



Minnesota
STATE COLLEGES
& UNIVERSITIES

CARL D. PERKINS CAREER AND TECHNICAL EDUCATION ACT OF 2006



An Act that Supports
Career and Technical Education in
Minnesota

Minnesota State Transition Plan
July 1, 2007 to June 30, 2008

**Submitted to:
Office of Vocational & Adult Education
United States Office of Education**

May 4, 2007

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U. S. Department of Education
Office of Vocational and Adult Education

**The Carl D. Perkins
Career and Technical Education Act of 2006**

STATE PLAN COVER PAGE

State Name: Minnesota

Eligible Agency Submitting Plan on Behalf of State:

Minnesota State Colleges and Universities Office of the Chancellor

Person at, or representing, the eligible agency responsible for answering questions on this plan:

Signature: 

Name: Deena Allen, Ph.D.

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Type of State Plan Submission (check one):

6-Year Full Plan – FY 2007 – FY 2013

1-Year Transition Plan – FY 2007-2008

Special Features of State Plan Submission (check all that apply):

Unified - Secondary and Post-Secondary

Unified - Post-Secondary Only

Title I only (*All Title II funds have been consolidated under Title I*)

Title I and Title II

State Certificate

State of Minnesota

I hereby certify:

1. **The Minnesota Legislature established Minnesota State Colleges and Universities to serve as Sole State Agency in this State to receive and disburse federal career and technical education funds as recorded in Minnesota State Statute 136F.79:**

SOLE STATE AGENCY

The board is the sole state agency to receive and disburse federal funds authorized by the Vocational Education Act of 1963, as amended in the education amendments of 1976, Public Law 94-482, and Code of Federal Regulations, title 34, part 400. The board shall develop and submit the state plan for vocational technical education. The board shall develop the state plan according to terms of agreement with the State Board of Education

2. **Minnesota State Colleges and Universities System has authority under State law to perform the functions of the State under the program as specified in the Carl D. Perkins State Plan.**
3. **The State of Minnesota may legally carry out each provision of the foregoing Plan.**
4. **All provisions of the foregoing Plan are consistent with State law.**
5. **Minnesota State Colleges and Universities Board of Trustees has authority under State law to receive, hold, and disburse federal funds made available under the foregoing Plan.**
6. **Minnesota State Colleges and Universities Board of Trustees has adopted and formally approved the Minnesota State Transition Plan for the 2006 Carl D. Perkins Career and Technical Education Act.**
7. **The foregoing Plan is the basis for state operation and administration of the program.**
8. **By decree of the Governor on September 10, 1987, the State of Minnesota decided to discontinue its involvement in the Intergovernmental Review of Federal Programs Process of Executive Order 12372.**

Minnesota State Colleges and University Board of Trustees

David Paskach
Chair, Board of Trustees

James H. McCormick
Chancellor

Date: May 16, 2007

PART A: STATE PLAN NARRATIVE

SECTION ONE

The 2006 Carl D. Perkins Career and Technical Education Act: Planning, Coordination, and Collaboration Prior to Plan Submission

I. The Minnesota Perkins IV Plan: Introduction and Overview

The Carl D. Perkins Career and Technical Education Act of 2006 (Perkins IV) directs the operation of secondary, post-secondary, and adult technical education programs for the period from July 1, 2007 to June 30, 2013. Perkins IV maintains much of the program improvement emphasis of the 1998 Vocational and Technical Education Act (Perkins III) while requiring Career and Technical Education (CTE) to have a **renewed and strengthened focus on collaborative partnerships and the development and implementation of programs of academic and technical preparation spanning secondary and post-secondary education**. To promote this heightened expectation of collaboration between secondary and post-secondary CTE, the following *guiding principles* are instrumental in moving CTE forward in Minnesota under Perkins IV:

A. Guiding Principles for Minnesota State Perkins Plan

1. CTE and academic education must be integrated in a more comprehensive way.
2. College and work readiness skills are one and the same.
3. Each student needs at least some education or advanced training past high school, whether 2-year college, 4-year university, industry certification, or advanced training through work.
4. Federal Perkins funding for CTE is not an entitlement at either the state or local level.
5. All education spending must be connected with student success outcomes.
6. High schools and colleges should continue CTE programs and activities that have worked well.
7. CTE must be strategically placed within the broader vision, mission and goals for education within the state of Minnesota.

B. Minnesota Perkins IV Five-Year Plan

Under the Minnesota Perkins IV Five-Year Plan, local eligible recipients (high schools and colleges) will operate under a ***new consortium structure***, starting July 1, 2008 and thereafter. Each Perkins IV Consortium, which must include both high schools and colleges as members, will submit a ***single local plan*** to address the goals established in the Minnesota State Plan. Under Perkins IV, Minnesota will reexamine its current CTE vision, mission, and purpose--established in 1997 under the previous Perkins III legislation. To implement the process for developing a state plan, a number of groups will participate in stakeholder input during the time period July-December 2007. Based on this input and the federal requirements, Minnesota will submit a five-year plan to U.S. Department of Education (USDE), Office of Vocational and Adult

Education (OVAE) in April 2008 to cover the period July 1, 2008 through June 30, 2013. In the interim a one-year Minnesota State Transition Plan (July 1, 2007 to June 30, 2008) will be submitted to OVAE for the first year of Perkins IV.

C. The Minnesota State Transition Plan

1. State and Local Transition Plan Goals, Objectives and Strategies

The newly enacted Carl D. Perkins Career and Technical Education Act of 2006 (Perkins IV) directs how Perkins funds are used for secondary, post-secondary, and adult career and technical education (CTE) programs from July 1, 2007 to June 30, 2013. Perkins IV replaces the 1998 Carl D. Perkins Vocational and Technical Education Act (Perkins III) and seeks to ensure student success in attaining academic and technical skill proficiency through the use of programmatic career pathways and programs of study. The Minnesota Perkins Transition Plan will require high schools and colleges to develop Perkins Plans with designed goals to:

2. Goals

- *Improve and expand high school to college transitions for career and technical education students,*
- *Examine, expand and improve collaborative practices to support career and technical education programming,*
- *Effectively use employer, community and education partnerships to support career and technical education,*
- *Provide access to services for special populations, including under-represented students, in career and technical education programs,*
- *Create a new consortium structure of high schools and colleges.*

The ultimate outcome of the above *five* goals under Perkins IV is Minnesota CTE students to employment success in high-skill, high-wage or high-demand occupations. But while these students are in high school or college, strategies must be designed that lead to **SMART**¹ objectives so that all CTE students are able to:

- ***Enhance their engagement*** – defined as attending, focusing, and specializing in course work and work-based learning within programmatic career pathways and programs of study;
- ***Improve their achievement*** – defined as academic performance, skill development, and, completing (graduating) high school or college; and,
- ***Ease their transition*** – defined either as high school graduates moving on to post-secondary education without the need for remediation; or, as managing the learning swirl that is taking place between education and the workplace.

¹ SMART is an acronym used in strategic planning and stands for **S**pecific, **M**easurable, **A**chievable, **R**esults-oriented, and **T**ime-determined.

3. Objectives

To successfully meet the Transition Plan *goals*, high schools and colleges must work collaboratively to achieve improvement in the following *objectives*:

- High school graduation of CTE students
- College readiness prior to entering the post-secondary CTE system
- Technical skill proficiency of high school and college students in CTE programs
- Post-secondary credential attainment of students in CTE programs
- Narrowing the high school and college CTE student success achievement gap, particularly for the one between the general population, and those in underserved and special population groups.

4. Strategies

To achieve the Transition Plan *objectives*, both at the state level as well as the local level, Minnesota will use the following *strategies*:

- Develop collaborative partnerships that support the identification of a new consortium structure of colleges and high schools
- Implement programmatic career pathways and programs of study to strengthen linkages between and within secondary and post-secondary education
- Establish a differentiated system of accountability that distinguishes between technical skill proficiency and conventional graduation outcomes

Accomplishing the goals, objectives and strategies in the Minnesota Perkins IV Transition Plan will enable Minnesota Department of Education, the Minnesota State Colleges and Universities Office of the Chancellor, Perkins secondary school districts/consortia, Tech Prep consortia and post-secondary institutions (colleges) receiving Perkins and Tech Prep funds, to all begin laying the foundation for a long-term alignment between high schools and colleges regarding administration, funding, accountability, and, most importantly, programming of CTE. A key new feature of the Minnesota plan requires each consortium of high school and college partners to submit a single local plan in FY09, and it is on this single local plan that the success of CTE under Perkins IV in Minnesota rests.

II. Minnesota Perkins III: A Brief Review

The Minnesota Perkins III State Plan² directed the federal investment in CTE in the following four areas:

- Improving the academic skills of vocational and technical education students;
- Strengthening connections between secondary and post-secondary education;
- Requiring the concentration and completion of post-secondary certificates, diplomas and degrees; and,
- Preparing individuals for high skill, high demand occupations that pay family-supporting wages

A. Funding

Under Perkins III, Minnesota received approximately \$20 million annually to support career and technical education at the high school and 2-year college level. The State³ was responsible for managing two separately funded programs: Perkins Basic (Title I) and Tech Prep (Title II). Federal Perkins funds were distributed to 51 secondary basic grant recipients (school districts and consortia of school districts), 29 post-secondary basic grant recipients (2-year colleges including one consortium of two 2-year colleges) and 30 Tech Prep consortia (comprised of secondary and post-secondary partners).⁴ The resulting structure is a total of 110 separate and independent local administrative entities receiving either Perkins or Tech Prep funds. Of the total annual dollars Minnesota received through Perkins III, 85% of the funds go to individual secondary and post-secondary institutions; 5% is used for State administration; and the remaining 10% is put towards a variety of activities that are collectively called State leadership activities.

B. Program Administration

The Minnesota State Colleges and Universities Office of the Chancellor is designated as the eligible agency for administration of the Perkins grant and acts as the primary contact to the U.S. Department of Education on all issues related to ensuring that the intent of the Perkins legislation is met in Minnesota. The responsibilities of the Office of the Chancellor are:

- The OFFICE OF THE CHANCELLOR, with its secondary partner, the Minnesota Department of Education, jointly negotiates with the USDE on performance levels on the separate secondary and post-secondary accountability indicators, as part of the requirement under Perkins Basic Grant

² Details about the Minnesota Perkins III State Plan can be obtained at the following url:

<http://www.cte.mnscu.edu/perkins/stateplan/tableofcontent.html>

³ Throughout this document, whenever the term State is used it is in reference to the fact that the Minnesota Department of Education and the Minnesota State Colleges and Universities system will make decisions jointly when it comes to all matters related to the 2006 Carl D. Perkins Career and Technical Education Act (Perkins IV), as it has done under the 1998 Carl D. Perkins Vocational and Technical Education Act (Perkins III).

⁴ If a school district or a college has a student enrollment that leads to an individual allocation of less than \$15,000 at the secondary level or \$50,000 at the post-secondary level, the school district or college will qualify for funding only by electing to be part of a consortium, whose funding level exceeds \$15,000 at the secondary level or \$50,000 at the post-secondary level. Under Perkins III, while there are many school districts that have combined to form consortia, there is only one post-secondary consortium. School districts, colleges or consortia that meet the minimum funding threshold level are generally referred to as local eligible recipients.

- The negotiation with USDE is based on separate definitions for CTE participants, concentrators and completers, at the secondary level (grades 10-12), and at the post-secondary level (colleges)
- To ensure compliance on these negotiated performance levels, the Minnesota Department of Education and Office of the Chancellor are each responsible for collecting the needed data and producing annual reports that summarize the accountability information
- The Office of the Chancellor has the sole responsibility for further summarizing and including all accountability information as part of the Consolidated Annual Report (CAR) submission to the U.S. Department of Education

Based on the Minnesota Perkins III State Plan, local school districts, colleges, and consortia each develop local plans detailing how they will use Perkins funds to meet the goals of Perkins III. These local plans must be approved at the state level. While the Minnesota Department of Education is responsible for approving local plans of school districts/consortia and the Office of the Chancellor approves college plans, a significant peer review process is undertaken at the local level, collaboratively involving secondary and post-secondary applicants, prior to state-level approval.

C. **Accountability**

The Office of the Chancellor, along with its secondary partner, the Minnesota Department of Education, negotiates federally-approved, unified performance levels (FAUPL) every year for each of the four core performance indicators. The basic expectation is that each eligible recipient will meet or exceed the FAUPL in each of the four core indicators:

- Core Indicator 1: *Academic and Technical Skill Attainment*
- Core Indicator 2: *Credential Attainment/Completion*
- Core Indicator 3: *Placement & Retention*
- Core Indicator 4: *Participation in and Completion of Non- traditional Programs*⁵.

Appendix A shows summary data and trends in the performance levels in the above four indicators. Disaggregated data by career clusters is presented in the annual Perkins III Consolidated Annual Report (CAR) which Minnesota submits to the US Department of Education, Office of Vocational and Adult Education (OVAE). Appendix B shows the trend data for Tech Prep participation. Under Perkins III, Minnesota has for many years reported the systematic collection of Tech Prep data only at the secondary level. The inability, due to Minnesota data privacy regulations, to match secondary Tech Prep data to post-secondary Perkins data meant that no information could be gathered on the post-secondary Tech Prep students.⁶

⁵ The Perkins Act has always defined the non-traditional programs as programs in which students of one gender have been traditionally under-represented. As examples, one can consider nursing programs in which men are under-represented or welding programs where women are under-represented.

⁶ See the Section describing Tech Prep in Minnesota where a procedure for estimating post-secondary Tech Prep numbers is discussed.

III. Moving Forward Under Perkins IV

The State began informing local CTE leaders and key informants about the Perkins reauthorization process as far back as 2004. Staff from the Minnesota Department of Education and the Office of the Chancellor attended multiple national conferences regarding the future direction of the Perkins Act and the gathered information was disseminated in a variety of ways including making presentations at local meetings and conferences of secondary and post-secondary local leaders and administrators. In particular, several listening sessions, a summary of which is provided in Appendix C, were conducted in 2005 focusing on the following six questions:

- How should the state negotiate performance targets with local recipients?
- What are the methods that Minnesota should use to demonstrate student academic/ technical proficiency?
- What would be the characteristics of a system that encourages successful high school to post-secondary transition in Minnesota?
- How should Minnesota use career clusters/pathways to organize CTE programming?
- If we were to start over in designing a structure for Perkins Basic and Tech Prep, what would it look like?
- How can the local planning process be better used as a strategic tool to focus on continually improving student performance?

The information gathered from the listening sessions has been instrumental in moving forward the State CTE planning efforts, particularly as it related to framing the new direction for CTE in Minnesota.

Under Perkins IV, Minnesota will reexamine its current CTE vision, mission, and purpose. To implement the process for developing a state plan, a number of groups will participate in stakeholder input processes during the time period July-December 2007. Based on this input and the federal requirements, Minnesota will submit a five-year plan to US Department of Education (USDE), Office of Vocational and Adult Education (OVAE) in April 2008 to cover the period July 1, 2008 through June 30, 2013. In the interim, this one-year Minnesota State Transition Plan (July 1, 2007 to June 30, 2008) specifies how the State will implement the first year of Perkins IV.

Minnesota's new direction in its FY08 Transition Plan has been the product of significant discussion within the Minnesota Department of Education, the Minnesota State Colleges and Universities Office of the Chancellor, and local Perkins recipients. Based on these discussions, as well those that will continue to occur, and formal input sessions that will occur over the next fifteen months, Minnesota is well under way in its preparation for the FY08 Transition Plan and also for the Five-Year Plan.

SECTION TWO

The FY08 Minnesota State Transition Plan: Program Administration under a New Consortium Structure in Minnesota under Perkins IV

I. Introduction and Overview

As required by the 2006 Carl D. Perkins Career and Technical Education Act (Perkins IV), Minnesota is required to submit to the U.S. Department of Education (USDE) either a full six-year (July 1, 2007-June 30, 2013) Plan or a one-year Transition Plan (July 1, 2007-June 30, 2008). Minnesota has chosen to submit a one-year Transition Plan, which describes how Minnesota intends to meet the intent of Perkins IV for FY08 Plan (July 1, 2007-June 30, 2008) and lay the foundation for a five-year plan starting in July 1, 2008.

Much discussion has taken place around the state regarding how Minnesota should sustain career and technical education (CTE) into the 21st century. While the State⁷ intends to use Perkins and Tech Prep funds to target all students who enter and exit high school, and all students entering and exiting college, a particular emphasis for the State in implementing Perkins IV will be to develop systems, processes and procedures that focus on high school to college transitions.

The Minnesota Department of Education, the Minnesota State Colleges and Universities Office of the Chancellor, current Perkins secondary school districts/consortia, Tech Prep consortia, and post-secondary institutions (colleges) receiving Perkins funds have begun to lay the foundation for a long-term alignment between high schools and colleges regarding administration, funding, accountability, and, most importantly, programming of career and technical education (CTE). The following briefly describes how Minnesota CTE will expand, continuously improve and sustain itself under a new Perkins IV consortium structure.

II. The New Consortium Structure in Minnesota

1. Structure

- For the FY08 transition year (2007-2008), the current structure of secondary basic recipients, post-secondary basic recipients and Tech Prep recipients will be maintained for funding and local plan development.
- Beginning in FY09 (2008-2009), a new structure of Perkins consortia will be established. Each consortium will include at least one 2-year college and one or more partnering secondary school districts. Each eligible school district and college shall formally belong to only one consortium. However, this does not mean that school districts and colleges are limited in collaborating with other consortia. One secondary fiscal agent and one post-secondary fiscal agent will manage funds under a single collaboratively-developed local plan.

⁷ See Footnote 3.

2. Local Consortium Formation Timeline

- In the FY08 transition year (July 1, 2007 to June 30, 2008), each current Perkins recipient will recommend secondary school districts and post-secondary institutions with which each would partner under the new consortium structure, which will begin with the 2008-2009 year (July 1, 2008 to June 30, 2009). The state reserves the right to negotiate the final consortium structure so that no district or college is excluded.

3. Funding and Administration

- Beginning in FY09 (starting July 1, 2008) Tech Prep funds will be merged with the Perkins basic grant. The combined funds will then be allocated separately to each eligible secondary and post-secondary fiscal agent. The state will consider all available flexibility in the distribution of funds, including distribution of a portion of the funds on a competitive basis.
- The FY09 single local consortium plan, submitted for the 2008-2009 year (due in Spring 2008), and each successive plan thereafter, will need administrative signature endorsement from each secondary school district *and* each college included under that consortium plan.
- Minnesota Department of Education and Office of the Chancellor Perkins staff will provide technical assistance to the newly established consortia to support successful plan implementation between secondary career and technical education programs and appropriate post-secondary opportunities within and outside the local consortium.

4. Accountability

- Secondary and post-secondary recipients of Perkins funds will be independently responsible for meeting accountability measures under Perkins IV.
- For the FY09 local application plan, and for each successive plan (FY10-FY13), the state will promote a local planning process that places the focus on broad goals rather than specific required and permissible activities.
- As described below in the ***Accountability Section***, Perkins IV definitions either are an adoption of those provided by OVAE, or have been modified to suit state accountability measures and performance targets. As the new consortium structure begins to take shape at the local level, the state will ensure that each secondary school district/consortium or college individual performance targets are consistent with a state accountability plan to ensure that local performance targets are met.

Minnesota will use the transition year (2007-2008) under Perkins IV to move toward a new consortium structure at the local level with greater collaboration among secondary and post-secondary partners. Starting in FY09 (July 1, 2008 to June 30, 2009), a **single local plan** will be required from each newly formed consortium of local eligible Secondary Basic, Post-Secondary Basic and Tech Prep recipients. During the transition year, newly formed consortium will begin developing the systems and processes that will enable each new consortium member to work in partnership to fulfill the requirements of Perkins IV.

