five-year cycle in collaboration with MDE CTE program specialists. For a list of all current approved programs, see MDE's Program Approval database at education.mn.gov/MDE/dse/cte/progApp.

Minnesota Department of Employment and Economic Development (DEED)

The 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 administers the Minnesota CareerForce 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 (DLI)

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 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]

Minnesota State Colleges and Universities (Minnesota State)

A system of public colleges and universities governed by the Board of Trustees. Minnesota State administers all 30 community, technical and consolidated colleges and seven universities in Minnesota. [Minnesota State Colleges and Universities Procedure 3.36.1]

Minnesota WorkForce Centers

See CareerForce.

Nontraditional Fields

Occupations or fields of work, such as careers in computer science, technology, and other current and emerging high skill occupations, for which individuals from one gender comprise less than 25 percent of the individuals employed in each such occupation or field of work. Examples: men entering nursing; women in construction, etc. [Perkins V]

Occupation

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]

Occupational Information Network (O*NET)

See also: Standard Occupational Classification System (SOC). A US 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]

Perkins Consortium Coordinator

Also known as: Perkins Leader.

See also: Perkins Consortium.

Individual(s) responsible for managing state and federal reporting related to the federal Perkins grant funds allotted

to a consortium. Secondary and postsecondary consortium coordinators are appointed locally and can be employees of a school district or college campus or can be a consultant hired by the consortium.

Perkins Consortium

In Minnesota, a collaboration established by formal agreement involving at least one eligible postsecondary institution and at least one eligible secondary school district that partner to plan for and implement CTE programming and receive Perkins funds in a geographic region of the state. Secondary and postsecondary recipients are independently responsible for meeting accountability measures.

Perkins Legislation or Law

Strengthening Career and Technical Education for the 21st Century Act, public law 115-224 (Perkins V).

Perkins Local Application

Also known as: Local Plan; Perkins Plan. See also: State Plan, Improvement Plan.

The plan and budget that Minnesota CTE consortia must submit every two years to receive funds under Perkins Law. The application must address secondary and postsecondary CTE programming and must be based on findings from a comprehensive local needs assessment. Local plans must be signed by each consortium's participating college president(s) and each participating school district superintendent.

Personal Learning Plan (PLP)

Also known as: Individualized Learning Plans (ILP) or Personal Career Plans.

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.

Personnel Activity Report (PAR)

See also: Time and Effort Reporting.

A record of activities conducted by an individual who is funded by Perkins resources or whose services are supported by funds

included in a state match of Perkins resources. PARs must be completed for each affected staff member and maintained on file at the eligible institution for audit purposes.

Placement Tests

See also: ACCUPLACER.

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. [CAREERwise]

Portfolio

Also known as: Career Portfolio.

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.

Postsecondary

Also known as: Higher Education. A formal instructional program in 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.]

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 V]

Postsecondary Enrollment Options (PSEO)

See also: 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.

Preparatory Services

Programs or activities designed to assist individuals who are not 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:

- Services, programs or activities related to outreach to, or recruitment of, potential CTE students
- Career counseling and personal counseling
- Career and technical assessment and testing [34 CFR, 400.4]

Professional Development

See also: Technical Assistance.

An integral part of strategies for providing educators with the knowledge and skills needed to enable students to succeed in CTE. Effective professional development activities are sustained (not stand-alone, 1-day, or short-term workshops), intensive, collaborative, job-embedded, data-driven, classroom-focused, and to the extent practicable, evidence-based. Activities and materials can be for secondary and postsecondary teachers and faculty, administrators, career guidance and academic counselors, specialized instructional support personnel and paraprofessionals. [Perkins V]

Professional Licensure

See also: Certification.

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. Example: Nursing license for nurses; teaching license for secondary educators. [CAREERwise]

Program Advisory Committee

Also known as: Advisory Committee; Employer, Community, and Education Partnerships.

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.

Program of Study (POS)

See also: Rigorous Program of Study.

A coordinated, non-duplicative sequence of academic and technical content at the secondary and postsecondary level that:

- incorporates challenging state academic standards, including those adopted by a state under section 1111(b) (1) of the Elementary and Secondary Education Act of 1965;

- addresses both academic and technical knowledge and skills, including employability skills;
- is aligned with the needs of industries in the economy of the state, region, Tribal community, or local area;
- progresses in specificity (beginning with all aspects of an industry or career cluster and leading to more occupation –specific instruction);
- has multiple entry and exit points that incorporate credentialing; and
- culminates in the attainment of a recognized postsecondary credential. [Perkins V]

Recognized Postsecondary Credential

A credential consisting of an industry recognized certificate or certification, a certification of completion of an apprenticeship, a license recognized by the State involved or Federal Government, or an associate or baccalaureate degree. [Workforce Innovation and Opportunity Act]

Registered Apprenticeship; Youth Apprenticeship

See also: Work- Based Learning, Experiential Learning.

An employer's formal training program combining on-the-job learning with technical instruction for a specific trade. Registered apprenticeships for all Minnesotans age 16 or older are administered by the Minnesota Department of Labor and Industry. Youth apprenticeships for high school students are administered by the Minnesota Department of Education. [CAREERwise]

Rigorous Program of Study (RPOS)

See also: Program of Study; State-recognized Program of Study. (This term is no longer used under Perkins V in Minnesota to describe programs of study.) 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:

- Legislation and Policies
- Partnerships
- Professional Development
- Accountability and Evaluation Systems
- College and Career Readiness Standards
- Course Sequences
- Credit Transfer Agreements
- Guidance Counseling and Academic Advisement
- Teaching and Learning Strategies
- Technical Skills Assessments

[Advance CTE]

Secondary Supplemental Budget Form

This is an additional budget spreadsheet that must be completed by consortia and submitted with the local Perkins

application. This applies only to secondary-level expenditures budgeted with Perkins funds. It links secondary expenditures to UFARS codes.

Secondary Teacher Licensure

To operate an MDE-approved CTE program, which qualifies for access to state levy funds as well as federal Perkins resources, a program must be taught by an appropriately licensed CTE instructor. The secondary CTE program, license, and course list (Table C) displays a crosswalk between all CTE program codes and teacher licensure. [Minnesota Department of Education]

Single Parent

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. Single Parents are a Perkins V special population group.

Special Populations

Defined in the Perkins V legislation as the following:

- Individuals with disabilities
- Individuals from economically disadvantaged families, including low-income youth and adults
- Individuals preparing for non-traditional fields
- Single parents, including single pregnant women
- Out-of-workforce individuals
- English learners
- Homeless individuals described in section 725 of the McKinney-Vento Homeless Assistance Act (44 USC 11434a)
- Youth who are in, or have aged out of the foster care system
- Youth with a parent who is a member of the armed forces and is on active duty

Stackable Credential

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. [CAREERwise]

Standard Occupational Classification System (SOC)

See also: Classification of Instruction Program (CIP) Codes. 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.

Statement of Assurances and Certifications

A required document submitted with the local Perkins application that must be signed by all consortium member

college presidents and district superintendents to indicate understanding of and agreement with requirements for accepting Perkins funds.

State Plan

See also: Consolidated Annual Report.

The Minnesota Perkins V Four-Year Career and Technical Education (CTE) State Plan was prepared jointly by CTE leadership at Minnesota State Colleges and Universities and the Minnesota Department of Education. The Plan describes how Minnesota intends to meet the intent of Perkins V.

State-recognized Programs of Study

See also: Program of Study; Rigorous Program of Study.

Consortium programs of study must meet the following seven specific criteria to be considered state-recognized:

- Course standards accurately align to the academic, technical, and employability skills learners must master for entry and success in a given career pathway;
- Program of study incorporates active involvement from an integrated network of partners;
- Secondary program(s) meets MDE program approval requirements and incorporates courses that lead to postsecondary credits/credentials;
- Postsecondary academic program meets Minnesota State board policy and Higher Learning Commission requirements;
- Materials, equipment, and resources reflect current workplace, industry, and/or occupational standards and practices;
- Incorporates authentic work experiences at the secondary and/or postsecondary level that are valued by industry; and
- Program of study development, improvement, and advocacy are supported by findings from a comprehensive local needs assessment.

Strategic Directions

Minnesota's 4-year Perkins V State Plan identifies five strategic directions the state will pursue under Perkins V. Working groups are built around each of the Strategic Directions. The five Strategic Directions for Perkins V are:

- Advancing Career and Technical Education
- Career-Connected Learning
- Integrated Network
- Equity and Inclusion
- Knowledgeable Experts

Supplant

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.

Tech Prep

An 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 2011).

Technical Assistance

See also: Professional Development

Non-financial assistance provided by national or state CTE leaders. Technical assistance can take the form of sharing information and expertise, instruction, skills training, transmission of working knowledge, consulting services, and may involve the transfer of technical data. The aim of technical assistance is to maximize the quality of project implementation and impact by supporting administration, management, policy development, capacity building, etc. Technical Assistance is a type of professional development. Much of the professional development offered by Minnesota CTE is technical assistance for consortium leaders to administer the Perkins Grant and successfully meet performance indicators.