II. General Requirements Under the Transition Plan

The following general requirements will be adopted by the State regarding the development of the one-year transition plan:

- The same administrative structure that was in place under Perkins III will be maintained under Perkins IV with funds being separately distributed to secondary Basic, post-secondary Basic and Tech Prep.
- Local secondary and post-secondary recipients will continue to be independently responsible for meeting negotiated accountability measures under Perkins IV. Additional student performance measures that describe successful high school to college transitions will continue to be explored, collected, and used within a framework of continuous program improvement.
- The State will develop the conceptual framework for establishing career pathways/programs of study within Minnesota and lay the foundation for local eligible recipients for implementing at least one program of study in FY09 (July 1, 2008 to June 30, 2009);
- The State will provide technical assistance to current secondary and post-secondary Basic and Tech Prep local recipients to facilitate successful identification and formation of new local consortium structures.
- To measure the effectiveness of programs and services at the local level, the differentiated system of accountability between secondary and post-secondary will continue from Perkins III. However, the State will develop a framework that distinguishes the processes for separately achieving technical skill attainment and high school and college graduation.
- The State is also exploring, through a variety of state-level initiatives in moving forward plans to establish a system for addressing accountability for the movement of high school students to college or university.

III. Statutory Requirements

2. You must describe the career and technical education activities to be assisted that are designed to meet or exceed the State adjusted levels of performance, including a description of—
 - (a) The career and technical education programs of study, that may be adopted by local educational agencies and post-secondary institutions to be offered as an option to students (and their parents as appropriate) when planning for and completing future coursework, for career and technical content areas that
 - i. Incorporate secondary education and post-secondary education elements;
 - ii. Include coherent and rigorous content, aligned with challenging academic standards, and relevant career and technical content in a coordinated, non-duplicative progression of courses that align secondary education with post-secondary education to adequately prepare students to succeed in post-secondary education;
 - iii. May include the opportunity for secondary education students to participate in dual or concurrent enrollment programs or other ways to acquire post-secondary education credits; and
 - iv. Lead to an industry-recognized credential or certificate at the post-secondary level, or an associate or baccalaureate degree.

Career Pathways and Programs of Study

Capitalizing on much of the development work done in other states, for example Missouri, Nebraska, Oklahoma and Maryland, Minnesota intends to implement programs of study and career pathways as a primary mechanism to identify, build and sustain the new consortia structure proposed under Minnesota's Perkins IV State Plan. Minnesota has long used the 16 CTE career clusters as a data organizing framework. However, with its intent to build a new consortium structure, only recently has Minnesota begun exploring the use of career pathways and programs of study as a structural framework for organizing the coordinated delivery of CTE in high schools and colleges. The activities undertaken in Minnesota to support implementation of career pathways and programs of study include the following:

- Promoting early consideration of career clusters as a guidance tool (middle school), discussion is centering on a set of Minnesota Career Fields (perhaps 5 or 6) that encompass the 16 career clusters.
- Examination of the 81 Career Pathways Model, as developed by the National Association of State Directors of Career and Technical Education Consortium (NASDCTEc), has begun apply this structure to Minnesota's CTE curricula at the secondary and post-secondary levels.
- Preliminary data work has begun on using Classification of Instructional Program (CIP) codes, career clusters and career pathways to align existing programs in community and technical colleges with the cluster and pathway structure. Classifying existing college CTE programs within the 16 career clusters and 81 pathways using CIP (Classification of Program) codes and developing a similar crosswalk for secondary CTE programs.
- Efforts are under way to build a relational database that links secondary CTE programs to related CTE programs at the post-secondary level within the cluster/pathway framework.
- Use existing labor market information (LMI) produced regularly by the Department of Employment and Economic Development (DEED), and particularly as it relates to current and emerging high-skill, high-wage, or high-demand occupations.
- Minnesota will identify at least three model programs of study during the FY08 transition year.

Current Examples in Career Pathways and Programs of Study in Minnesota

The state has encouraged local recipients to consider the following when developing and implementing programs of study:

- Existing programmatic career pathways in the colleges which can serve as a foundation for identifying programs of study that connects secondary and post-secondary levels through a sequence of non-duplicative courses.
- Encouraging the development of new, or modify existing, pathways using the currently existing Tech Prep articulation agreements between secondary education and post-secondary education institutions as an initial point of discussion.
- Identifying for students and their parents, the academic and technical courses needed for broad preparation in various career fields at the secondary level, and specialization at the post-secondary level.

- Develop resources for counselors in order to understanding the role of career pathways and programs of study as a mechanism for moving towards a post-secondary education or employment
- To prepare for Perkins IV, several Tech Prep consortia have recently developed programs of study for grades 9-14 in Information Technology, Health, and Manufacturing.
- Plans for a state model program of study in the area of Agriculture and Natural Resources are in progress and conversations are underway between high schools and colleges, the State and several national organizations to establish a program of study.

(b) **How you, in consultation with eligible recipients, will develop and implement the career and technical programs of study described in (a) above;**

Using the career pathways and programs of study framework developed nationally and by other states, but in particular Nebraska, the State will develop the conceptual framework with local input for establishing career pathways and programs of study within Minnesota and lay the foundation for local eligible recipients to implement at least one program of study in FY09 (July 1, 2008 to June 30, 2009).

The programmatic needs of all students will be considered in the developing the conceptual framework, including adult students who may be entering directly into grade 13 and above, such that they are able to transition to further education and employment at self-determined entry, stop-out, re-entry, and exit points. Minnesota will set the following parameters for developing a statewide strategy:

- Career Pathways and Programs of Study will either be developed locally or developed by the State with local input and must meet at least the following criteria:
 - Span at least grades 11-14 by identifying a non-duplicative sequence of both academic and technical courses within a program of study;
 - Make high school graduation a minimum requirement;
 - Lead to an industry recognized certification or a certificate, diploma or an associate degree from a two-year college;
 - Align with the program approval process established by the Minnesota Department of Education and the Minnesota State Colleges and Universities system; and the program approval process required by the Minnesota Department of Education.
- The State will explore a variety of electronic and face-to-face mechanisms that explain to students, families, and counselors, Minnesota's career pathway framework and program of study model:
 - Through the development of an interactive career planning resource. Existing Minnesota career planning resources such as Minnesota Career Information System (MCIS) Internet System for Education, Employment and Knowledge (ISEEK – www.iseek.org), Minnesota Careers (MnCareers).

In summary, Minnesota strongly feels that the development and implementation of programs of study will be facilitated by the proposed new consortium structure⁸ described below. The State contends that the proposed new consortium structure will support the Perkins IV requirement for an increasingly strong collaborative structure between all aspects of the secondary and post-secondary CTE systems.

(c) **How you will support eligible recipients in developing and implementing articulation agreements between secondary education and post-secondary education institutions;**

As part of the new consortium structure development process, in FY08, local eligible recipients receiving either Perkins Basic or Tech Prep Funds, have been informed that as part of the FY08 local plan development process:

- They must consider articulation as a required activity. In addition, it is an expectation under Minnesota's Perkins IV proposed new consortium structure that recipients of funds broker services with other secondary and/or post-secondary entities to ensure smooth transitions for students.⁹ Minnesota expects the concept of brokering of services to be a key ingredient in forging new articulation agreements that extend beyond a single consortium, and set the stage for regional and statewide articulation agreements.
- Using the term articulation more expansively, the State has decided to make some of the permissible activities under Perkins IV required activities e.g. articulation and dual enrollment. Minnesota has a long established state-supported dual enrollment program that permits 11th and 12th graders to enroll in college level courses. While this program has had limited application when it comes to high school students enrolling in college-level CTE courses, this participation is expected to grow given the new direction Minnesota is forging under Perkins IV.

(d) **How programs at the secondary level will make available information about career and technical programs of study offered by eligible recipients;**

The State has established data systems that allow for linkages between the current structure of secondary state approved career and technical education programs and the sixteen nationally-recognized career clusters. Minnesota has been working on the development of a framework for programs of study and has been communicating that framework through required meetings of Perkins recipients. Once finalized, the program of study framework will be communicated to all school districts through electronic distribution to school superintendents and to all Perkins recipients and career and technical education administrators through their electronic distribution networks.

⁸ It should be made clear that consortium under Perkins IV as presented here refers to one in which secondary school districts and colleges participate as partners. Under Perkins III, consortium usually referred to a collection of school districts that did not meet the minimum funding threshold.

⁹ Each Perkins IV consortia is expected to implement at least one program of study starting in FY09. Suppose a Perkins IV consortium does not have either the secondary or post-secondary components of a given program of study (as determined by the State), and consortium students have expressed an interest in the absent component. It is then incumbent on the Perkins IV consortium to facilitate the movement of CTE students from high school to college, by identifying, and expediting the transfer into, another Perkins IV consortium that has the complete program of study.

(e) *The secondary and post-secondary career and technical education programs to be carried out, including programs that will be carried out by you, to develop, improve, and expand access to appropriate technology in career and technical education programs:*

Minnesota has developed several electronic and online tools that have enabled students in secondary and post-secondary CTE programs to access information on career guidance, on education programming in CTE, and on current and future employment opportunities. Among them are:

- **ISEEK** – The Internet System for Education and Employment Knowledge (ISEEK) <http://www.iseek.org> is Minnesota’s electronic gateway to career and education information and resources. The website is a joint collaboration between the University of Minnesota, the Minnesota State Colleges and Universities, Minnesota Department of Education, and the Department of Employment and Economic Development (DEED). It is used in classrooms and career centers in K-12 school districts, in career development offices of colleges and universities, by workforce center counselors and other citizens seeking such information. ISEEK provides monthly updated news articles on career and education topics of importance to Minnesota students, workers, educators, and other professional staff. ISEEK provides career development information and planning processes including skills assessment, resume writing protocols, and job bank links. ISEEK also provides interactive, online connections of workforce counselors to each other to aggregate client needs and connect employers with training providers for specific training needs.
- **Career Information:** Minnesota provides information to students and the general public about high skill/high wage opportunities using three primary career development products: the DEED Minnesota Careers publication, the Minnesota Department of Education Minnesota Career Information System and internet-based products, and iSEEK Solutions, a web-based system of education and employment information, that involves several agencies responsible for education and employment information. All products are coordinated by the iSEEK Solutions Board, a joint powers board involving six state agencies and the state’s public and private higher education institutions.
- **eFolio Minnesota:** is a statewide electronic portfolio infrastructure <http://www.efoliomn.com> that permits all Minnesota residents and students to construct and showcase their education and workforce skills and abilities. Partially supported with Perkins leadership funds, eFolio is entirely web-based and will accommodate text and/or multi-media files (images, audio, video). A product of the Minnesota State Colleges and Universities, it is the nation’s first statewide electronic portfolio management system.

(f) *The criteria that you will use to approve eligible recipients for funds under the Act*

The State has developed a local application plan that describes the criteria to approve eligible recipients for funds under the Act. The local application plan, provided as an attachment in Appendix D.¹⁰ The approval process is described below.

¹⁰ Appendix D provides the local application plan eligible recipients were expected to complete and submit to the State by May 21, 2007. In addition, local eligible recipients were provided a section describing general information and submission requirements; a section that provides definitions of terms used in the local application; and a scoring rubric. All of these are available at www.cte.mnscu.edu

The FY08 Perkins and Tech Prep Local Plan Development

A unique feature of the Perkins III State Plan, and a requirement within each local plan, has been the 10% allocation of local funds to be spent on collaborative activities at the local level, but allowing for separate planning and implementation to occur for most of the local funds. While the 10% collaboration requirement at the local level has clearly spurred collaboration and has elevated Minnesota's national visibility as an innovator in supporting high school and college collaboration using Perkins funds, the time has come to move to the next step in collaborative implementation.

I. Transition Year Plan Structure and Purpose

For the FY08 transition year (July 1, 2007 to June 30, 2008), the structure of secondary basic recipients, post-secondary basic recipients, and Tech Prep recipients established under Perkins III will be maintained for funding and local plan development. The local transition plan must address the use of secondary Perkins Basic funds, post-secondary Perkins Basic funds, or Tech Prep funds to implement the intent and requirements of Perkins IV in Minnesota. The primary purposes of the transition year are to begin:

- developing collaborative partnerships that support the identification of a new consortium structure of colleges and high schools;
- planning to implement more comprehensive CTE programs of study; and,
- focusing on accountability measures under Perkins IV.

II. FY08 Transition Plan Goals

In the FY08 local transition plan, each recipient shall focus on the following five goals. Recipients will target funds toward these goals to help ensure success in high school and college study and the transition to career opportunities. Accomplishment of these goals will address the primary purposes of the transition year: developing collaborative partnerships that support the identification of a new consortium structure of colleges and high schools, planning to implement more comprehensive CTE programs of study, and focusing on accountability measures under Perkins IV.

1. Improve and expand high school to college transitions

This goal is intended or is designed to support the transition of students from high school to college through programs and services such as the development and implementation of programs of study, alignment of high school and college standards, integration of academic concepts into career and technical education, credit articulation, career guidance, college readiness, etc.

2. Examine and improve collaborative practices to support career and technical education programming

This goal builds upon the successes of Minnesota's 10% collaboration requirement under Perkins III by expanding on collaboratively planned activities that support career and technical education programming.

3. Effectively utilize employer, community and education partnerships

This goal promotes input from, and consultation with, education, employer and community organizations to successfully address each purpose of Perkins IV. Active involvement of external partners helps ensure that programming and structural reorganization under Perkins IV will promote student success.

4. Improve services to special populations

This goal addresses the continuing focus of the Perkins Act on students in special populations. Attention to programs and services for those with the greatest need ensures:

- participation and completion of career and technical education programs by students who are participating in programs that are not traditional for their gender, and
- attention to students with disabilities or other disadvantages that will help members of these special populations prepare for high-skill, high-wage, or high-demand occupations that lead to self sufficiency.

5. Identify a Perkins IV consortium structure

This goal addresses the planning and provision of structural recommendations for the implementation of Perkins IV (beginning FY09). In order for secondary and post-secondary recipients to obtain funding after June 30, 2008, a recipient must participate in a consortium that includes at least one Perkins-eligible post-secondary institution and at least one Perkins-eligible secondary school district. Areas to consider when selecting consortium partners include current effective relationships, anticipated programs of study, roles of brokering services with other Perkins schools/institutions, matriculation patterns of high school graduates to Perkins-eligible colleges, and geographic proximity.

III. Common Application Form for Tech Prep and Perkins Basic Grant

Each Perkins recipient must consider prior Basic and Tech Prep activities and submit a **local application** and budget to the State each fiscal year. Since the same topics need to be addressed by both the Tech Prep and the Secondary and Post-secondary Basic grant recipients, using a form containing a common set of elements and establishing the same requirements will allow for consistency in the focus of all local applications.

In general, local eligible recipients must:

- Provide a narrative on how each local eligible recipient will accomplish each of the five Transition Plan goals and develop objectives, strategies, outcomes and measurements around these goals. Budget figures corresponding to each of the goals are to be provided separately for each goal. Based on the narrative for each goal, the eligible recipient must identify and discuss at least one Perkins IV required activity¹¹ under each goal. A summary budget, along with a budget narrative must also be completed by each local eligible recipient.

¹¹ Given the new direction Minnesota is forging under Perkins IV, the State has decided to make some of the permissible activities, e.g. articulation and dual enrollment, under Perkins IV required activities. See Appendix A for details.

- The State will require each local eligible recipient, in discussion with others, to submit by December 31, 2007, the consortium in which they expect to be a member. The final approval of the new consortium structure in Minnesota will be completed by January 31, 2008. Once the new consortium structure is in place, joint planning of CTE programs and services starting July 1, 2008 and thereafter must be done under the new single consortium structure.

Minnesota will expand the Perkins III minimum 10% allocation of funds for collaboration between high school and college into maximum collaborative CTE planning effort under a new single consortium structure and use this structure to drive the intent of Perkins IV.

IV. Scoring Rubric

As part of the local application package, Minnesota has developed a scoring rubric, provided in Appendix E. It should be kept in mind that the rubric is still a work in progress with elements of it still to be developed (see Appendix E) and the State intends to finalize the rubric as it develops the five-year State Plan. In preparation for FY09 and beyond:

- During the transition year, Minnesota Department of Education and Office of the Chancellor Perkins staff, along with key staff from other divisions within Minnesota Department of Education and within the Office of the Chancellor, will jointly review secondary Basic, post-secondary Basic, and Tech Prep local applications.
- The scoring rubric will be modified and improved based upon comments received from the review groups, as well as comments received from local recipients regarding the proposed development of the new consortium structure as identified in the local plans.
- Criteria for meeting the requirements in FY09 of a single consortium plan will be specified much more distinctly in a newly developed rubric that distinguishes plans from being minimally acceptable to exemplary.

- (f) *The criteria that you will use to approve eligible recipients for funds under the Act, including criteria to assess the extent to which the local plan will—*
- Promote continuous improvement in academic achievement;*

Minnesota has established data systems that, at the state level, identify participants and concentrators in secondary career and technical education programs and which identify whether those students have met the academic performance requirements established by the state under the Elementary and Secondary Education Act. Summary data, disaggregated by sub-populations, is made available to Perkins recipients and will be used as the baseline for promoting academic achievement of career and technical education concentrators. Likewise, Minnesota has heavily promoted the incorporation of academic concepts in career and technical education within the constraints of highly qualified teacher requirements of the Elementary and Secondary Education Act. Much work has been done to incorporate the Math-in-CTE model developed by the National Research Center for Career and Technical Education in health and manufacturing programs, and special legislation points to the connections between business and agriculture education programs to deliver economics education and science education. Expansion of these linkages will be a priority.

To provide guidance to high school districts, the Minnesota Department of Education has developed curriculum frameworks in five CTE areas: agriculture, business/marketing, family and consumer sciences, health occupations, and trade and industrial/technology education. Each of these framework documents aligns Minnesota academic standards with national curriculum standards and nationally recognized occupational skill standards that incorporate academic concepts into career and technical education instruction. Additionally, the following are in place or planned:

- Curriculum Frameworks for CTE programs (5 program frameworks completed and all districts standards completed and are on file in districts)
- Local District and Regional Training for Program Improvement and Approval
- Provided workshops in the use of the self-assessment tool and the new Program Approval Rubrics to evaluate alignment of program delivery for Career and Technical Education.
- Into the third year of the regional 5-year program approval process for CTE programs
- Promoted use of the self-assessment tool and the new Program Approval Rubrics

ii. *Promote continuous improvement of technical skill attainment; and*

The expectation under Perkins IV that technical skill attainment must be measured with valid and reliable instruments aligned with industry certifications (where appropriate) will pose a significant challenge for Minnesota. Like many states, Minnesota has measured technical skill attainment using either program completion or level of participation as prima facie evidence of a student gaining technical skills.¹² Minnesota faces several issues with regard to developing a statewide strategy for measuring technical skill attainment separately from conventional student success measures (GPAs, course completion, retention, graduation etc.) including:

- The development of technical assessments in all CTE fields at the state level goes well beyond available resources, and would be of questionable value since curricula are established locally. Therefore, in the local transition plan, eligible recipients are encouraged to hold further discussion, with secondary and post-secondary partners participating, to identify those third party assessments that best assess the skills being taught in programs at the local level.
- Several secondary eligible recipients received funding in 2006 to begin the process of local selection or development of technical skill assessments. The State is in the process of gathering this information.
- At the post-secondary level, building upon the current Minnesota State Colleges and Universities system accountability measures, the use of pass rates on licensure exams will be implemented for nursing and law enforcement programs. However, using the measure for licensure pass rates as a proxy for technical skill attainment for college CTE students impacts only a limited number of programs.

As the State moves forward in developing valid and reliable measures for all programs of study, (see below), the State will seek guidance and technical assistance from the US Department of Education particularly in the area of technical skill attainment.

¹² State leaders throughout the country reached consensus on the use of assessments that were developed by third parties but administered locally, but such an approach is yet to be approved by the US Department of Education, primarily because the approach does not unequivocally pass the validity and reliability test.

iii. Identify and address current or emerging occupational opportunities;

Pilot Study of Community College Strategic Planner Software:

The Office of the Chancellor has a contract this year with CCbenefits Inc. to use a web-based software called Community College Strategic Planner (CCSP). CCSP has customized its product to fit the needs of the Minnesota State Colleges and Universities system in order to assist at the system level and at the college level to analyze industry, occupation, and demographic trends in geographic areas and to tailor program offerings to effectively respond to expected economic changes in a pre-determined workforce area. Along with using State Perkins Leadership funds, the Office of the Chancellor is submitting a request to use FY08 Minnesota State Colleges and Universities State Initiative Funds to expand the program to all colleges and high schools.

(g) How programs at the secondary level will prepare career and technical education students, including special populations, to graduate from secondary school with a diploma;

Minnesota will continue to promote secondary career and technical education opportunities as a strategy to encourage students to remain in school through graduation. Career and technical education is an identified strategy under a separate dropout prevention grant through the Minnesota Department of Education, and successful practices from that grant will be disseminated to all Minnesota school districts.

(h) How such programs will prepare career and technical education students, including special populations, academically and technically for opportunities in post-secondary education or entry into high-skill, high-wage, or high-demand occupations in current or emerging occupations, and how participating students will be made aware of such opportunities;

Minnesota has long focused on developing and sustaining programs that prepare individuals for high skill, high wage jobs including:

- Using Perkins Leadership Funds to promote the development of new programs in colleges, either on their own or collaboratively, in “high demand” areas, and in “high skill” and “high wage” occupations.
- Developing the College and University Program Planning System (CUPPS) to:
 - Determine the supply-demand gaps or program overlaps, which indicate what existing academic programs can be considered for expansion, reduction, closure, replication or relocation
 - Determine the market share of Minnesota State Colleges and Universities in the state for specific program areas
 - Identify the extent to which Minnesota State Colleges and Universities graduates obtain related jobs, retain them through time, or pursue further education.
- The Office of the Chancellor has a fulltime labor market economist that assists various divisions and departments within of the Office of the Chancellor, including the Perkins Unit and the Perkins Unit at Minnesota Department of Education. This portion provides the following assistance:
 - Linking demand side information to existing post-secondary engagement, attainment and transitions data.

- Producing information, reports and documents on employment and wage activity for individual colleges and universities within the Minnesota State Colleges and Universities as they develop, maintain, and adjust academic programming on their local campuses.
- Providing the critical link to the research and statistical information unit in the Department of Employment and Economic Development (DEED), allowing both agencies to share data electronically and use that data in specific projects within the Minnesota State Colleges and Universities and DEED.

(i) How funds will be used to improve or develop new career and technical education courses—

- i. At the secondary level that are aligned with rigorous and challenging academic content standards and student academic achievement standards adopted by the State under section 1111(b)(1) of the Elementary and Secondary Education Act of 1965, as amended;

Minnesota requires school districts to collect data pertaining to academic performance of career and technical education students as part of the state program approval process. Additionally, through the performance negotiations under Perkins IV, each participating school district must meet or exceed state levels of performance toward academic standards, as defined under the Elementary and Secondary Education Act, or establish an improvement plan to meet that requirement.

- ii. At the post-secondary level that are relevant and challenging; and

See discussion under (h) above.

The colleges are required to prepare rigorous high-skill, high-wage, or high-demand proposals to implement, expand, or revise programs. This process requires system level approval and assures that both student and employment demand are sufficient; that curricula is predicated on industry standards, and revisions are appropriate for meeting program outcomes.

- iii. That lead to employment in high-skill, high-wage, or high-demand occupations;

See discussion under (h) above.

- (j) How you will facilitate and coordinate communications on best practices among successful recipients of Tech Prep program grants under Title II and other eligible recipients to improve program quality and student achievement;

See discussion below in the Tech Prep Section.

- (k) How funds will be used effectively to link academic and career and technical education at the secondary level and at the post-secondary level in a manner that increases student academic and career and technical achievement; and

See discussion describing the approval of funds under the FY08 local application plan under (f) above. Also see new local consortium design and purpose.

- (l) *How you will report on the integration of coherent and rigorous content aligned with challenging academic standards in career and technical education programs in order to adequately evaluate the extent of such integration. [Sec. 122(c)(1)(A)-(L)]*

As part of the secondary career and technical education program approval process, Minnesota requires districts to submit curriculum outlines to the state. It is an expectation that those outlines identify how academic standards are met or supported through participation in career and technical education programs. Additionally, the Minnesota Department of Education works closely with teacher professional organizations in each career and technical education field to promote effective practices that focused on the attainment of academic and technical skills. Each district annual report of performance will identify the number and percentage of career and technical education concentrators within the consortium who met or exceeded academic and technical skill standards.

8. *You must describe how you will provide local educational agencies, area career and technical education schools, and eligible institutions in the State with technical assistance. [Sec. 122(c)(15)]*

Secondary

The Minnesota Department of Education maintains program specialists in five career and technical education fields who also serve as regional contacts for all career and technical education programming under the Perkins Act. These individuals will be first contacts for providing technical assistance, and will bring issues to the State career and technical education team so that recurring needs are addressed in a timely manner and in a consistent fashion..

Post-Secondary

The Minnesota State Colleges and Universities Office of the Chancellor has four full time program directors, including the System Director, Perkins Federal Grant, who all report to the State Director of Career and Technical Education. In addition, several other staff from other divisions in the Office of the Chancellor have responsibility in the areas of accountability and finance. All these individuals work with Perkins-eligible colleges and Tech Prep consortia to improve programs and services eligible under the Perkins Act.

Joint Perkins IV Planning

The Minnesota Department of Education and the Minnesota State Colleges and Universities Office of the Chancellor have been meeting regularly for nearly two years to plan for the then impending Perkins Act. A Leadership Team comprising of senior administrative staff representing state level agencies responsible for secondary and post-secondary CTE and includes the State Director for CTE have also been meeting regularly. The Leadership Team has conceptualized and approved the new direction Minnesota will take under Perkins IV.

With the Perkins Act now enacted, the joint planning has focused on Basic and Tech Prep local planning. The joint planning has resulted in all recipients, Basic secondary, Basic post-secondary, and Tech Prep, using the same format for the local application, a common operational handbook. Frequently asked questions (FAQs), be they from secondary or post-secondary, are answered in a single document. All documents, materials and resources produced in preparation for informing local eligible recipients on the intent of the new law,

Minnesota's new direction, Minnesota's five Perkins IV goals, and Minnesota's rationale for the new consortium structure are available on www.cte.mnscu.edu

Future Planning and Technical Assistance

Formal training sessions have been provided on local plan development in five regions of the state. Additional sessions are planned on partnership building, programs of study, technical skill attainment, and accountability. Training on other topics will be provided as needed. Individual assistance will be provided as requested or will be scheduled for each consortium.

SECTION THREE

The FY08 Minnesota State Transition Plan: Service to Special Populations

A. Statutory Requirements

- 1. You must describe your program strategies for special populations listed in Section 3(29) of the Act, including a description of how individuals who are members of the special populations—*

Both Minnesota Department of Education and the Office of the Chancellor require eligible recipients to submit a plan narrative that describes through goals, strategies and measurable outcomes, those activities that assure members of special populations will have equal access to, and opportunity to be successful in, career and technical education programs. A key goal every eligible recipient must address in the local application plan specifically requires attention to:

- Programs and services for those with the greatest need to ensure participation and completion of CTE programs.
- Ensuring learner accommodations so that members of special populations will not be discriminated against on the basis of their status.
- Providing members of special populations the same opportunities as other CTE students regarding information about preparing for high skill, high wage or high demand occupations and careers.

- (a) Will be provided with equal access to activities assisted under the Act.*

The goals, strategies, measures, outcomes, and performance targets that are directed towards members of special population groups are the same as those for the general population. Equal opportunity to enter CTE programs, services, and activities must be the same for special populations as for the general student population. While such provisions are reviewed for compliance throughout all required accountability indicators, there are two dedicated indicators that specifically address special population learner accommodations, support services, and full participation. In addition, data gathered at the sub-indicator level include the special population groups eligible under the Act and these are reviewed to determine continuous improvement strategies targeted specially for these groups.

- (b) Will not be discriminated against on the basis of their status as members of special populations; and*

All Perkins IV eligible recipient plans are reviewed by the Office of the Chancellor and Minnesota Department of Education to ensure that discrimination is not apparent in written goals, objectives, and strategies against members of special populations in learning, student support services, and physical accessibility. The Minnesota Civil Rights Information System (MCRIS) serves as the source of information used to conduct civil rights compliance reviews at the secondary level. The following strategies have been undertaken under Perkins III and will continue under Perkins IV:

- Equity Specialists within the Minnesota Department of Education review one-fourth of Minnesota school districts annually.
- Two-day on-site reviews, in accordance to the Office of Civil Rights (OCR) regulations, are conducted on campuses within the MnSCU colleges receiving Perkins funds. On-site reviews are

currently conducted on four colleges each year. The goal under Perkins IV is to conduct reviews at 20 percent of the recipient colleges annually. Each college on-site review is administered through the Office of Diversity and Multiculturalism at the Office of the Chancellor. The review covers specific safeguards for special populations defined within the Perkins Act, Title VI (Civil Rights), Title IX (Sex Equity), and Sec 504 (Disability), and Vocational Education.

- (c) Will be provided with programs designed to enable the special populations to meet or exceed State adjusted levels of performance, and how you will prepare special populations for further learning and for high-skill, high-wage, or high-demand occupations. [Sec. 122(c)(9)(A)-(C)]

Local and state level planning are designed around the seven *guiding principles* that are instrumental in moving CTE forward in Minnesota under Perkins IV and these principles apply to all students, including those in special population groups. The local application addresses explicitly as a separate goal *Service to Special Populations*. The strategies addressed include:

- Aligning of the state Perkins plan with other departmental strategic planning, e.g. Office of Diversity and Multiculturalism strategic planning and OCC strategic planning related to access and opportunity.
- Beginning collaborative strategies between Perkins stakeholders and other community providers to allow for a more streamlined and effective transition of learning for the students.
- Utilizing early intrusive advisory techniques, through which secondary and post-secondary students will be provided the opportunity to develop a career development plan that will be reviewed each year. The plan will include the five transition areas addressed at each individual educational program (IEP) team meeting: (a) employment (b) post-secondary education and training (c) community participation, (d) recreation/leisure and (e) home living/daily living.

Both the Office of the Chancellor and Minnesota Department of Education are using Perkins leadership funds to target special population groups in several ways and these include:

- **Using Electronic Career Guidance Tools for Raising Interest in Nontraditional Careers:** The purpose of the project is to encourage young students to explore electronic resources by using the Internet System for Education Employment and Knowledge (ISEEK) www.iseek.org to research more useful information about career options available in non-traditional careers. The end result will be the creation of a white paper report based on student feedback of existing electronic tools that can be utilized as guidelines for focusing interest in non-traditional careers throughout the Minnesota State Colleges and Universities system.
- **MindQuest Academy:** Specifically targets adults identified as academically disadvantaged and/or having limited English proficiency. A new educational service delivery model that helps these adults successfully transition to college has been developed and implemented at a community college. The aim of the project is to provide college preparatory services through a mix of online and classroom approaches with open access to assessment, educational planning, counseling, and instruction. The college provides on-campus classroom space and computer technology with teachers from Adult Basic Education (ABE) instructing the adult learners using the interactive MindQuest Academy online college prep curriculum. This delivery model gives MnSCU and ABE programs a new opportunity to work together collaboratively to create a seamless path into post-secondary education for adult at-risk learners.

- **Customizing the American Career Parent Resource Guide for Minnesota:** Producing easy-to-understand information for parents and their high school students about nontraditional career options. Additionally, the magazine, through a special four-page insert, has been customized for Minnesota to highlight key industries and occupations, specifically those that are in high demand.

SECTION FOUR

The FY08 Minnesota State Transition Plan: Accountability and Evaluation

A. Introduction and Overview

At both the secondary and post-secondary levels, Minnesota has a long established tradition of having and using good data systems. The presence of such systems has enabled Minnesota to regularly collect data from eligible recipients, standardize definitions, and develop consistent approaches for core indicator performances at the secondary and post-secondary levels. Even while Minnesota will be collecting, negotiating and reporting performance levels separately for secondary and post-secondary local eligible recipients, there will need to be more coordination at the State level on data sharing, on aligning student definitions, and on a common dissemination strategy as Minnesota shifts to having secondary and post-secondary local eligible recipients submit a single plan under the new consortium structure.

B. Statutory Requirements

1. *You must describe procedures you will use to obtain input from eligible recipients in establishing measurement definitions and approaches for the core indicators of performance for career and technical education students at the secondary and post-secondary levels, as well as for any other additional indicators of performance identified by the eligible agency. [Sec. 113(b)(1)(A)-(B), sec. 113(b)(2)(A)-(C)]*

Secondary

The Minnesota Department of Education has developed an on-line, web-based system for all districts to provide their local school district/building data. This system was developed under Perkins III and has been improved to include all the elements of the federal Core Indicators. Student data from other internal sources are matched to provide information on ethnicity, gender, and special population categories as well as the enrollment data and testing data that are kept longitudinally for students from grade 8 through high school completion. It is Minnesota's plan to use both state negotiated performance targets and prior year local performance targets in negotiating acceptable local levels of performance under Perkins IV. Local districts have been notified of the intent to use academic performance and graduation rates as established under the Elementary and Secondary Education Act.

Post-Secondary

With one primary source of all student information, called the Integrated Student Record System (ISRS), the Minnesota State Colleges and Universities system (www.mnscu.edu) is able to access, summarize and report a wide variety of information covering demographic, performance and other student characteristics. Additionally, using information already available in ISRS, early on under the 1998 Carl D. Perkins Act (Perkins III), Minnesota decided to construct a unified database and collect all specific post-secondary CTE-related information for two-year college students within the Minnesota State Colleges and Universities system in one location.

Known as the Perkins Brio database, the primary purpose so far has been to meet the Perkins III accountability requirements for compliance. However, with an increased focus on accountability under Perkins IV, the Perkins Brio database continues to be made more integral and dynamic and is

positioned as an evidence-based accountability system. The ability to link certain information in ISRS to the Perkins Brio database has led to the alignment of the Perkins accountability measurement definitions and approaches with those developed under the Minnesota State Colleges and Universities System Accountability Measures, particularly those that relate to student success and licensure pass rates.

The Office of the Chancellor and a team of accountability specialists from several Perkins eligible colleges are separately and jointly undertaking activities to develop valid and reliable measurement definitions and approaches for establishing baselines, performance targets and quantifiable improvement levels for all Perkins IV accountability indicators. These include:

- Reviewing trend data from Perkins III to set the stage for establishing baseline measures for each Perkins-eligible college for each of the Perkins IV accountability indicators.
- Using Perkins eligible colleges' institutional research (IR) directors, who are familiar with the Perkins Bio database and have been actively engaged in developing the System Accountability Measures, to create measurement approaches that are consistent with those already in existence with the Minnesota State Colleges and Universities.
- Seeking input from several Perkins coordinators, who under Perkins III served as peer technical advisors on the Perkins Brio data, to determine the extent to which colleges can feasibly meet different levels being considered as realistic for improvement.

Based on these formal and informal discussions between the Office of the Chancellor and Perkins-eligible colleges that have occurred regarding next steps in developing valid, reliable and consistent definitions and measurement approaches in Minnesota, the Minnesota State Colleges and Universities Office of the Chancellor is developing a strategy for CTE student definitions and measurement approaches that is consistent with the System Accountability Indicators, particularly the Student Success Indicator and the Licensure Pass Rate Indicator. Items currently under discussion include:

- Using a student cohort method to determine concentrator status.
- Having the data reported in the year following the ending year of the cohort.
- Separating the retention from transfer to obtain a more precise measure for each.
- The pros and cons of using the concentrator as the denominator in the non-traditional completion measure.
- How to move beyond licensure pass rates in a limited number of fields as a measure of technical skill attainment.

Part C provides the precise measurement definition and approach for each of the Perkins IV indicators.

2. *You must describe the procedures you will use to obtain input from eligible recipients in establishing a State adjusted level of performance for each of the core indicators of performance for career and technical education students at the secondary and post-secondary levels, as well as State levels of performance for any additional indicators of performance identified by the eligible agency. [Sec. 122(c)(10)(A), sec. 113(b)(3)(B)]*

Secondary

The state has distributed data pertaining to performance on elements required for negotiation during the transition year and has stated its intent to use that as a baseline for negotiations for the 2007-2008 year. Individual districts may accept the state's proposal or propose a different performance level with state rationale for the request. Negotiations, where necessary, will be conducted on a case-by-case basis.

The Minnesota Department of Education maintains a liaison relationship with the Minnesota Association of Career and Technical Administrators (MACTA) and the Minnesota Association for Career and Technical Education (MnACTE). The elected boards of these two organizations are consulted in all phases of Perkins planning and implementation. Administrative representatives from school districts will be consulted on Perkins indicators.

Post-Secondary

Establishing the State and Local Adjusted Level of Performance for Each Core Indicator

The process to establish the state adjusted level of performance for each core indicator will be conducted in two stages.

Stage 1: Local Adjusted Level of Performance for Each Core Indicator

Early in the transition year, the Office of the Chancellor will develop a more comprehensive approach for negotiating individually with each post-secondary eligible recipient. The Office of the Chancellor is proposing to undertake the following steps:

- In Fall 2007, each Perkins eligible college will be provided a baseline measure for each Perkins IV indicator. The baseline measures are obtained by examining Perkins III trend data (2002-2007).
- Each college will not only be provided an average baseline measure, but an acceptable range as well. As explained above, these baseline measures are derived from examining Perkins III trend data for each indicator and sub-indicator.
- Based on the Perkins III trend data, at the aggregate and the disaggregated level, a proposed level of increase for each indicator will be provided to each college.
- In late Fall 2007, Office of the Chancellor Perkins staff will engage in formal discussions to solidify the baseline measure for each indicator, and the proposed level of increase in each measure, to the satisfaction of both the Office of the Chancellor as well as each college. The process is expected to be completed by December 2007.

Stage 2: State Adjusted Level of Performance for Each Core Indicator

The second stage, in consultation with local Perkins coordinators and college Institutional Research directors, will be the determination of the state adjusted level of performance. The consultation will include the following:

- With local adjusted levels of performance, and subsequent levels of increase for each indicator established, the Office of the Chancellor will conduct a review and analysis of each locally

negotiated level of performance. The analysis will serve as the basis for developing a state baseline measure and adjusted level of performance for each indicator.

- To determine the levels of increase from the state baseline measure, further analysis will be conducted using Perkins III trend data as well as including the impact of other state-level strategic efforts on CTE performance.
- Prior to negotiations with the US Department of Education, a final review will be undertaken by seeking input from the Office of the Chancellor Research and Evaluation Division and key research and policy staff within the colleges.

3. *You must identify, on the forms in Part III of this guide, the valid and reliable measurement definitions and approaches that you will use for each of the core indicators of performance for career and technical education students at the secondary and post-secondary/adult levels, as well as any additional indicators of performance identified by the eligible agency, that are valid and reliable. You must describe how your proposed definitions and measures are valid and reliable. [Sec. 113(b)(2)(A)-(B)]*

Section 113(b) of the Act describes the measures that a State must use for student attainment of challenging academic content standards and student academic achievement standards in reading/language arts and mathematics (IS1 and IS2, respectively) and student graduation rates (4SI). These measures have been pre-populated on the Final Agreed Upon Performance Levels (FAUPL) form. You do not need to describe how these definitions and measures are valid and reliable in your State plan narrative.

See the completed form.

Secondary

With the exception of 5S1, Minnesota is proposing to adopt federal definitions for all core indicators at the secondary level. For 5S1, however, Minnesota is working to establish a data transfer process that meets Minnesota's strict data privacy restrictions and that will allow identification of student activities after high school graduation whether through the Minnesota State Colleges and Universities, other Minnesota higher education institutions, or employment. Until that time, Minnesota intends to continue to use a survey method to identify post-high school activities and will base its results on the sample of students that respond to this instrument. All Minnesota secondary career and technical education concentrators will be included in the survey sample though history shows that not all will respond.