Technical College

See also: Community College.

A postsecondary institution that offers employment courses and programs that teach specific knowledge and skills leading to specific jobs. [CAREERwise] Technical colleges have the authority to confer undergraduate certificates, diplomas, and the following degrees: associate of science, and associate of applied science. [Minnesota State Policy 3.36]

Technical Skill Assessment

Valid and reliable examinations aligned with industry standards, where available and appropriate. The technical skill assessment documents the attainment of industry-based technical knowledge and skills, documents the evidence of career development and preparation, and contributes data and information to inform continuous program improvement. [Technical Skill Assessment Handbook]

Technical Skill Attainment

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.

Transfer Credit

Course credit that is accepted by another high school, college or university and applied to meet program requirements.

Time and Effort Reporting

See also: Personnel Activity Reports. All non-Federal entities that pay employees in full or in part with federal funds (Perkins V grant funds) must keep documentation to demonstrate that the employees' salaries are allocable and allowable to the federal funds. This also applies to employees whose salaries are paid with state or local funds that are used to meet a required "match" in a federal program. [2 CFR 200.430]

Training Agreement

A signed document between the school, student, parents/guardians and employers that clearly explains the responsibilities of each involved party of a secondary work-based learning experience. Example forms can be found at <https://education.mn.gov/MDE/dse/cte/prog/wbl/>

Tribal College

See also: College.

A postsecondary institution operated by an American Indian Tribes(s). Minnesota State administers Fond du Lac Tribal and Community College in partnership with Tribal government.

Use of Funds

Categories of eligible uses of funds for Perkins activities as described in Section 135 of Perkins V.

Work Readiness

See also: Employability Skills; Core Competencies; Career and College Readiness.

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.

Work-Based Learning

See also: Experiential Learning.

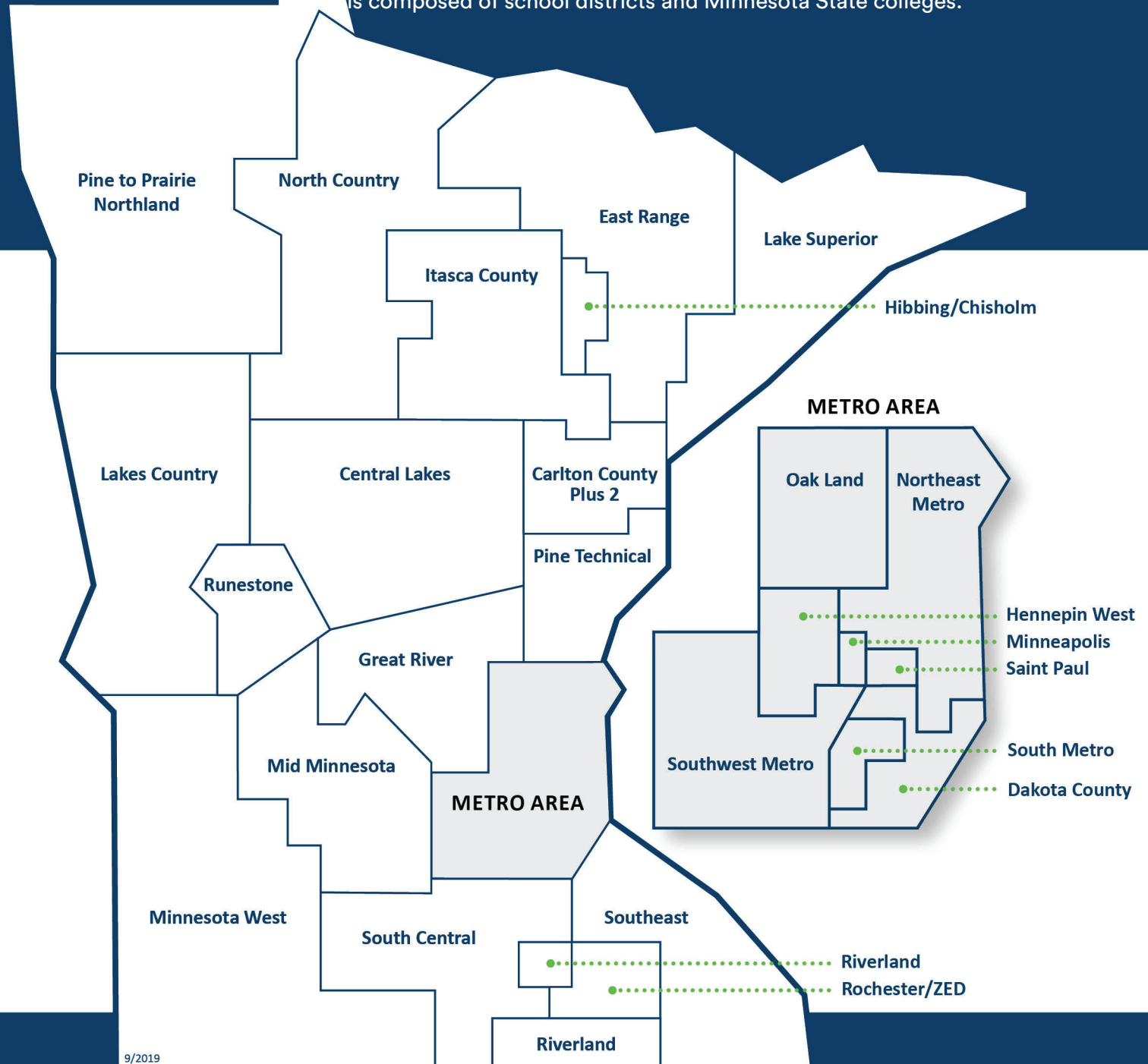
Sustained interactions with industry or community professionals in real workplace settings, to the extent practicable, or simulated environments at an educational institution that foster in-depth, firsthand engagement with the tasks required in a given career field, that are aligned to curriculum and instruction. [Perkins V]