Post-Secondary

Minnesota is intending to modify, for some indicators, the measurement definitions and approaches provided by the U.S. Office of Education. Based on the discussion provided so far in this section, the State feels that these modifications have not diluted the concepts of validity and reliability. In fact, it can be argued that the proposed Minnesota post-secondary CTE measurement definitions and approaches are an enhancement because they are:

- Aligned to measurement definitions and approaches that have long been used within the Minnesota State Colleges and Universities system.
- Derived from reviewing and analyzing data that are obtained from a formal student record system, which constantly reviews its policies and procedures, both at the system level and at the institutional level.
- Based on the entire population of students for whom records have been entered periodically and regularly updated.

4. *You must describe how, in the course of developing core indicators of performance and additional indicators of performance, you will align the indicators, to the greatest extent possible, so that information substantially similar to that gathered for other State and Federal programs, or for any other purpose, is used to meet the Act's accountability requirements. [Sec. 113(b)(2)(F)]*

Secondary

Minnesota will align academic performance and graduation indicators with appropriate definitions under the Elementary and Secondary Education Act and will use all ESEA sub-populations for disaggregating of data. Minnesota aligns its definition of students with disabilities with the Individuals with Disabilities Education Improvement Act.

Post-Secondary

As indicated above under (2), the Perkins accountability indicators will be aligned to the System Accountability Measures. In addition, the approach for developing the Perkins accountability indicators is similar to one undertaken when the System Accountability Measures were developed.

Additionally, discussions have occurred at the system level to align the different definitions and measurement approaches used within various system units and Perkins is an integral part of that discussion. The long-term system goal is to have a data system that uses uniform definitions and consistent measurement approaches such that a CTE student will be viewed as a sub-indicator within a larger accountability system.

5. *On the forms provided in Part C of this guide, you must provide, for the first two years covered by the State plan (July 1, 2007 – June 30, 2008 and July 1, 2008 – June 30, 2009), performance levels for each of the core indicators of performance, except that States submitting one-year transition plans are only required to submit performance levels for part of the indicators as discussed above. For performance levels that are required, the States' performance levels, at a minimum, must be expressed in a percentage or numerical form, so as to be objective, quantifiable, and measurable; and require the State to continually make progress toward improving the performance of career and technical education students. [Sec. 113(b)(3)(A)(i)-(ii)]*

Section 113(b)(2) of the Perkins Act requires a State to develop valid and reliable core indicators of performance, to propose performance levels in its State plan, and to reach agreement with the Department on "adjusted performance levels" for each of the core indicators. In so doing, the Perkins Act prescribes the measures that a State must use for some of the core indicators.

- a. *Section 113(b)(2)(A)(i) of the Perkins Act requires a State to measure career and technical education students' attainment of "challenging academic content standards" and "student academic achievement standards" that a State adopted pursuant to section 1111(b)(1) of the ESEA. The Perkins Act further requires a State use its State's academic assessments (i.e. the State's reading/language arts and mathematics tests) implemented under section 1111(b)(3) of the ESEA to measure career and technical education students' attainment of these State standards. Thus, two of a State's core indicators must be career and technical education students' proficiency in reading/language arts and mathematics as measured under 1111(b)(1) and (3) of the ESEA. Accordingly, under the Perkins Act, a State must report the number or percent of its career and technical education students who score at the proficient level or above on the State's assessments in reading/language arts and mathematics administered under the ESEA to measure the academic proficiency of secondary career and technical education students against the ESEA standards.*

To measure attainment of these two core indicators, a State must develop and reach agreement with the Department on "adjusted performance levels," which constitute the State's performance targets for a program year. Permissible targets (i.e. "adjusted performance levels") for these two core indicators would be a State's "annual measurable objectives" (AMOs) from its State's ESEA accountability workbook. (To ensure that a State's schools are making "adequate yearly progress" (AYP) as required under section 1111(b)(2)(A) of the

ESEA, section 1111(b)(2)(G) of the ESEA requires a State to establish Statewide AMOs, which identify a single minimum percentage of students who are required to meet or exceed the proficient level on the State's academic assessments each year.) Under the Perkins Act, a State may propose different performance levels (targets) for these two core indicators instead of its AMOs as discussed below.

- b. Section 113(b)(2)(A)(iv) of the Perkins Act requires a State to identify a core indicator to measure for its career and technical education students at the secondary level "student graduation rates (as described in section 1111(b)(2)(C)(vi) of the [ESEA])." Thus, a State must report the number or percent of its career and technical education students whom the State includes as graduated in its graduation rate described under the ESEA. To ensure that a State's schools are making AYP as required under section 1111(b)(2)(A) of the ESEA, some States have established Statewide AMOs for graduation rates under section 1111(b)(2)(C)(vi), and others States have defined AYP only to require improvement in the graduation rate each year.

The Department strongly encourages your State to reach agreement on "adjusted performance levels" required under section 113 of the Perkins Act for the three core indicators discussed in (a) and (b) above that are the same as your State's AMOs that your State adopted to ensure that your State's schools are making AYP as required under section 1111(b)(2) of the ESEA. However, as noted above, your State may not have established AMOs for graduations rates under the ESEA, or your State may wish to propose performance levels for these core indicators that are different from your State's AMOs. If so, your State must provide baseline data using your State's most recent year's achievement data or graduation rate under the ESEA, propose performance levels, and reach agreement with the Department on "adjusted performance levels." (The Secretary is considering whether to issue regulations requiring a State to agree to "adjusted performance levels" under the Perkins Act that are the same as the State's AMOs or targets for graduation rate under the ESEA. If the Secretary decides to regulate on this issue and adopts final rules, a State may be required to amend its State plan.)

Secondary

Minnesota will utilize the performance measures for academic attainment and graduation that are identified under the Elementary and Secondary Education Act.

Post-Secondary

While the State does not have to reach agreement on "adjusted performance levels" with the U.S. Office of Education for the post-secondary indicators, the Office of the Chancellor continues to collect data, refine its measures, and develop strategies for negotiating "adjusted performance levels" with individual colleges. See also the discussion under 2 above.

6. You must describe your process for reaching agreement on local adjusted levels of performance if an eligible recipient does not accept the State adjusted levels of performance under section 113(b)(3) of the Act. [Sec. 113(b)(4)(A)(i); sec. 122(c)(10)(B)]

Secondary

Minnesota plans to encourage districts that exceed state adjusted levels of performance to negotiate to at least their current level of performance, giving some latitude to negotiate with those districts that are falling short of targets. Minnesota secondary will negotiate no targets that are lower than existing levels of performance unless mandated to do so under the provisions of the Act.

Post-Secondary

Based on the process described under (2), the discussions around negotiations on local adjusted performance levels will include:

- A minimum level which may be above state adjusted performance level, which will act as the floor in the negotiation process.
- Trend data from Perkins III will be used as evidence to indicate that an eligible recipient is capable of reaching targets set above the state adjusted performance level.
- A recommendation by the college when the final negotiated level is below the state adjusted performance level.
- What the college would recommend with regard to improvement in performance for different indicators given what the college knows about trends in their local data.

7. *You must describe the objective criteria and methods you will use to allow an eligible recipient to request revisions to its local adjusted levels of performance if unanticipated circumstances arise with respect to an eligible recipient. [Sec. 113(b)(4)(A)(vi)]*

Secondary

Because Minnesota has established solid baseline data on performance for several years, a district will be allowed to renegotiate performance only when demonstrating that a significant change has occurred to the population of students for whom data reporting is to occur. Because of the recent change to a new test system for academic performance, however, Minnesota will allow some flexibility for the first two years under Perkins IV to establish trends for academic performance.

Post-Secondary

Like in the secondary system, the Minnesota State Colleges and Universities Office of the Chancellor has a well-established accountability system that will permit providing the eligible recipient flexibility with regard to renegotiating baselines, targets, and improvement increases. In addition, the Minnesota State Colleges and Universities Office of the Chancellor with input from and collaboration with colleges and universities in the system, has developed processes for pandemic planning, and these will be the basis for addressing major issues of unanticipated change.

8. *You must describe how you will report data relating to students participating in career and technical education programs in order to adequately measure the progress of the students, including special populations and students participating in tech prep programs, if applicable, and how you will ensure that the data reported to you from local educational agencies and eligible institutions, and the data that you report to the Secretary, are complete, accurate, and reliable. [Sec. 122(c)(13); sec 205].*

Secondary

Minnesota has established a system of data collection through which career and technical education participants and concentrators are identified by extraction from student scheduling programs in each school district. Once identified, performance data on career and technical education participants and concentrators is extracted from appropriate data sets at the Minnesota Department of Education. Disaggregated data utilize the same student criteria as captured for all students in the state's MARSS (Minnesota Automated Reporting Student System) data base.

Post-Secondary

As described under (1) above, post-secondary data will be reported using the Perkins Brio database. Perkins-eligible colleges will have continuous access to:

- A transactional database that provides detailed disaggregated information at the student level for ensuring data integrity and obtaining quick summary reports on performance.
- A cohort data base that provides detailed information on locally negotiated performance targets, performance levels, anticipated and actual performance gaps.

Since the Perkins Brio database is part of the Minnesota State Colleges and Universities System Integrated Student System (ISRS), the data integrity rules that have been place for the ISRS system also apply to the Perkin Brio data.

9. *You must describe how your State plans to enter into an agreement with each consortium receiving a grant under Perkins IV to meet a minimum level of performance for each of the performance indicators described in section 113(b) and 203(e) of the Act. [Sec. 204(e)(1)]*

See the description in (2) above.

10. *You must describe how you will annually evaluate the effectiveness of career and technical education programs, and describe, to the extent practicable, how you are coordinating those programs with other Federal programs to ensure non-duplication. [Sec. 122(c)(8)]*

Secondary

Minnesota will continue to utilize the annual performance reporting practices established under Perkins III to gauge the effectiveness of programs. Additionally, Minnesota has established a rubrics-based program approval process under which districts must submit their programs for review and approval at least once each five years. Minnesota aligns data systems with those used under the Elementary and Secondary Education Act, aligns programming in career and technical education for students with disabilities with requirements of the Individuals with Disabilities Education Improvement Act, and works with the Governor’s Workforce Development Council to align with youth programs under the Workforce Investment Act.

Post-Secondary

To annually evaluate the effectiveness of CTE in Minnesota, the following practices from Perkins III will continue or be modified:

- Initially provide each Perkins-eligible college a “data book” that summarizes Perkins III trend information at the aggregated and at the disaggregated level. The “data book” will be updated annually and gaps in performance (falling below negotiated performance levels) identified. Based on these gaps, colleges will be asked to target funds to seek improvement in narrowing the existing gaps. Focus of the improvement could be at either the aggregated or the disaggregated level.
- Modify the current annual performance report to focus directly on the linkage between program effectiveness, accountability and student success, particularly in the context of the proposed new consortium structure.
- Hold periodic accountability meetings with local eligible recipients to discuss performance effectiveness of CTE programs, as identified in the local application plan.

SECTION FIVE

The FY08 Minnesota State Transition Plan: TECH PREP PROGRAMS

A. Statutory Requirements

1. *You must describe the competitive basis or formula you will use to award grants to tech-prep consortia. [Sec. 203(a)(1)]*

Overview

Minnesota's move to combine the Basic and Tech Prep programs reflects the expectation under Perkins IV that Basic programs also address integration and articulation. After the transition year, tech prep and basic grant funds will be combined for distribution to local consortia. Local plans must continue to address tech prep activities within the limits of the new Act.

Rationale for Combining Tech Prep and Basic Grant Programs

Minnesota rejects the notion that funding will be in jeopardy due to a combination of the Basic and Tech Prep programs and believes a combined program under *Minnesota CTE* will demonstrate positive movement forward from Perkins III. The State believes that there exist several reasons for this position:

- In order to effectively capitalize upon the success of Tech Prep initiatives, it is important for it to be infused into the larger Perkins family.
- Congressional concerns that separate Basic and Tech Prep programs were administratively duplicative and reflected a divided career and technical community.
- The Perkins IV legislation has a strong emphasis on the types of programs and services Tech Prep in Minnesota has already developed and implemented over the past seven years. In Minnesota, through its requirement for a single state and local plans, an expectation that the Basic and Tech Prep programs should be closely coordinated becomes paramount.
- Most, if not all, of the "special activities" that were conducted under Perkins III Tech Prep may now occur under the Basic program in Perkins IV: e.g., professional development of academic colleagues, outreach to students as early as grade 7, focus on guidance and counseling, integration of academic instruction.

As Perkins IV moves forward with Tech Prep and the Perkins Basic programs combined, it will be important to maintain the innovative flexibility that Tech Prep has had in the past. Flexibility in funding will be a strong consideration for including the following:

- Continue including academic teachers so that these teachers will have the occupational context to increase learning relevance for students, such as in the recently initiated Math-in-CTE project in Minnesota.

- The purchase of college-level text books and software for classes that were participating in Tech Prep College Credit articulation agreements.
- Meetings among high school and college faculty to develop and review local, regional, and statewide 4+2, 2+2, and 2+2+2 articulation agreements.
- The purchase of educational resources and support of curriculum development for experimental courses that have not necessarily been approved by secondary Perkins.
- Infusion of reading, math, and writing instruction into career and technical education.
- Developing innovative programs and opportunities to enhance student learning and career readiness, such as industry certification, skill certification, leadership opportunities, project-based learning, etc.
- Professional development for all teachers working with CTE and technical courses.
- Career exploration activities for Grades 7 and 8.
- College Readiness analysis and intervention.
- Data collection system development to evaluate effectiveness of Tech Prep College Credit programming for Tech Prep CTE graduates matriculating to MnSCU institutions.

To move towards a more cohesive alignment between Tech Prep and the Basic Grants, Minnesota has proposed the following in the Transition Plan:

- Each Tech Prep consortium recipient will be completing the same application form as the one completed by eligible recipients under the Basic Grant.
- Tech Prep consortia, even though the activities they have promoted have all been based on collaboration, have agreed to reserve 10% of their funds for identifying and building the new consortium structure.
- As Minnesota moves towards a single consortium structure, in which secondary and post-secondary eligible recipients will be jointly providing CTE services that also include tech prep services, there will be need for enhanced data collection systems that are able to follow high school students moving along particular pathways/programs of study towards post-secondary education or employment.¹³

There is now early evidence that as high schools and colleges are moving forward in identifying a new consortium structure, for many of them the starting point for discussion has been the existing Tech Prep consortia. Ultimate success in moving CTE forward in Minnesota will depend on having Tech Prep and Perkins working together.

¹³ Recently, the Office of the Chancellor was able to estimate the number of secondary Tech Prep students that entered the Minnesota State Colleges and Universities system. It is anticipated that the technique used in such estimation would become a possible source for sharing data between secondary and post-secondary. See Appendix B for details.

SECTION SIX

The FY08 Minnesota State Transition Plan: FINANCIAL REQUIREMENTS

A. Statutory Requirements

1. *You must describe how your agency will allocate funds it receives through the allotment made under section 111 of the Act, including any funds that you choose to consolidate under section 202(2) of the Act, will be allocated among career and technical education at the secondary level, or career and technical education at the post-secondary and adult level, or both, including the rationale for such allocation. [Sec. 122(c)(6)(A); Sec. 202(c)]*

With Minnesota moving forward towards a new consortium structure, the State felt that the current allocation of Perkins funds between secondary and post-secondary must be revisited. The following outlines the decision-making process the State undertook to arrive at the Transition Year allocation of Perkins funds between secondary and post-secondary.

Between Secondary and Post-Secondary

For the FY08 transition year, the allocation of funds between secondary and post-secondary, and agreed to by the Minnesota Department of Education and the Minnesota State Colleges and Universities, was recalculated using the 1998 formula, which was based on the following criteria using the data from 2006 Consolidated Annual Report (CAR):

- Full-year equivalent student count (50%)
- Population with disabilities (10%)
- Economically Disadvantaged (15%)
- Limited English Proficiency (10%)
- Equity/nontraditional students (5%)
- Single Parent status (10%)

The fact that considerable resources need to be allocated to planning for and building the new consortium structure, the FY08 allocation of funds between secondary and post-secondary is as follows:

- 80% of FY08 local funds will be distributed based on the criteria listed above, and using updated (2006) data. This calculates to 40% for secondary and 60% for post-secondary.
- 20% of FY08 local funds will be distributed equally to secondary and post-secondary to develop the new consortium structure and improve secondary/post-secondary collaboration.

Taking the above two elements into the overall calculations, the allocation of Perkins funds at the local level results in a **split of 42% for secondary and 58% for post-secondary.**

With regard to Leadership and State Administration, the percentage allocation of funds between secondary and post-secondary remains as it was under Perkins III (35% for secondary and 65% for post-secondary). As the eligible agency, the Minnesota State Colleges and Universities Office of the Chancellor receives 5% (as it did under Perkins III) for fiscal and general oversight responsibilities.

2. *You must provide the specific dollar allocations made available by the eligible agency for career and technical education programs under section 131(a)-(e) of the Act and how these allocations are distributed to local educational agencies, area career and technical education schools, and educational service agencies within the State. [Section 131(g)]*

Within Secondary and Post-Secondary

In the FY08 transition year, Minnesota continues to use the same poverty measure within secondary and within post-secondary to determine the allocation within each sector. The allocation to local Basic consortia is based on:

- For secondary, the poverty measure is free and reduced lunches within school-age populations (ages 15-19).
- For post-secondary, the poverty measure is Pell grant recipients enrolled in CTE programs offered at colleges within the Minnesota State Colleges and Universities system.

Appendix F provides a listing of the allocation made to secondary Perkins Basic consortia. Appendix G provides a listing of the allocation made to post-secondary Perkins Basic consortia.

Tech Prep Programs

Tech Prep funds have been allocated to the different consortia using the same formula that existed under Perkins III. The following needs to be taken into consideration as Minnesota moves forward to meet the intent of Perkins IV under the new single consortium structure proposed by the State.

- Tech Prep uses an allocation formula which is based on enrollment and the number of school districts and colleges in the consortium and these elements will be a consideration under the new single consortium structure in Minnesota.
- Tech Prep will continue to be funded as a separate program in the FY08 transition year.
- Starting in FY09, Tech Prep and the Basic Grant Programs will be combined and the two together will be funded as a single CTE program in the State.

Appendix H provides a listing of the allocation made to Tech Prep consortia.

Additional Funding Considerations

- As was under Perkins III, the expectation for setting aside 10% of local funds for collaboratively-planned activities remains. These funds may be devoted to continuing jointly planned activities, or may be used to support new consortium development.
- To encourage early progress toward building the new consortium structure, local eligible agencies will access 90% of their allocation on July 1, 2007. Once the new consortium structure has been approved by the state, the remaining 10% of the funds will be released.

- With regard to its ability to distribute the 10% reserve funds¹⁴ under the Basic Program in a manner other than under the general formulas, discussion at the State Level has begun to determine how a modified formula might better support tech prep activities and rural consortia.
3. *You must describe how your agency will allocate any of those funds among any consortia that will be formed among secondary schools and eligible institutions, and how funds will be allocated among the members of the consortia, including the rationale for such allocation. [Sec. 122(c)(6)(B); Sec. 202(c)]*

Secondary

For the transition year, Minnesota will utilize the same structure of independent school districts and consortia that existed during the final year under Perkins III for the allocation of funds. Funds are distributed to the designated fiscal agent for any district or consortia with the understanding that consortium funds are to be used only in such a way that benefits the entire consortium.

4. *You must describe how you will adjust the data used to make the allocations to reflect any change in school district boundaries that may have occurred since the population and/or enrollment data was collected, and include local educational agencies without geographical boundaries, such as charter schools and secondary schools funded by the Bureau of Indian Affairs. [Sec. 131(a)(3)]*

Secondary

The Minnesota Department of Education annually reviews its school district boundaries and adjusts its attendance collection to reflect any such changes, including district pairing/sharing/consolidation activities. Minnesota distributes Perkins funds on the basis of October 1 enrollment statistics.

5. *You must provide a description of any proposed alternative allocation formula(s) requiring approval by the Secretary as described in section 131(b) or 132(b) of the Act. At a minimum, you must provide an allocation run for eligible recipients using the required elements outlined in section 131(a) and/or section 132(a)(2) of the Act, together with an allocation run using the proposed alternative formula(s). Also you must include a demonstration that the alternative secondary formula more effectively targets funds on the basis of poverty, as described in section 131(b)(1) of the Act; and/or, in the case of an alternative post-secondary formula, a demonstration that the formula described in section 132(a)(2) of the Act does not result in a distribution of funds to eligible recipients that have the highest numbers of economically disadvantaged individuals and that an alternative formula would result in such a distribution.*

Minnesota is not requesting an alternative allocation formula for the transition year.

¹⁴ As was the case under Perkins III, states could reserve up to 10% of its funds and could redistribute these funds to eligible recipients on a competitive basis. Minnesota chose not to do so under Perkins III and will similarly do the same in the transition year.

SECTION SEVEN

The FY08 Minnesota State Transition Plan: EDGAR Certifications

A. EDGAR Certifications

1. You must provide a written and signed certification that—

- (a) The plan is submitted by the State agency that is eligible to submit the plan. [34 CFR 76.104(a)(1)]
[Note: The term ‘eligible agency’ means a State board designated or created consistent with State law as the sole State agency responsible for the administration, or the supervision of the administration, of career and technical education in the State. See Sec. 3(12).]

Refer to State Certificate, State of Minnesota on page iv.

Appendix I provides the formal documentation describing the process for presenting the following motion:

The Board of Trustees approves the Minnesota State Transition Plan for the 2006 Carl D. Perkins Career and Technical Education Act.

- (b) The State agency has authority under State law to perform the functions of the State under the program. [34 CFR 76.104(a)(2)]

Refer to State Certificate, State of Minnesota on page iv.

- (c) The State legally may carry out each provision of the plan. [34 CFR 76.104(a)(3)]

Refer to State of Minnesota on page iv.

- (d) All provisions of the plan are consistent with State law. [34 CFR 76.104(a)(4)]

Refer to State Certificate, State of Minnesota on page iv.

- (e) A State officer, specified by title in the certification, has authority under State law to receive, hold, and disburse Federal funds made available under the plan. [34 CFR 76.104(a)(5)]. The responsible person is listed below.

Deena Allen, Ph.D.
 State Director for Career and Technical Education
 Minnesota State Colleges and Universities
 Wells Fargo Place
 30 E. 7th Street East, Suite 350
 St. Paul MN 55101-7804
 Tel: 651-296-8113
 Email: Deena.allen@so.mnscu.edu

- (f) *The State officer who submits the plan, specified by title in the certification, has authority to submit the plan. [34 CFR 76.104(a)(6)]*

Refer to State Certificate, State of Minnesota on page iv.

- (g) *The agency that submits the plan has adopted or otherwise formally approved the plan. [34 CFR 76.104(a)(7)]*

Refer to State Certificate, State of Minnesota on page iv.

- (h) *The plan is the basis for State operation and administration of the program. [34 CFR 76.104(a)(8)]*

Refer to State Certificate, State of Minnesota on page iv.

B. Other Assurances

1. *You must submit a copy of the State plan into the State Intergovernmental Review Process. [Executive Order 12372; 34 CFR 79]*

Refer to State Certificate, State of Minnesota on page iv.

2. *You must provide a complete and signed ED Form 80-0013 for certifications regarding lobbying; debarment and suspension, and other matters; and drug-free workplace requirements. [See <http://www.ed.gov/policy/fund/guid/gposbul/gpos12.html>]*

A signed form (<http://www.ed.gov/policy/fund/guid/gposbul/gpos12.html>) is provided in Appendix J.

3. *You must provide a complete and signed Assurance for Non-Construction Programs Form. [See http://wdcrobiis08/doc_img/sf424b.doc]*

A signed form (<http://www.fs.fed.us/r8/gwj/grants/assurances.doc>) is provided in Appendix K.

4. *You must provide a signed assurance that you will comply with the requirements of the Act and the provisions of the State plan, including the provision of a financial audit of funds received under the Act which may be included as part of an audit of other Federal or State programs. [Sec. 122(c)(11)]*

Please refer to Appendix L.

5. *You must provide a signed assurance that none of the funds expended under the Act will be used to acquire 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 acquiring entity or the employees of the acquiring entity, or any affiliate of such an organization. [Sec. 122(c)(12)]*

Please refer to Appendix L.

6. *You must provide a signed assurance that your State will waive the minimum allocation as required in section 131(c)(1) in any case in which the local educational agency is located in a rural, sparsely populated area or is a public charter school operating secondary school career and technical education programs and demonstrates that it is unable to enter into a consortium for purposes of providing services under the Act. [Section 131(c)(2)]*

Please refer to Appendix L.

7. *You must provide a signed assurance that your State will provide, from non-Federal sources for the costs the eligible agency incurs for the administration of programs under this Act, an amount that is not less than the amount provided by the eligible agency from non-Federal sources for such costs for the preceding fiscal year. [Sec. 323(a)]*

Please refer to Appendix L.

8. *You must provide a signed assurance that your State and eligible recipients that use funds under this Act for in-service and preservice career and technical education professional development programs for career and technical education teachers, administrators, and other personnel shall, to the extent practicable, upon written request, permit the participation in such programs of career and technical education secondary school teachers, administrators, and other personnel in nonprofit private schools offering career and technical secondary education programs located in the geographical area served by such eligible agency or eligible recipient. [Sec. 317(a)]*

Please refer to Appendix L.

9. *You must provide a signed assurance that, except as prohibited by State or local law, that an eligible recipient may, upon written request, use funds made available under this Act to provide for the meaningful participation, in career and technical education programs and activities receiving funds under this Act, of secondary school students attending nonprofit private schools who reside in the geographical area served by the eligible recipient. [Sec. 317(b)(1)]*

Please refer to Appendix L.

10. *You must provide a signed assurance that eligible recipients that receive an allotment under this Act will consult, upon written request, in a timely and meaningful manner with representatives of nonprofit private schools in the geographical area served by the eligible recipient regarding the meaningful participation, in career and technical education programs and activities receiving funding under this Act, of secondary school students attending nonprofit private schools. [Sec. 317(b)(2)]*

Please refer to Appendix L.

PART B: BUDGET FORMS

PERKINS IV BUDGET TABLE - PROGRAM YEAR 1
(For Federal Funds to Become Available Beginning on July 1, 2007)

I. TITLE I: CAREER AND TECHNICAL EDUCATION ASSISTANCE TO STATES

A. Total Title I Allocation to the State	<u>\$18,194,987.00</u>
B. Amount of Title II Tech Prep Funds to Be Consolidated with Title I Funds	<u>\$0</u>
C. Total Amount of Combined Title I and Title II Funds to be distributed under section 112 (<i>Line A + Line B</i>)	<u>\$18,194,987.00</u>
D. Local Formula Distribution (<i>Line C x 85%</i>)	<u>\$15,465,738.95</u>
1. Reserve (<i>not more than 10% of Line D</i>)	<u>\$0</u>
a. Secondary Programs	
b. Post-Secondary Programs	
2. Available for formula allocations (<i>Line D minus Line D.1</i>)	<u>\$15,465,738.95</u>
a. Secondary Programs (42% of <i>Line D.2</i>)	<u>\$6,495,610.36</u>
b. Post-Secondary Programs (58% of <i>Line D.2</i>)	<u>\$8,970,128.59</u>
E. State Leadership (<i>Line C x 10%</i>)	<u>\$1,819,498.70</u>
1. Nontraditional Training and Employment (<u>\$150,000</u>)	
2. Corrections or Institutions (<u>\$60,000</u>)	
F. State Administration (<i>Line C x 5%</i>)	<u>\$909,749.35</u>
G. State Match (<i>from non-federal funds</i>) ¹⁵	<u>\$909,749.35</u>

¹⁵ The eligible agency must provide non-Federal funds for State administration of its Title I grant in an amount not less than the amount it provided in the preceding year.

PERKINS IV BUDGET TABLE - PROGRAM YEAR 1
(For Federal Funds to Become Available Beginning on July 1, 2007)

II. TITLE II: TECH PREP PROGRAMS

A. Total Title II Allocation to the State	<u>\$1,736,576.00</u>
B. Amount of Title II Tech Prep Funds to Be Consolidated with Title I Funds	<u>\$0</u>
C. Amount of Title II Funds to Be Made Available For Tech Prep (<i>Line A less Line B</i>)	<u>\$1,736,576.00</u>
D. Tech Prep Funds Earmarked for Consortia	<u>\$1,649,747.20</u>
1. Percent for Consortia (<i>Line D divided by Line C</i>) [95%]	
2. Number of Consortia <u>30</u>	
3. Method of Distribution (<i>check one</i>):	
a. <input checked="" type="checkbox"/> Formula	
b. <input type="checkbox"/> Competitive	
E. Tech Prep Administration	<u>\$86,828.80</u>
1. Percent for Administration (<i>Line E divided by Line C</i>) [5%]	

PART C: ACCOUNTABILITY FORMS

I. Student Definitions**A. Secondary Level****Career and Technical Education Participant**

A secondary student who earns one (1) or more credits in any career and technical education program.

Career and Technical Education Concentrator

A secondary CTE concentrator is a student who has earned three (3) or more credits in a single CTE program area (e.g., health care or business services), or two (2) credits in a single CTE program area, but only in those program areas where 2 credit sequence at the secondary level are recognized by the State and/or its local eligible recipients.

B. Post-secondary/Adult Level

The Minnesota State Colleges and Universities has decided to use an entry cohort approach in which students will enter in a given fiscal year and will have a set period of time in which to attain the different threshold definitions given below. The reporting year will be the year following the end of the cohort time period.

Participant – Defined as:

- A two-year college student in the Minnesota State Colleges and Universities System who:
 - Belongs to a particular fiscal year cohort, and
 - Enrolled in a CTE program¹⁶, and
 - Declared as their degree intent (major) a CTE award¹⁷

OR

- A two-year college student in the Minnesota State Colleges and Universities System who:
 - Belongs to a particular fiscal year cohort, and
 - Enrolls in a career and technical education course¹⁸

Concentrator – Defined as:

- A two-year college student in the Minnesota State Colleges and Universities System who:
 - Belongs in a particular fiscal year cohort, and
 - Enrolled in a long-term¹⁹ CTE program, and
 - Declared as their degree intent (major) a CTE award

OR

- A two-year college student in the Minnesota State Colleges and Universities who:
 - Belongs in a particular fiscal year cohort, and
 - Enrolled in a short-term²⁰ CTE program, and
 - Declared as their degree intent (major) a CTE award, and
 - Completed and received the award in which they declared their intent

¹⁶ Career and technical education programs must be in the Minnesota State Colleges and Universities Office of the Chancellor Program Inventory Database and are defined as programs who have attached to then a Classification of Instruction Program (CIP) Codes that are in one of the 16 career clusters as defined by the US Department of Education. These programs are referred as Perkins-eligible programs in the Program Inventory Database.

¹⁷ The Minnesota State Colleges and Universities Office of the Chancellor is defining as a CTE award a certificate, a diploma, an Associate of Applied Sciences (AAS), and Associate of Science (AS)

¹⁸ The Minnesota State Colleges and Universities Office of the Chancellor assigns CIP codes to all courses its program inventory data. CTE courses are defined as courses who have attached to then CIP Codes that are in one of the 16 career clusters as defined by the US Department of Education.

¹⁹ A long-term program as defined by the US Department of Education is any program that is least 12 credits or higher in length.

²⁰ A short-term program as defined by the US Department of Education is any program that is less than 12 credits in length.

II. FINAL AGREED UPON PERFORMANCE LEVELS FORM (FAUPL)

A. SECONDARY LEVEL

Column 1	Column 2	Column 3	Column 4	Column 5	Column 6
Indicator & Citation	Measurement Definition	Measurement Approach	Baseline (Indicate Year)	Year One 7/1/07-6/30/08	Year Two 7/1/08-6/30/09
<p>1S1 Academic Attainment – Reading/Language Arts 113(b)(2)(A)(i)</p>	<p>Numerator: Number of CTE concentrators who have met the proficient or advanced level on the Statewide high school reading/language arts assessment administered by the State under Section 1111(b)(3) of the Elementary and Secondary Education Act (ESEA) as amended by the No Child Left Behind Act based on the scores that were included in the State’s computation of adequate yearly progress (AYP) and who, in the reporting year, left secondary education.</p> <p>Denominator: Number of CTE concentrators who took the ESEA assessment in reading/language arts whose scores were included in the State’s computation of AYP and who, in the reporting year, left secondary education.</p>	<p>State and Local Administrative Records</p>	<p>B:</p>	<p>L: <i>Will be pre-populated at the request of the State</i></p> <p>A:</p>	<p>L: <i>Will be pre-populated at the request of the State</i></p> <p>A:</p>
<p>1S2 Academic Attainment - Mathematics 113(b)(2)(A)(i)</p>	<p>Numerator: Number of CTE concentrators who have met the proficient or advanced level on the Statewide high school mathematics assessment administered by the State under Section 1111(b)(3) of the (ESEA) as amended by the No Child Left Behind Act based on the scores that were included in the State’s computation of adequate yearly progress (AYP) and who, in the reporting year, left secondary education.</p> <p>Denominator: Number of CTE concentrators who took the ESEA assessment in mathematics whose scores were included in the State’s computation of AYP and who, in the reporting year, have left secondary education.</p>	<p>State and Local Administrative Records</p>	<p>B:</p>	<p>L: <i>Will be pre-populated at the request of the State</i></p> <p>A:</p>	<p>L: <i>Will be pre-populated at the request of the State</i></p> <p>A:</p>

Column 1	Column 2	Column 3	Column 4	Column 5	Column 6
Indicator & Citation	Measurement Definition	Measurement Approach	Baseline (Indicate Year)	Year One 7/1/07- 6/30/08	Year Two 7/1/08- 6/30/09
<p align="center">2S1 Technical Skill Attainment 113(b)(2)(A)(ii)</p>	<p>Numerator: Number of <u>CTE concentrators</u> who passed technical skill assessments that are aligned with industry-recognized standards, if available and appropriate, during the reporting year.</p> <p>Denominator: Number of <u>CTE concentrators</u> who took the assessments during the reporting year.</p>	<p align="center">State and Local Administrative Records</p>	<p align="center">B:</p>	<p align="center">L:</p> <p align="center">A:</p>	<p align="center">L:</p> <p align="center">A:</p>
<p align="center">3S1 Secondary School Completion 113(b)(2)(A)(iii)(I- III)</p>	<p>Numerator: Number of <u>CTE concentrators</u> who earned a regular secondary school diploma, earned a General Education Development (GED) credential as a State-recognized equivalent to a regular high school diploma (if offered by the State) or other State-recognized equivalent (including recognized alternative standards for individuals with disabilities), or earned a proficiency credential, certificate, or degree, in conjunction with a secondary school diploma (if offered by the State) during the reporting year.</p> <p>Denominator: Number of <u>CTE concentrators</u> who left secondary education during the reporting year.</p>	<p align="center">State and Local Administrative Records</p>	<p align="center">B:</p>	<p align="center">L:</p> <p align="center">A:</p>	<p align="center">L:</p> <p align="center">A:</p>

<p>4S1 Student Graduation Rates 113(b)(2)(A)(iv)</p>	<p>Numerator: Number of CTE concentrators who, in the reporting year, were included as graduated in the State’s computation of its graduation rate as described in Section 1111(b)(2)(C)(vi) of the ESEA.</p> <p>Denominator: Number of CTE concentrators who, in the reporting year, were included in the State’s computation of its graduation rate as defined in the State’s Consolidated Accountability Plan pursuant to Section 1111(b)(2)(C)(vi) of the ESEA.</p>	<p>State and Local Administrative Records</p>	<p>B:</p>	<p>L: <i>Will be pre-populated at the request of the State</i></p> <p>A:</p>	<p>L: <i>Will be pre-populated at the request of the State</i></p> <p>A:</p>
<p>5S1 Secondary Placement 113(b)(2)(A)(v)</p>	<p>Numerator: Number of <u>CTE concentrators</u> who self-reported on a survey that they entered post-secondary education, employment or the military</p> <p>Denominator: Number of <u>CTE concentrators</u> who left secondary education during the reporting year.</p>	<p>Survey Methods</p>	<p>B:</p>	<p>L:</p> <p>A:</p>	<p>L:</p> <p>A:</p>

Column 1	Column 2	Column 3	Column 4	Column 5	Column 6
Indicator & Citation	Measurement Definition	Measurement Approach	Baseline (Indicate Year)	Year One 7/1/07- 6/30/08	Year Two 7/1/08- 6/30/09
<p>6S1 Nontraditional Participation 113(b)(2)(A)(vi)</p>	<p>Numerator: Number of <u>CTE participants</u> from underrepresented gender groups who participated in a program that leads to employment in nontraditional fields during the reporting year.</p> <p>Denominator: Number of <u>CTE participants</u> who participated in a program that leads to employment in nontraditional fields during the reporting year.</p> <p>Denominator: Number of <u>CTE concentrators</u> who completed a program that leads to employment in nontraditional fields during the reporting year.</p>	<p>State and Local Administrative Records</p>	<p>B:</p>	<p>L:</p> <p>A:</p>	<p>L:</p> <p>A:</p>
<p>6S2 Nontraditional Completion 113(b)(2)(A)(vi)</p>	<p>Numerator: Number of <u>CTE concentrators</u> from underrepresented gender groups who completed a program that leads to employment in nontraditional fields during the reporting year.</p> <p>Denominator: Number of <u>CTE concentrators</u> who completed a program that leads to employment in nontraditional fields during the reporting year.</p>	<p>State and Local Administrative Records</p>	<p>B:</p>	<p>L:</p> <p>A:</p>	<p>L:</p> <p>A:</p>

II. FINAL AGREED UPON PERFORMANCE LEVELS FORM (FAUPL)

B. POST-SECONDARY/ADULT LEVEL

Column 1	Column 2	Column 3	Column 4	Column 5	Column 6
Indicator & Citation	Measurement Definition	Measurement Approach	Baseline (Indicate Year)	Year One 7/1/07- 6/30/08	Year Two 7/1/08- 6/30/09
1P1 Technical Skill Attainment 113(b)(2)(B)(i)	-	Minnesota State Colleges and Universities Integrated Student Record System	B:	L: A:	L: A:
2P1 Credential, Certificate, or Degree 113(b)(2)(B)(ii)		Minnesota State Colleges and Universities Integrated Student Record System Perkins BRIO Unit Record Data	B:	L: A:	L: A:

Column 1	Column 2	Column 3	Column 4	Column 5	Column 6
Indicator & Citation	Measurement Definition	Measurement Approach	Baseline (Indicate Year)	Year One 7/1/07- 6/30/08	Year Two 7/1/08- 6/30/09
3P1 Student Retention or Transfer 113(b)(2)(B)(iii)		Minnesota State Colleges and Universities Integrated Student Record System Perkins BRIO Unit Record Data	B:	L: A:	L: A:

Column 1	Column 2	Column 3	Column 4	Column 5	Column 6
Indicator & Citation	Measurement Definition	Measurement Approach	Baseline (Indicate Year)	Year One 7/1/07- 6/30/08	Year Two 7/1/08- 6/30/09
<p align="center">4P1 Student Placement 113(b)(2)(B)(iv))</p>		<p align="center">State-developed College Administered Surveys</p> <p align="center">Employment and Wage Record Matching through Agreement with MN Dept. of Employment and Economic Development</p>	<p align="center">B:</p>	<p align="center">L:</p> <p align="center">A:</p>	<p align="center">L:</p> <p align="center">A:</p>