APPENDIX G: ACRONYMS

AAS – Associate of Applied Science degree	LMI – Labor Market Information
ABE – Adult Basic Education	MACTA – Minnesota Association for Career and Technical Administrators
ACTE – Association for Career and Technical Education	MARSS – Minnesota Automated Reporting Student System
ACTE-SPED—Access to Career Technical Education for Students with Disabilities	MCA – Minnesota Comprehensive Assessments
AP – Advanced Placement	MCIS – Minnesota Career Information System
APR – Annual Performance Report	MDE – Minnesota Department of Education
AS – Associate of Science degree	MNACTE – Minnesota Association for Career and Technical Education
ASA – Academic and Student Affairs (a division of Minnesota State)	MNPOS – Minnesota Programs of Study
CAR – Consolidated Annual Report	MnSCU – Former abbreviation for Minnesota State Colleges & Universities; no longer used, but may be seen in earlier documents
CECT – Continuing Education and Customized Training	MTAS – Minnesota Test of Academic Skills
CIP – Classification of Instructional Programs	NAPE – National Alliance for Partnerships in Equity
CLEP – College-Level Examination Program®	NCLB – No Child Left Behind Act (see Elementary and Secondary Education Act)
CLNA – Comprehensive Local Needs Assessment	NOCTI – National Occupational Competency Testing Institute
CPL – Credit for Prior Learning	NSC—National Student Clearinghouse
CSP – Continuum of Service Provisions	OCR – Office of Civil Rights
CTE – Career and Technical Education	OCTAE – Office of Career, Technical, and Adult Education (US Department of Education)
CTSO – Career and Technical Student Organization	OMB – Office of Management and Budget
DEED – Minnesota Department of Employment and Economic Development	PAR – Personnel Activity Report
DLI – Minnesota Department of Labor and Industry	PCRN—Perkins Collaborative Resource Network
DOL – United States Department of Labor	PELSB – Professional Educator Licensing and Standards Board
EDGAR – Education Department (Federal) General Administrative Regulations	PLP – Personal Learning Plan
EDIAM – Education Identity & Access Management	PLTW—Project Lead The Way
ELL – English Language Learner	POS – Program(s) of Study
ESEA – Elementary and Secondary Education Act	PSEO – Postsecondary Enrollment Options
ESSA – Every Student Succeeds Act	SCUPPS—State College and University Personnel Payroll System
FAUPL—Final Agreed-Upon Performance Levels	SERVS – State Educational Record View and Submission system
FCS – Family and Consumer Science	SLEDS – Statewide Longitudinal Education Data System
FERPA – Family Educational Rights and Privacy Act	STEM – Science, Technology, Engineering, and Mathematics
GWDB – Governor’s Workforce Development Board	TSA – Technical Skill Assessment
FTE—Full-Time Equivalent	UFARS – Uniform Financial Accounting and Reporting Standards
HLC – Higher Learning Commission	WBL – Work-Based Learning
IB – International Baccalaureate Program	WBWF – World’s Best Workforce
IEP – Individualized Education Program	WIOA – Workforce Innovation and Opportunity Act
IRC – Industry-Recognized Credential	
ISRS – Integrated Statewide Records System	
LEP – Limited-English Proficient	

Perkins Consortia

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



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