Column 1	Column 2	Column 3	Column 4	Column 5	Column 6
Indicator & Citation	Measurement Definition	Measurement Approach	Baseline (Indicate Year)	Year One 7/1/07- 6/30/08	Year Two 7/1/08- 6/30/09
	<p>Numerator: Number of <u>CTE concentrators</u> in a given student entry cohort who, anytime in the cohort time frame, were classified as enrolling in a CTE program classified as nontraditional for their gender and that was under-represented for their gender and were designated as such at the time of the reporting year</p> <p>Denominator: Number of <u>CTE concentrators</u> in a given student entry cohort who, anytime in the cohort time frame, were classified as enrolling in a CTE program classified as nontraditional for their gender and were designated as such at the time of the reporting year</p>	<p>Minnesota State Colleges and Universities Integrated Student Record System</p> <p>Perkins BRIO Unit Record Data</p>	<p>B:</p>	<p>L:</p> <p>A:</p>	<p>L:</p> <p>A:</p>

PART D: APPENDICES

Appendix A:
Consolidated Annual Report
Minnesota Secondary

State Adjusted Level of Performance (%)				90.63%	84.51%	80.21%
STUDENT POPULATION	Basic CTE Enrollment			1S1-Academic Attainment (%)		
	2004	2005	2006	2004	2005	2006
Gender						
Male	85,247	68,419	86,856	84.35	82.88	15.83
Female	75,189	58,305	76,750	84.70	83.44	13.42
Gender Unknown	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.
Total	160,436	125,724	163,606	84.51	83.14	14.73
Ethnicity						
American Indian or Alaska Native	2,830	2,094	3,230	78.67	70.13	24.04
Asian	9,124	7,311	9,913	77.88	78.34	24.10
Black, non-Hispanic	11,739	8,781	13,449	54.44	56.22	26.81
Hispanic	4,991	4,125	6,314	65.90	66.25	28.37
Hawaiian/Pacific Islander	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.
White, non-Hispanic	131,752	103,413	131,370	88.28	86.32	12.10
Unknown/Other	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.
Total	160,436	125,724	163,606	84.51	83.14	14.73
Special Populations						
Individuals With Disabilities	21,497	16,491	23,258	46.67	44.12	19.41
Economically Disadvantaged	42,120	32,162	49,605	71.71	69.78	23.73
Limited English Proficient	9,445	6,528	9,425	56.43	58.50	37.19
Academically Disadvantaged	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.
Single Parents	627	537	1,010	63.78	61.81	21.50
Displaced Homemakers	7	7	31	75.00	0.00	28.57
Non Traditional Enrollees	30,814	32,840	44,492	84.03	83.66	15.69
Tech Prep Enrollment	187,111	158,713	196,562	85.65	83.14	14.69

Consolidated Annual Report Minnesota Secondary

State Adjusted Level of Performance (%)	56.00%	56.00%	70.97%	90.63%	85.88%	82.72%
STUDENT POPULATION	1S2-Skill Attainment (%)			2S1-Completion (%)		
	2004	2005	2006	2004	2005	2006
Gender						
Male	88.68	90.02	91.06	78.97	85.49	76.60
Female	86.40	85.69	88.17	83.47	87.47	81.87
Gender Unknown	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.
Total	87.61	88.05	89.71	81.07	85.49	79.01
Ethnicity						
American Indian or Alaska Native	85.27	87.44	88.95	63.70	69.48	57.34
Asian	88.80	87.09	90.61	67.48	77.64	72.82
Black, non-Hispanic	84.71	83.56	86.97	48.92	58.14	48.19
Hispanic	85.23	85.75	87.90	60.83	68.67	59.08
Hawaiian/Pacific Islander	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.
White, non-Hispanic	87.93	88.60	90.00	85.76	88.96	83.59
Unknown/Other	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.
Total	87.61	88.05	89.71	81.07	85.49	79.01
Special Populations						
Individuals With Disabilities	87.68	89.79	90.30	63.22	67.61	53.99
Economically Disadvantaged	87.00	87.08	88.85	62.48	72.13	61.92
Limited English Proficient	87.14	83.75	85.51	52.63	66.79	46.90
Academically Disadvantaged	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.
Single Parents	91.07	89.39	87.43	54.18	54.51	40.50
Displaced Homemakers	100.00	57.14	67.74	100.00	0.00	28.57
Non Traditional Enrollees	92.43	93.29	94.88	76.72	84.28	79.32
Tech Prep Enrollment	n.a.	n.a.	88.61	83.95	85.77	79.35

Consolidated Annual Report
Minnesota Secondary

State Adjusted Level of Performance (%)	23.00%	25.00%	34.48%	17.58%	18.00%	33.92%
STUDENT POPULATION	4S1-NonTraditional Participation (%)			4S2-NonTraditional Completion (%)		
	2004	2005	2006	2004	2005	2006
Gender						
Male	50.01	49.87	50.82	48.43	49.07	49.88
Female	19.69	18.72	19.55	19.87	18.70	19.31
Gender Unknown	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.
Total	36.65%	36.37	37.90	35.54	36.28	37.60
Ethnicity						
American Indian or Alaska Native	35.75	37.66	44.78	39.41	37.34	48.08
Asian	43.99	42.74	52.71	43.56	41.89	55.01
Black, non-Hispanic	42.19	41.53	49.77	41.27	42.50	48.22
Hispanic	39.75	39.72	47.91	37.39	37.82	48.77
Hawaiian/Pacific Islander	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.
White, non-Hispanic	34.99	35.07	44.38	34.26	35.37	46.35
Unknown/Other	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.
Total	36.65	36.37	37.90	35.54	36.28	37.60
Special Populations						
Individuals With Disabilities	40.08	42.80	44.13	35.40	42.98	45.53
Economically Disadvantaged	45.50	46.25	46.57	46.37	47.90	48.21
Limited English Proficient	54.36	53.83	51.33	58.44	59.66	51.44
Academically Disadvantaged	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.
Single Parents	24.92	33.00	31.71	25.00	39.39	32.20
Displaced Homemakers	40.00	0.00	25.00	66.67	0.00	0.00
Non Traditional Enrollees	36.65	36.37	45.53	35.54	36.28	47.05
Tech Prep Enrollment	42.58	n.a.	43.49	41.15	44.78	47.09

Consolidated Annual Report Minnesota Post-secondary

State Adjusted Level of Performance (%)				24.00%	24.50%	28.33%
STUDENT POPULATION	Basic CTE Enrollment			2P1-CTE Completion (%)		
	2004	2005	2006	2004	2005	2006
Gender						
Male	58,395	55,930	55,684	30.05%	28.00%	28.07%
Female	63,464	65,216	65,602	32.21%	30.59%	32.41%
Gender Unknown	2,499	2,199	2,434	30.39%	33.23%	53.75%
Total	124,358	123,345	123,720	31.18%	29.43%	30.67%
Ethnicity						
American Indian or Alaska Native	1,728	1,914	1,987	29.96%	23.81%	23.78%
Asian	4,246	4,510	4,698	27.49%	24.85%	27.89%
Black, non-Hispanic	8,766	9,656	10,412	28.62%	23.34%	26.10%
Hispanic	1,886	2,126	2,332	33.03%	24.57%	31.06%
Hawaiian/Pacific Islander		115	123	33.33%	30.77%	33.33%
White, non-Hispanic	90,103	92,187	94,374	29.92%	28.70%	30.46%
Unknown/Other	17,629	12,837	9,794	42.41%	46.16%	43.01%
Total	124,358	123,345	123,720	31.18%	29.43%	30.67%
Special Populations						
Individuals With Disabilities	3,773	3,922	3,667	27.41%	24.75%	28.61%
Economically Disadvantaged	34,836	36,594	35,391	27.99%	27.44%	31.95%
Limited English Proficient	2,442	2,870	1,814	27.3%	28.25%	29.41%
Academically Disadvantaged	14,642	13,967	10,690	28.33%	27.43%	29.62%
Single Parents	4,284	3817	2,719	29.79%	27.62%	29.56%
Displaced Homemakers	1,289	957	548	32.53%	35.62%	31.63%

Consolidated Annual Report
Minnesota Post-secondary

State Adjusted Level of Performance (%)	86.00%	87.00%	95.00%	80.00%	81.00%	91.96%
STUDENT POPULATION	3P1-Placement (%)			3P2-Retention (%)		
	2004	2005	2006	2004	2005	2006
Gender						
Male	95.90%	96.03%	96.33%	92.36%	91.57%	92.83%
Female	96.61%	96.41%	97.02%	94.28%	91.17%	93.60%
Gender Unknown	98.68%	95.51%	95.59%	91.03%	91.95%	91.78%
Total	96.28%	96.24%	96.72%	93.40%	91.34%	93.28%
Ethnicity						
American Indian or Alaska Native	91.82%	94.84%	94.81%	94.38%	87.77%	90.98%
Asian/Pacific Islander	91.82%	89.86%	94.75%	91.86%	89.44%	94.75%
Black, non-Hispanic	92.73%	91.76%	94.65%	93.77%	90.97%	94.37%
Hispanic	93.80%	93.16%	95.45%	93.33%	87.72%	92.64%
Hawaiian/Pacific Islander						
White, non-Hispanic	96.59%	96.83%	96.96%	93.45%	91.55%	93.22%
Unknown/Other	96.58%	95.61%	96.35%	93.21%	91.25%	93.06%
Total	96.28%	96.24%	96.72%	93.40%	91.34%	93.28%
Special Populations						
Individuals With Disabilities	93.65%	93.92%	94.96%	93.72%	90.54%	90.21%
Economically Disadvantaged	95.98%	95.97%	96.76%	92.58%	90.45%	92.43%
Limited English Proficient	89.71%	94.49%	94.92%	92.23%	93.69%	95.56%
Academically Disadvantaged	95.01%	96.31%	97.03%	93.67%	91.22%	92.98%
Single Parents	95.05%	96.26%	97.11%	91.95%	92.44%	91.82%
Displaced Homemakers	93.58%	94.74%	93.71%	94.09%	91.96%	94.33%
Non Traditional Enrollees	96.21%	96.09%	96.75%	91.67%	90.96%	93.02%

Consolidated Annual Report Minnesota Post-secondary

State Adjusted Level of Performance (%)	21.00%	21.00%	22.31%	16.70%	16.70%	17.27%
STUDENT POPULATION	4P1-NonTraditional Participation (%)			4P2-NonTraditional Completion (%)		
	2004	2005	2006	2004	2005	2006
Gender						
Male	33.33%	35.37%	27.45%	25.30%	27.47%	23.72%
Female	12.87%	11.55%	15.62%	11.54%	7.66%	10.02%
Gender Unknown	n/a	n/a	n/a	n/a	n/a	n/a
Total	22.05%	21.89%	20.89%	17.55%	15.96%	15.50%
Ethnicity						
American Indian or Alaska Native	20.82%	22.63%	19.98%	13.61%	13.33%	13.37%
Asian	28.26%	24.94%	24.26%	26.07%	20.20%	18.40%
Black, non-Hispanic	33.39%	32.46%	31.80%	24.20%	30.03%	28.06%
Hispanic	24.80%	23.47%	21.09%	24.14%	16.50%	14.81%
Hawaiian/Pacific Islander	25.00%	17.24%	14.71%	22.22%	16.67%	0.00%
White, non-Hispanic	20.24%	20.31%	19.30%	16.62%	14.85%	14.35%
Unknown/Other	23.55%	23.87%	23.83%	18.00%	17.11%	18.86%
Total	22.05%	21.89%	20.89%	17.55%	15.96%	15.50%
Special Populations						
Individuals With Disabilities	23.23%	22.53%	19.61%	17.98%	17.30%	14.09%
Economically Disadvantaged	19.72%	20.13%	19.72%	13.66%	13.72%	13.11%
Limited English Proficient	33.70%	31.27%	29.68%	30.29%	24.78%	27.80%
Academically Disadvantaged	22.81%	21.50%	17.23%	14.75%	15.47%	10.11%
Single Parents	16.69%	17.36%	14.31%	11.93%	12.83%	8.35%
Displaced Homemakers	16.15%	17.94%	17.71%	12.89%	13.71%	13.04%

Appendix B
Consolidated Annual Report
Minnesota Tech Prep FY2006

CTE Career Clusters	Secondary		Post-Secondary	
	Number	Percentage	Number	Percentage
Agricultural, Food & Natural Resources	28,644	14.6%	531	3.1%
Architecture, and Construction	38,622	19.6%	2,076	12.0%
Arts, Audio-Visual Technology & Communications	32,627	16.6%	628	3.6%
Business, Management & Administration	84,732	43.1%	2,656	15.4%
Education, & Training	17,325	8.8%	194	1.1%
Finance	10,707	5.4%	48	0.3%
Government & Public Administration	20,677	10.5%	97	0.6%
Health Science	7,886	4.0%	3,380	19.6%
Hospitality & Tourism	1,235	0.6%	386	2.2%
Human Services	68,453	34.8%	435	2.5%
Information Technology	34,815	17.7%	966	5.6%
Law, Public Safety, & Security	619	0.3%	918	5.3%
Manufacturing	19,431	9.9%	1,352	7.8%
Marketing, Sales, & Services	34,297	17.4%	1,256	7.3%
Science, Tech., Engineering, & Math	59,813	30.4%	724	4.2%
Transportation, Distribution, & Logistics	21,114	10.7%	1,594	9.2%
Grand Total	196,562	100.0%	17,238	100.0%

General Comment

NOTES

The figures in the above table are entered in the CAR tables for FY2006. The primary source for the secondary estimates is the Minnesota Department of Education State and Local Administrative records.

The post-secondary data is derived from a pilot study conducted at the Office of the Chancellor, as described in the CAR narrative submitted in December 2006. In addition, to determine the extent to which high school graduates enter the post-secondary system, estimates presented in a 2005 joint study done by the Minnesota State Colleges and Universities and the University of Minnesota called **Getting prepared: A 2005 Report on Recent High School Graduates Who Took Developmental/Remedial Courses** was used.

Steps in Calculating the Estimate for Post-Secondary Tech Prep Enrollment

The following steps were undertaken to arrive at the estimates:

1. The secondary completion number for tech prep students in 2005 and 2006 respectively is **31,818** and **33,231**, as indicated in the CAR tables submitted to OVAE each year. Therefore, over a two-year period, **65,049** high school graduates with some tech prep experience are potential entrants into the post-secondary system.
2. A study by the Minnesota State Colleges and University System indicates that roughly **43%** of all high school graduates enter public higher education systems within **two years** of graduation.
3. From the pilot study, it is estimated that **61.7%** of the tech prep high school graduates in the pilot go to two-year colleges. Additionally, the pilot study also calculated what the respective proportions are for the **1,096** tech prep high school graduates by gender, by ethnicity, and by special populations.
4. Multiplying the 43% and the 61.7% from above provides an estimate for the percentage of Tech Prep high school graduates that enter colleges within the Minnesota State Colleges and Universities system, and this equals **26.5%**.
5. Using the 26.5 % percentage estimate, the estimated number of Tech Prep high school graduates that enter colleges within the Minnesota State Colleges and Universities system equals **17, 238**.
 - Using some combinations of the proportions for gender, ethnicity, special populations, and the share of the 16 career clusters, which are available from the pilot study, the individual cells in the 2006 CAR table "***Tech Prep Enrollment***" were estimated and entered into the CAR table for Tech Prep.

Appendix C

Excerpts from Summary Report for Perkins State Plan Listening Sessions

Introduction

The Minnesota Department of Education, Adult and Career Education and Minnesota State Colleges and Universities, Perkins Administration conducted a total of six Listening Sessions to gather input from people in the field who work with Carl D. Perkins grants. The Listening Sessions were held between October 2005 and November 2005 with three sessions in Brainerd, two in Roseville and one in Mankato. Participants included 107 representatives of Secondary and Post-Secondary Perkins Coordinators and other representatives from Career and Technical Education organizations.

The Listening Sessions consisted of asking participants to respond to six questions representing six areas related to Carl D. Perkins Grants. These areas are:

1. **Accountability,**
2. **Academic and Technical Proficiency,**
3. **High School to College Transition,**
4. **Career Clusters/Career Pathways,**
5. **Statewide Structure for Perkins Basic and Tech Prep, and**
6. **Local Program Planning.**

Each participant recorded their individual responses on a computer. Following this, participants, as a whole group, developed themes around their responses and proceeded to vote on the importance they perceived each theme had within a question. The GroupWise computer program calculated the votes and produced a rank order for each question in each session.

This report begins where the initial Listening Sessions ended. Each Listening Session question from each of the six sessions is grouped together to determine a composite ranking of themes.

The next step involved the examination of each response to find commonalities among themes. This was followed by the development of a maximum of five key points for each question. **Table 1.** for each question represents these findings with the first key point reflecting the most responses.

The rest of this report contains Key Points Summary for each of the six areas/questions addressed in the Listening Sessions. The summaries reflect the themes and general observations of participant responses for each question.

Section 1: Accountability Key Points Summary

Participants responded to the following question: *How should the state negotiate performance targets with local recipients?*

- 1. Negotiation Process:** Listening session participants' responses identify several conditions that should be taken into consideration when negotiating local performance targets. These include: local district and post-secondary institutions' needs, size, area demographics, student needs, declining enrollment, historic trends, and program mixes. There is a desire for the negotiation process to establish a baseline of past and current performance. Many responses echo the need for locals to modify state standards, compare local performance with state performance levels and then set their own goals for improvement.
- 2. Performance Targets:** Participant responses directed specifically at the Carl D. Perkins Core Indicators suggest that Technical Skill Attainment be demonstrated through industry certification and Academic Attainment be demonstrated through post-secondary certification and obtaining specific credentials in chosen field. Respondents feel goals and expectations should be realistic and aligned with available resources. A least restrictive definition for targets is desired, such as nontraditional including male/female and special populations. As continuous improvement is perceived as important, it is suggested that performance targets be increased gradually and with flexibility. It is hoped that recognition of differences in secondary and post-secondary programs will occur when developing performance targets.
- 3. Data Collection:** Comments regarding the collection of data is another accountability theme. The following words were used to describe data collection: well-defined, doable, standard, accurate, identified process, consistent, valid and verifiable. In addition, comments suggest possible formats show percentages, use simple statistical method or compare the number of students starting a program to the number completing with a separation for short- and long-term programs.
- 4. Stakeholders:** Overall comments reflect the need for a broad spectrum of stakeholders involved in the negotiating of performance targets. Participants in the Perkins Listening Sessions strongly feel that negotiations at the local level must extend beyond the Perkins coordinator with representation from the following groups*: campus lead administrator, college personnel, superintendents, school board members, local curriculum advisory groups, counselors, CTE teachers, local employers, local school districts, and workforce development.

*Groups may vary in make up depending on whether it is at the post-secondary or secondary level.

Table 1.1 Accountability Key Points

1. Negotiation Process	103
2. Performance Targets	67
3. Data Collection	34
4. Stakeholders	15

Section 2: Academic and Technical Proficiency Key Points Summary

Participants responded to the following question: *What are the methods that Minnesota should use to demonstrate student academic/technical proficiency?*

- 1. Certification and Standards:** In general, listening session participants indicate that some type of certification should be used to demonstrate student academic and technical proficiency. The most often mentioned certifications were industry certification, local/regional skill certificates, Tech Prep certificates, and national certification exams. Some respondents feel that all programs should be “*encouraged*” to offer a skill certification. These certifications would reflect standards that have been embedded in all courses with a desire for standards to be uniform. National skill standards and occupation skill standards were also referred to as possibilities.
- 2. Program Completion:** A range of approaches to determine program completion was cited by participants. In regards to Tech Prep it is suggested that the number of students earning post-secondary credit through articulation, concurrent enrollment, dual enrollment and college in the schools could be appropriate. For Carl Perkins funds ideas include: the number of students enrolled in post-secondary, the number of students completing graduation requirements for diploma, degree, license or certification, placement in a job or enrollment in a post-secondary institution, number of credits earned in Career and Technical Education, math, science, and communication and the completion of courses and/or transcript credits.
- 3. Technical Attainment:** Listening session participants’ comments regarding the student’s attainment of technical proficiency include the following: standardized tests in a career and technical education subject area, portfolios, ACT, Inc. WorkKeys[®] assessments, student organization event competition, industry recognized assessments, work-experience/internship employer evaluation, competency-based performance tests with a minimum accepted proficiency level, and exit exams.
- 4. Academic Attainment:** Many respondents identify the current Minnesota Comprehensive Assessments (MCAs) as a way to measure academic attainment at the secondary level. The majority of comments focus on the secondary level, however graduation rate, GPA, and the WorkKeys[®] assessments may be other avenues for students to demonstrate academic proficiency at both the secondary and post-secondary levels.

Table 1.2 Academic and Technical Proficiency Key Points

1. Certification and Standards	79
2. Program Completion	77
3. Technical Attainment	58
4. Academic Attainment	47

Section 3: High School to College Transition Key Points Summary

Participants responded to the following question: *What would be the characteristics of a system that encourages successful high school to post-secondary transition in Minnesota?*

- 1. Career Counseling and College Access:** A significant number of listening session participants' response to this key point is the requirement for a comprehensive career development program at the high school level that includes models of career clusters and career pathways. In addition, comments reflect the need for counselors to be available and involved in career development in all schools and for career exploration to begin in the 8th grade or earlier. The development of a 6-year transition plan, 9th -12th grade and 2-years post-secondary that includes realistic career planning linked with academic planning, should be available to students. Respondents often cite the use of a common assessment tool to determine college readiness, such as ACCUPLACER[®], be accessible for all students and possibly be linked to the state MCA. Tools like this one would aid students in accessing college.
- 2. Options and Opportunities for High School Students:** Participants' comments overall describe a need for a variety of options for high school students and opportunities to earn college credit. Opportunities call for ease in transferability of credits between high school and post-secondary and from one post-secondary institution to another. Examples cited include Tech Prep, concurrent and dual enrollment, PSEO, College in the Schools, distance learning, CLEP tests, AP courses, apprenticeships and post-secondary industry standards in place of traditional PSEO options. There is also a desire expressed for statewide articulation agreements with consistent definitions and perhaps a statewide "articulation bank." Not to be forgotten, respondents also mention coordinated mentoring, field experience and work-based learning as important options.
- 3. Education Partnerships and Collaboration:** Foremost in this theme appear the importance of ongoing communication among secondary, post-secondary, industry, business, parents and students. Ideas for collaboration include: joint projects, teacher/industry/post-secondary exchange opportunities, coordinated professional development activities, promoting a better understanding of options with students and parents, and regular dialogue between secondary and post-secondary on courses expectations and outcomes. One possibility expressed is the integration of the high school and post-secondary Carl Perkins plans.
- 4. Transition Process:** Several different thoughts were shared for the transition process from high school to college. They comprise the institution of a single system for reporting data, standardized course objectives for entry level courses at MnSCU campuses, continuation of applied core curricula, and provision of transition teams at the college level. Whatever the process looks like, quality academic preparation must be ensured. The issue of funding is referenced as a way to demonstrate for supporting secondary and post-secondary collaboration. Comments also communicate a need for funding restrictions to be removed so that high schools are not penalized when students take advantage of options and opportunities at the post-secondary level.

Table 1.3 High School to College Transition Key Points

1. Career Counseling and College Access	81
2. Options and Opportunities for High School Students	80
3. Education Partnerships and Collaboration	63
4. Transition Process	55

Section 4: Career Cluster/Career Pathways Key Points Summary

Participants responded to the following question: *How should Minnesota use career clusters and career pathways to organize Career and Technical Education programming?*

1. **Structure/Organization of Career Clusters and Career Pathways:** A substantial number of Listening Session participants request that the number of clusters be limited and not contain the entire 16 listed by the federal government. The most common number of clusters mentioned is six with reference made to the use of Minnesota Career Information System’s (MCIS) career pathways. In addition to the number, comments reflect the need for consistency and a single statewide definition. Responses describe that making a broad range of learning options for students with flexibility that allows for movement from one cluster to another available is good while some express that this could be a challenge for smaller, rural schools. Career Clusters should include a core curriculum. Other comments reflect the need to align career pathways with labor market information, DEED, workforce development and Minnesota industries and the need to avoid clusters being viewed as “tracking.” Further variables described are allowing consortia to use Career Clusters most applicable to their membership, adding breadth and depth to student learning and keeping them simple.
2. **Use of Career Clusters and Career Pathways:** Some possible uses of Career Clusters and Career Pathways stated by participants are as a component for program approval at the secondary level, a method for reporting programs, and a tool for defining a coherent sequence of courses as required under the Carl D. Perkins Act. Some responses favor mandating Career Clusters and Pathways yet allowing for flexibility and local control. Incentives are referred to as a way of rewarding those who have developed and are using Career Clusters and Career Pathways. (*Note: No discernable distinction was made by participants between Career Clusters and Career Pathways.*)
3. **Collaboration as a Key to Career Clusters and Career Pathways:** The comments on collaboration generally center on three areas. The first one is the need for Career Clusters and Career Pathways to be articulated and common among all educational institutions in the state. Secondly, there is a need for community, school boards, administration, staff, parents, business, industry, the academic community, students and post-secondary to be involved with Career Clusters and Career Pathways and thirdly, communicating and educating all stakeholders about career clusters and career pathways is very important.
4. **Development of Career Clusters and Career Pathways:** Listening session participants are evenly split on whether the state or local groups should have control over developing Career Clusters and Career Pathways. Those who favored local control cite the need to provide districts with the option of making a good fit with their curriculum while those who favor state coordination express the need for a standard language, the development of models that could be used by local districts and the ability of local entities to use Career Clusters and Career Pathways when writing their Carl D. Perkins Grants.

Table 1.4 Career Clusters and Career Pathways Key Points

1. Structure/Organization of Career Clusters and Career Pathways	97
2. Use of Career Clusters and Career Pathways	52
3. Collaboration as a Key to Career Clusters and Career Pathways	40
4. Development of Career Clusters and Career Pathways	27

Section 5: Statewide Structure for Perkins Basic and Tech Prep Key Points Summary

Participants responded to the following question: *If we were to start over in designing a structure for Perkins Basic and Tech Prep, what would it look like?*

1. **Tech Prep:** By far the most common response on a structure for Perkins Basic and Tech Prep is that Tech Prep should be combined with Carl D. Perkins into one structure. Comments also include some qualifiers such as allowance for separate funds, retaining applied academics, and flexibility of expenditures.
2. **Funding:** Listening session participants think a 50-50 funding split between secondary and post-secondary with separate funding at each level. Whether the majority of these comments are from secondary and/or post-secondary can not be distinguished. However, common words used are equal or equitable. A few responses indicate secondary should receive more funding and no specific mention was made of keeping funding at the current split. Additional funding statements are to have some type of “fixed” cost with minimum funding levels regardless of the size of a consortium, base grants on needs, and provide incentives for ideas, such as innovative programs and collaborative efforts.
3. **Process:** Participants’ remarks show a desire to keep secondary and post-secondary separate with considerable collaboration and partnership across institutions. They also indicate administration of Carl Perkins and Tech Prep should be one system or structure with no reference to whether there would be one system overall or one for secondary and one for post-secondary. Also of note is the desire for gathering local input if a new structure is developed. Lastly, it is felt that a process for local districts to do their fiscal management should be in place.
4. **Plan Format:** Comments from participants reflect the need for a simplified application with clear and concise expectations that requires less documentation. Further suggestions include one grant application for Tech Prep and Carl D. Perkins that uses the same indicators and data base and a decrease in the number of required goals.
5. **Consortia:** Overall, respondents think that the structure for Perkins Basic and Tech Prep should continue to be made up of consortia. Several ideas are proposed regarding the need for reorganization of the consortia to increase efficiency based on input from districts and to maximize partnership with organizations and agencies based on economic development regions. Another idea is to have regional consortia made up of K-12, post-secondary institutions and workforce centers. One additional suggestion was for a statewide Tech Prep group to oversee statewide articulation agreements.

Table 1.5 Statewide Structure for Perkins Basic and Tech Prep Key Points

1. Tech Prep	52
2. Funding	50
3. Process	47
4. Plan Format	40
5. Consortia	27

Section 6: Local Program Planning Key Points Summary

Participants responded to the following question: *How can the local planning process be better used as a strategic tool to focus on continually improving student performance?*

- 1. Performance Indicators:** A variety of comments were made regarding performance indicators but the common theme that emerged is to reduce the number of performance indicators so local plans can truly implement strategies focused on continual student performance improvement. Based on responses, it is suggested that indicators including Carl D. Perkins and Tech Prep, and data be aligned with one another and possibly with No Child Left Behind (NCLB) or academic achievement. The categories could also be broad allowing for districts to determine their needs within a category. Key areas of performance should establish targets for all strategies with the ability to demonstrate how these strategies impact student performance.
- 2. Plan Development:** Listening session participants feel the peer review model is a good approach to use when local entities are developing their specific plans. Of note also is the need to focus plans on linking activities with performance measures and to adopt a statewide common database system. In addition, technical assistance provided by the state on the planning process and interpreting and using student performance data would be helpful in determining ways to address continuous program improvement. Comments suggest that a five-step model be used for continuous program improvement and no matter what process is used, share strategies that work.
- 3. Partnerships and Collaboration:** In general, participants agree that a strong collaboration between secondary and post-secondary at all levels, from administrative to instructors, should take place to identify outcomes for student and programming needs. This would provide an opportunity to tie plans in with local secondary and post-secondary strategic plans. Additional responses state that key constituents must be involved in local program planning. A wide-range of local stakeholders would include workforce centers, local chambers of commerce, business, industry, and all educators (*not just CTE*). This collaboration may be the local advisory group. Partnerships may also be used to market the importance of career and technical education.
- 4. Organization and Structure:** Common opinions express the need for a data system that aligns with both secondary and post-secondary and the overall alignment of local plans with secondary and post-secondary institutions. It is hoped that instead of annual plans, the structure would permit the development of a three-year plan with annual benchmarking. Participants also believe the structure should link professional development opportunities to student performance results.
- 5. Funding:** Reducing the mandatory 10% use of funding on collaboration is generally stated by listening session participants. There are suggestions that collaboration should not be a separate indicator but the foundation of local program planning. It is felt that one funding priority could be to assist local entities to reach local and state performance targets, while another funding priority could be rewards or incentives for demonstrated continuous improvement at the local level.

Table 1.6 Local Program Planning Key Points

1. Performance Indicators	62
2. Plan Development	55
3. Partnerships and Collaboration	36
4. Organization and Structure	32
5. Funding	27

Appendix D

CARL D. PERKINS CAREER AND TECHNICAL EDUCATION ACT OF 2006

An Act that Supports Career and Technical Education in Minnesota

LOCAL APPLICATION for the FY 2008 Transition Year **Perkins Basic and Tech Prep**

July 1, 2007- June 30, 2008

**Minnesota State Colleges and Universities
&
Minnesota Department of Education**

Section II – Local Application

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Upon request, this Application will be made available in alternative formats, such as Braille, large print or audiotape.

*** Pages due with the Local Application**

Perkins/Tech Prep Local Transition Plan for 2007-2008 for Career and Technical Education Goals, Objectives, Strategies, Outcomes, and Budget

1. **High School to College Transitions:** describe your primary intent to support the successful transition of students from high school to post-secondary education.

Consider the following guiding questions:

- How will you determine career pathways and programs of study that will be implemented in your consortium?
- How will you measure technical skill attainment within career and technical programs in your consortium?
- How do you propose to communicate college and work readiness standards to students and teachers?
- How will you improve both academic and technical skills of participants in your career and technical education programs?
- What role will your consortium play in ensuring that students will be able to continue a program of study that was started within your consortium but for which no post-secondary program exists within your current/proposed consortium?¹
- Given multiple entry and exit points in programs, how will you provide transitions for adult learners from entry to completion?
- How will you address the professional development needs of your career and technical education teachers/faculty and their academic colleagues?
- How will you modify or design your CTE programs to prepare students for high skill, high wage, or high demand occupations that lead to self sufficiency?

What are your plans for addressing high school to college transitions under Perkins IV?			
Objective(s)	Strategies	Outcomes and Measures (FY08)	Projected Budget
Duplicate as needed			
List the required and permissible activities addressed above.			

1. **Brokering of Services:** A new consortium structure involving secondary and post-secondary partners will, by design, facilitate student transitions from secondary programs to post-secondary programs within Programs of Study. To facilitate the movement of CTE students from high school to college, it is the expectation of the state that each Perkins recipient will identify, and expedite transfer into, a Minnesota post-secondary program within each secondary Program of Study. The recipient is not required to have both secondary and post-secondary components within its Programs of Study.

Perkins/Tech Prep Local Transition Plan for 2007-2008 for Career and Technical Education Goals, Objectives, Strategies, Outcomes, and Budget

2. Collaboration: Minnesota’s State Plan for Career and Technical Education places high emphasis on collaboration to support student success and life-long access to career and technical education. It is required for this Local Transition Plan approval that at least 10% of funds (not including targeted funds) be reserved for collaboration. Under this one-year transitional plan, effective collaboration may be focused on the identification and development of your FY09 consortium structure.

Consider the following **guiding questions**:

- How will you provide collaboration for CTE Program Improvement purposes among your partners?
- What best practice collaboration activities will you continue/carry over from Perkins III?
- How will you assure CTE students of smooth transitions between pathways within career clusters?
- What common collaborative goals will you and your partners develop for FY08?
- How will you plan for a jointly developed collaborative structure along with shared responsibility for student success?
- How will you assure that all partners will collaborate and be accountable for achieving your stated mutual goals (sharing resources and rewards, etc.)?

What are your plans for collaboration during the transition year (2007-2008)?			
Objective(s)	Strategies	Outcomes and Measures (FY08)	Projected Budget
List the required and permissible activities addressed above.			

Perkins/Tech Prep Local Transition Plan for 2007-2008 for Career and Technical Education Goals, Objectives, Strategies, Outcomes, and Budget

3. Employer, Community, and Education Partnerships

Consider the following guiding questions:

- How will you involve parents, business, and labor to advise in the design, implementation, and evaluation of CTE programs of study?
- What will you do to provide student experience in, and an understanding of, All Aspects of the Industry which may include work-based experiences?
- How will you identify high skill, high wage, or high demand occupations within your region?
- How will you provide transition for adult learners into the workforce?
- How will you address collaboration with other organizations (e.g., WorkForce Center, non-profits, service organization, Chambers, Economic Agencies, etc.)

What are your plans to develop, expand, and improve partnerships with employers, community members, and other educational institutions during the FY07-08 transition plan?

Objective(s)	Strategies	Outcomes and Measures (FY08)	Projected Budget

List the required and permissible activities addressed above.

Perkins/Tech Prep Local Transition Plan for 2007-2008 for Career and Technical Education Goals, Objectives, Strategies, Outcomes, and Budget

4. Service to Special Populations

Consider the following **guiding questions**:

- What will you do to provide success for special populations in career and technical education for high skill, high wage, or high demand occupations that lead to self sufficiency?
- What steps will you take to improve nontraditional (gender) participation, retention, and completion in your CTE programs?

What are your plans to ensure that members of special populations will be able to fully participate in activities/programs supported by Perkins/Tech Prep?

Objective(s)	Strategies	Outcomes and Measures (FY08)	Projected Budget

List the required and permissible activities addressed above.

Perkins/Tech Prep Local Transition Plan for 2007-2008 for Career and Technical Education Goals, Objectives, Strategies, Outcomes, and Budget

5. New Consortium Structure, Planning, and Development

Beginning in FY08-09, a new structure of Perkins consortia will be implemented in Minnesota under which each consortium must include at least one Perkins-eligible post-secondary institution and at least one Perkins-eligible secondary school district. While the state reserves the right to make a *final determination* on this consortium structure to ensure that all interested schools and institutions may participate under Perkins IV, we would like you to identify your secondary and post-secondary partners.

Consider the following **guiding questions**:

- Identify with whom you propose to partner under the FY08-09 new structure. In making this determination, you should consider current effective relationships, anticipated programs of study, and the role you anticipate in brokering services with other secondary schools and post-secondary institutions in your geographic area, dual and concurrent enrollment opportunities, and the region's history of high school to post-secondary matriculation.
- Effective partnerships require time and commitment to lead all partnering schools/institutions. How will you meet the needs for leadership time and commitment to develop and operate the new structure?
- How do you propose to emphasize program improvement and secondary/post-secondary relationships under your new consortium?
- How do you envision your new consortium operating?
- Describe your current activities under Perkins III/Tech Prep that you propose to continue under your new proposed Perkins IV consortium?

What are your plans for developing a new consortium structure by December 31, 2007?

Please note New Consortium Structure Planning Worksheet that follows this page. **Due December 31, 2007.**

Objective(s)	Strategies	Outcomes and Measures (FY08)	Projected Budget

MnSCU/MDE
CARL D. PERKINS AND TECH PREP LOCAL APPLICATION
BUDGET
SUMMARY OF FUNDS DESIGNATED FOR SPECIFIC USES
JULY 1, 2007 – JUNE 30, 2008

GOALS	FEDERAL/STATE USES OF FUNDS Refer to Section I, pages 8-9 for the listing of Required and Permissible Local Uses of Funds	PROJECTED BUDGET FY '08		
		Required Activities	Permissible Activities	Total Budget
1	High School to College Transitions			
2	<u>COLLABORATION: (NOTE: A minimum of 10% - old Activity 12 dollars- of eligible Perkins Basic funds must be budgeted for this category. This category must be planned for with Employer, Community, and Education Partnership input.)</u>			
3	Employer, Community, and Education Partnerships			
4	Service to Special Populations			
5	New Consortium Structure, Planning, and Development			
Administration not to exceed 5%				
Total Perkins Basic Grant or Tech Prep Budget for Goals in FY2008		\$	\$	\$

Additional Informational Items:






1. Coordination Time for Perkins Basic Grant or Tech Prep	% of Total Time	Total Budget
Total Time for Coordination of Perkins or Tech Prep (this includes coordinator salary, benefits, and coordination of contracted staff) and Corresponding Expenditure	%	\$
2. Perkins Basic Grant and Tech Prep Collaboration with WorkForce Centers for FY2008		
A. Total Perkins and Tech Prep Funds (dollars) used in collaboration with WorkForce Centers		
B. Estimate of other expenditures/in-kind contributions used in collaboration with WorkForce Centers		
Perkins budget spent in collaboration with WorkForce Centers for FY2008 [A + B]		\$

**MnSCU/MDE CARL D. PERKINS AND TECH PREP
LOCAL APPLICATION BUDGET:
Notes and Reminders
JULY 1, 2007 – JUNE 30, 2008**

NOTE:

1. Post-Secondary Basic broad goal budget changes must be pre-approved by MnSCU if they change by \$10,000.00 or more between any given required or permissive category.
2. Broad goals budget changes for secondary Perkins Basic and Tech Prep must be pre-approved by MDE or MnSCU if they change 10% or more between any given required or permissive category.
3. For Secondary Perkins, any expenditure over \$1,000.00 MUST receive prior approval from MDE.

DIRECTIONS & REMINDERS

-  Cost of all funded personnel must be split out between the five (5) Broad Goals
 - o High School to College Transitions
 - o Collaboration
 - o Employer, Community, and Education Partners
 - o Serving Special Populations,
 - o New Consortium Structure, Planning and Development
-  Federal Carl D. Perkins and Tech Prep funds **cannot supplant** funds from other sources.
-  The Carl D. Perkins Education Act of 2006 requires *Personnel Activity Reports (PAR)* to be filled out on all personnel funded by Perkins and Tech Prep resources. PARs do not need to be sent to MnSCU/MDE, but do need to be kept and monitored at the local level.
-  Each eligible sub-recipient receiving funds under this Act shall not use more than five (5) percent of the funds for administrative costs associated with the administration of this law.
-  Identify the amount of total Perkins or Tech Prep resources that were used in collaboration efforts with WorkForce Centers.

MnSCU/MDE
CARL D. PERKINS AND TECH PREP LOCAL APPLICATION
BUDGET NARRATIVE 2008

GOALS	Brief Description:	Total Budget
	<ul style="list-style-type: none"> • include information on salary, staff development, and other relevant expenditures • Needs to be tied to objectives and strategies 	
High School to College Transitions		From Projected Budget Goal 1
Collaboration		From Projected Budget Goal 2
Employer, Community, and Education Partnerships		From Projected Budget Goal 3
Service to Special Populations		From Projected Budget Goal 4
New Consortium Structure, Planning, and Development		From Projected Budget Goal 5

Notes:

1. The total budget for each broad goal must be obtained from the projected budgets that you provided in the narrative for the five goals (pages 4 through 7).
2. Dollars allocated to new consortium development under goals 1 through 4 should be added to the identified budget for goal 5 and reported here under New Consortium Structure, Planning and Development rather than under its other goal. Do not duplicate report budget figures.

STATEMENT OF ASSURANCES & CERTIFICATIONS

1. The eligible sub-recipient shall make this application and Personnel Activity Reports (PAR) available for review and comment by all appropriate parties as outlined in the Carl D. Perkins Career and Technical Education Act of 2006.
2. 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.
3. 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.
4. 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.
5. The eligible sub-recipient shall 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.
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 hours 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.

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 and regulations; and in accordance with the Minnesota Department of Education and the Minnesota State Colleges and Universities policies and program standards.

ALL STATEMENT OF ASSURANCES AND CERTIFICATIONS MUST BE SIGNED:

Applicant District or Consortium _____

Signature - College President, School Superintendent, CTE Director, or
their designee

Date

Signature –Tech Prep Fiscal Agent

Date

FOR LOCAL CONSORTIUM MEMBERS ONLY:

- Consortium members: each district superintendent or authorized representative within your consortium must sign this form to be submitted with the application. Additional pages can be added to your local application for all signatures.

I have read and shall comply with the above assurances:

Signature - Superintendent or Authorized Representative

Date

District Name

Local District Type and Number

Appendix E
CARL D. PERKINS
CAREER AND TECHNICAL
EDUCATION ACT OF 2006

An Act that Supports
Career and Technical Education
In Minnesota

LOCAL APPLICATION for the
FY08 Transition Year
Perkins Basic and Tech Prep

July 1, 2007- June 30, 2008

**Minnesota State Colleges and Universities
&
Minnesota Department of Education**

Section IV – Local Application Scoring Guide

REQUIRED Local Uses of Funds Federal (Section 135, Perkins Act 2006)

1. Integration of academic and technical education
2. Programs of study
3. Work-Based Learning including All Aspects of the Industry
4. Development, improvement, or expansion of the use of technology
5. Professional development
6. Evaluation of CTE programs including assessment of how students with special needs are successful in CTE programs
7. Continuous Program improvement for CTE
8. Size, scope, and quality for each CTE program
9. Programs that provide for high skill, high wage, or high demand occupations that lead to self sufficiency for all students with emphasis on special populations

Additional State Requirements

10. Articulation, dual enrollment, concurrent enrollment, PSEO, and other recognized transition strategies
11. Collaboration (using not less than 10% of eligible Perkins Basic funds)
12. Proposed New Consortium Structure – planning and development

PERMISSIBLE Local Uses of Funds (Section 135, Perkins Act 2006)

1. Support appropriate use of advisory committees
2. Support career guidance and academic counseling
3. Support internships for students, faculty, and staffs
4. Support programs for special populations
5. Support career and technical student organizations
6. Support mentoring and support services
7. Leasing, purchasing, and upgrading or adapting of equipment
8. Support teacher preparation programs
9. Support alternative teaching and learning formats
10. Support facilitation of the transition of students from subbaccalaureate CTE programs to baccalaureate programs
11. Support entrepreneurship education and training
12. Support new program development
13. Support small career-themed learning communities
14. Support for Family and Consumer Sciences
15. Support for adult students and dropouts
16. Support for unemployed or under employed individuals
17. Support training, mentoring, and activities for nontraditional students
18. Support automotive technologies
19. Support innovative initiatives
20. Support student placement into employment, military, and further education
21. Support CTE activities consistent with the 2006 Perkins Act

PERKINS IV 2007-2008 TRANSITION YEAR LOCAL APPLICATION SCORING GUIDE

Application Number _____

FINAL RECOMMENDATION: Fund ___ Fund with Revisions ___ Don't Fund ___

Individual Scoring this application: _____

District/Consortium/College Name: _____

Type: ___ Secondary Basic ___ Post-Secondary Basic ___ Tech Prep

Application Type: ___ Single LEA ___ Consortium ___ Single College

Secondary Only - District Type: _____ District Number: _____

Cover Sheet	Yes	No	Notes
Contact Person Identified with complete information			
Fiscal Person Identified with complete information			
Secondary Only: Districts listed on the cover page along with district type and number.			

Goal 1 - High School to College Transitions

0 - Unsatisfactory	1- Meets Minimum Requirements	2- Satisfactory	3-Exemplary	Score and Reviewer Comments
Does not meet minimum requirements	<ul style="list-style-type: none"> Includes measurable objectives, strategies, outcomes, relating to Goal 1 of the plan Identifies the required/permissible uses of funds Establishes a process for identifying Programs of Study to be developed within the district/consortium; Identifies a plan to address technical skill attainment Includes articulation process from high school to college, and/or from college to university; Identifies how the plan and its activities lead to program improvement Identifies how all learners will be included in Programs of Study Includes a process for identifying high skill, high wage or high demand occupations Defines a process for the brokering of services 			

Comments:

Goal 2 - Collaboration				
0 - Unsatisfactory	1- Meets Minimum Requirements	2- Satisfactory	3-Exemplary	Score and Reviewer Comments
Does not meet minimum requirements	<ul style="list-style-type: none"> • Includes measurable objectives, strategies, outcomes, relating to Goal 2 of the plan • Identifies the required/permisible uses of funds • Identifies collaboration activities using a minimum of 10% of the funds 			
Comments:				
Goal 3 –Employer, Community, and Education Partnerships				
0 - Unsatisfactory	1- Meets Minimum Requirements	2- Satisfactory	3-Exemplary	Score and Reviewer Comments
Does not meet minimum requirements	<ul style="list-style-type: none"> • Includes measurable objectives, strategies, outcomes, relating to Goal 3 of the plan • Identifies the required/permisible uses of funds • Identifies a process to move to combined secondary/post-secondary advisory committees • Utilizes community resources to address All Aspects of the Industry • Defines a process for identifying high-skill, high-demand, or high-wage occupations 			
Comments:				

Goal 4 – Service to Special Populations				
0 -Unsatisfactory	1- Meets Minimum Requirements	2- Satisfactory	3-Exemplary	Score and Reviewer Comments
Does not meet minimum requirements	<ul style="list-style-type: none"> • Includes measurable objectives, strategies, outcomes, relating to Goal 4 of the plan • Identifies the required/permissible uses of funds • Includes supports for students in programs not traditional for their gender 			
Comments:				

Goal 5 – FY09 New Consortium Structure, Planning, and Development				
0-Unsatisfactory	1- Meets Minimum Requirements	2- Satisfactory	3-Exemplary	Score and Reviewer Comments
Does not meet minimum requirements	<ul style="list-style-type: none"> • Includes measurable objectives, strategies, outcomes, relating to Goal 5 of the plan • Identifies the required/ permissible uses of funds to be used in the process for identifying FY09 consortium partners • Includes a plan for jointly developing a collaborative structure with shared responsibility for student success 			
Comments:				

Budget Pages FY2008	Yes	No	Notes
Perkins Basic Grant or Tech Prep Administration Budget does not exceed 5% of the total grant.			
Total Perkins Basic Grant or Tech Prep Budgets for FY2008, five Goal areas are totaled.			
Coordination Time of Perkins Basic Grant or Tech Prep shows the percentage of time and projected total Budget recorded.			
Perkins Budget spent in collaboration with WorkForce Centers is completed.			
Budget Narrative FY2008	Yes	No	Notes
High School to College Transitions description is complete with budget totaled.			
Collaboration description is complete with budget totaled.			
Employer, Community, and Education Partnerships description is complete with budget totaled.			
Service to Special Populations description is complete with budget totaled.			
New Consortium Structure, Planning, and Development description is complete with budget totaled.			
Statements of Assurances and Certifications	Yes	No	Notes
Assurances and Certifications are signed by college president, school superintendent or CTE director or their designee, and if in a consortium, <i>all</i> consortium partners.			
Alignment	Yes	No	Notes
The Perkins IV plan aligns with other federal and state initiatives (e.g., MnSCU Strategic Plan, College Master Plan, AQUIP, NCLB, etc.).			

Overall Reviewer Comments:

Appendix F

PERKINS IV TRANSITION YEAR ALLOCATION - SECONDARY BASIC			
Consortium	Total Allocation	Age 5-17 Enrolled	Age 5-17 Free/Reduced
Albert Lea	34,243.94	3,058	1,264
Anoka	279,489.39	36,639	8,761
Borderland	21,453.31	2,020	778
Burnsville	73,405.13	9,390	2,332
Carlton+3	34,561.74	3,197	1,261
Cedar River	61,819.32	5,219	2,322
Cloquet	19,603.71	2,018	688
Cook County	16,372.25	1,855	552
CSEC	176,613.41	30,416	4,569
Dakota County	182,654.57	24,760	5,617
Duluth	108,298.00	10,861	3,839
East Range	63,915.18	5,897	2,334
Elk River	64,193.05	10,835	1,690
Freshwater	101,059.95	7,172	3,977
Fridley	176,868.48	21,896	5,716
Goodhue	43,600.05	6,149	1,309
Grand Rapids	33,936.93	3,351	1,210
Hiawatha Valley	123,572.10	15,813	3,925
HTC	717,143.29	93,681	22,524
Lakes Country	211,444.73	22,102	7,376
Lakeville	42,918.37	10,082	752
Mid Minnesota	201,059.76	20,256	7,115
Mid State Benton-Sterns	133,237.41	16,021	4,369
Milaca	58,855.05	5,214	2,178
Minneapolis	523,497.88	32,369	21,238
Minnesota River Valley	57,788.60	5,484	2,090
North Borders	94,424.75	9,246	3,377
North County	147,713.33	10,505	5,810
North East Metro	247,541.75	33,972	7,557
Oakland	102,811.84	13,266	3,251
Owatonna	39,901.25	4,463	1,353

PERKINS IV TRANSITION YEAR ALLOCATION - SECONDARY BASIC			
Consortium	Total Allocation	Age 5-17 Enrolled	Age 5-17 Free/Reduced
Paul Bunyan	120,006.13	10,894	4,406
Pine City	54,243.11	4,883	1,997
Pine to Prairie	89,412.84	6,876	3,448
Proctor	16,871.20	2,541	485
Quad County	48,482.94	3,598	1,887
Rochester	123,563.47	14,368	4,117
Rosemount, Apple Valley, Eagan	132,297.38	25,101	3,114
Runestone	55,846.14	6,259	1,892
South Central	250,987.68	27,072	8,644
South Washington County	83,000.00	14,919	2,064
South West	188,100.30	17,489	6,851
Southern Plains	39,633.42	3,704	1,441
St Cloud	88,585.79	8,225	3,228
St Paul	612,532.49	35,667	25,144
Stillwater	38,495.33	7,680	856
West Central	39,813.15	4,656	1,323
All Secondary Basic Consortia	6,175,869.91	714,038	221,862

Appendix G

Minnesota State Colleges and Universities (Two-Year Colleges)		
FY08 Perkins Basic Grant Allocation		
College Name	New FY 08 Planning Estimate BASIC GRANT Allocation	# of FY06 PELLs
Alexandria TC	\$230,233	598
Anoka TC	\$220,223	572
Anoka-Ramsey CC	\$157,467	409
Central Lakes College	\$253,718	659
Century College	\$491,651	1277
Dakota County TC	\$248,328	645
Fond du Lac Tribal & CC	\$133,212	346
Hennepin TC	\$584,437	1518
Hibbing CC	\$173,252	450
Inver Hills CC	\$236,008	613
Itasca CC	\$78,926	205
Lake Superior College	\$364,984	948
Mesabi Range CTC Consortium ¹	\$160,547	417
Minneapolis CTC	\$989,462	2570
Minnesota State CTC	\$571,732	1485
Minnesota SC - Southeast Technical	\$297,993	774
Minnesota West CTC	\$278,358	723
Normandale CC	\$220,993	574
North Hennepin CC	\$277,203	720
Northland College	\$477,021	1239
Northwest TC - Bemidji	\$184,802	480
Pine TC	\$88,936	231
Ridgewater College	\$355,359	923
Riverland College	\$212,907	553
Rochester College	\$381,924	992
South Central College	\$298,378	775
St. Cloud TC	\$331,874	862
St. Paul College	\$671,448	1744
System Total	\$8,971,375	23302

1. Consist of three colleges - Mesasbi Range CTC, Vermillion CC and Rainy River CC

Appendix H

FY08 Tech Prep Consortia Allocation			
	Fall 06		Total
	Headcount	District	FY08
Consortium Name	Grades 9-12	Members	Allocation
Carlton County Plus	3,567	12	\$32,179
Carver-Scott	10,191	10	\$59,732
Austin Area (Cedar River)	1,931	5	\$15,436
Central Lakes/Leaf River	9,194	22	\$71,100
Central MN	9,583	12	\$59,612
Dakota County	25,560	11	\$131,141
East Central I-35	2,458	6	\$19,165
East Range	4,046	11	\$33,037
Goodhue County	2,365	6	\$18,741
Hi-Tech/Owatonna	3,340	4	\$20,535
Hiawatha Valley/Root River	6,346	19	\$54,135
Lakes Country	8,566	28	\$76,193
Linking Learning to Life	2,814	7	\$22,115
Mid-Minn	4,215	9	\$31,156
Minneapolis	12,138	1	\$56,675
NE Metro	33,110	17	\$173,526
NE MN	4,526	2	\$23,291
North Borders	3,238	15	\$34,658
North Country	4,104	10	\$31,976
Oak Land	22,626	6	\$111,131
Pine to Prairie	2,667	14	\$30,728
Rochester	5,416	1	\$26,023
Runestone	2,572	7	\$21,011
Saint Paul	13,356	1	\$62,230
South Central/Cannon Valley	10,452	23	\$78,163
West Central	4,120	9	\$30,723
SW MN	6,652	30	\$70,118
Westsuburban	35,808	14	\$181,851
Wright Link	7,977	10	\$49,637
Zumbro	2,877	8	\$23,728
Total	265,815	330	\$1,649,746

Appendix I

MINNESOTA STATE COLLEGES AND UNIVERSITIES BOARD OF TRUSTEES Agenda Item Summary Sheet

Board of Trustees:

Date of Meeting: May 16, 2007

Agenda Item: Minnesota Perkins State Transition Plan for 2006 Carl D. Perkins Career and Technical Education Act

Proposed Policy Change
 Approvals Required by Policy
 Other Approvals
 Monitoring

Information

Scheduled Presenter(s):

Linda L. Baer, Sr. Vice Chancellor for Academic & Student Affairs

Deena Allen, Associate Vice Chancellor for Academic Policy, Faculty Development and Federal Grants

Outline of Key Points/Policy Issues:

As required by the 2006 Carl D. Perkins Career and Technical Education Act (Perkins IV), Minnesota must submit to the U.S. Department of Education (USDE) either a full six-year (July 1, 2007-June 30, 2013) Plan or a one-year Transition Plan (July 1, 2007-June 30, 2008). Minnesota has chosen to submit a one-year Transition Plan, which describes how Minnesota intends to meet the intent of Perkins IV for FY08 and lays the foundation for a five-year plan starting in FY09. Minnesota receives approximately \$20 million annually to support career and technical education at the high school and 2-year college levels. This grant is managed by the Office of the Chancellor in collaboration with the Minnesota Department of Education.

Background Information:

The newly enacted Carl D. Perkins Career and Technical Education Act of 2006 (Perkins IV) directs how Perkins funds are used for secondary, postsecondary, and adult career and technical education (CTE) programs from July 1, 2007 to June 30, 2013. Perkins IV replaces the 1998 Carl D. Perkins Vocational and Technical Education Act (Perkins III) and seeks to ensure student success in attaining academic and technical skill proficiency through the use of programmatic career pathways and programs of study. The Minnesota Perkins Transition Plan will require high schools and colleges to develop Perkins Plans designed to support CTE student success in gaining employment in high-skill, high-wage or high-demand occupations. Each local Perkins plan must address the following five goals:

- ➔ *Improve and expand high school to college transitions for career and technical education students,*
- ➔ *Examine and expand collaborative practices to support career and technical education programming,*
- ➔ *Effectively use employer, community, and education partnerships to support career and technical education,*

- ➔ *Provide access to services for special populations, including under-represented students, in career and technical education programs,*
- ➔ *Create a new consortium structure of high schools and colleges.*

A key new feature of the Minnesota State Transition Plan requires high schools and colleges to form local consortia by FY09 (July 1, 2008) to implement Perkins local plans. Each newly established consortium of high school and college partners will be required to submit a single local Perkins Implementation plan in FY09 outlining how they will implement the five previously cited goals.

Cite policy requirement, or explain why item is on the Board agenda:

The State Board responsible for Perkins IV in Minnesota, which is the Board of Trustees, must approve the Transition Plan. Perkins funds have been divided between the Minnesota State Colleges and Universities and the Minnesota Department of Education, as required by the Perkins IV Act. Approval of the Minnesota State Transition Plan for the 2006 Carl D. Perkins Career and Technical Education Act permits the Office of the Chancellor and the Minnesota Department of Education to implement the Law in high schools and colleges and distribute funds for improving CTE in Minnesota.

RECOMMENDED COMMITTEE ACTION

The Education Policy Committee recommends that the Board of Trustees adopt the following motion:

RECOMMENDED MOTION

The Board of Trustees approves the Minnesota State Transition Plan for the 2006 Carl D. Perkins Career and Technical Education Act.

Appendix J

ED Form 80-0013, *Certifications Regarding Lobbying, Debarment Suspension, and Other Responsibility Matters and Drug-Free Workplace Requirements*

(note 1): The regulations define a participant as any person who submits a proposal for, enters into, or reasonably may be expected to enter into a covered transaction. 34 CFR 85.105. For the purposes of this bulletin, a participant is an applicant for a grant or cooperative agreement.

(note 2): Upon accessing the site, you are required to state your name. Additionally, you will be prompted to read and accept the "Compliance with the Computer Matching and Privacy Act of 1998" each time you visit the site.

(note 3): The regulations define a principal as an officer, director, owner, partner, key employee, or other person within a participant with primary management or supervisory responsibility; or a person who has a critical influence on or substantive control over a covered transaction, whether or not employed by the participant. Principal investigators are persons who have a critical influence on or substantive control over a covered transaction. 34 CFR 85.105.

CERTIFICATIONS REGARDING LOBBYING; DEBARMENT, SUSPENSION AND OTHER RESPONSIBILITY MATTERS; AND DRUG-FREE WORKPLACE REQUIREMENTS

Applicants should refer to the regulations cited below to determine the certification to which they are required to attest. Applicants should also review the instructions for certification included in the regulations before completing this form. Signature of this form provides for compliance with certification requirements under 34 CFR Part 82, "New Restrictions on Lobbying," and 34 CFR Part 85, "Government-wide Debarment and Suspension (Nonprocurement) and Government-wide Requirements for Drug-Free Workplace (Grants)." The certifications shall be treated as a material representation of fact upon which reliance will be placed when the Department of Education determines to award the covered transaction, grant, or cooperative agreement.

1. LOBBYING

As required by Section 1352, Title 31 of the US Code, and implemented at 34 CFR Part 82, for persons entering into a grant or cooperative agreement over \$100,000, as defined at 34 CFR Part 82, Sections §82.105 and §82.110, the applicant certifies that:

(a) No Federal appropriated funds have been paid or will be paid, by or on behalf of the undersigned, to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with the making of any Federal grant, the entering into of any cooperative agreement, and the extension, continuation, renewal, amendment, or modification of any Federal grant or cooperative agreement;

(b) If any funds other than Federal appropriated funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this Federal grant or cooperative agreement, the

undersigned shall complete and submit Standard Form - LLL, "*Disclosure Form to Report Lobbying*," in accordance with its instructions;

(c) The undersigned shall require that the language of this certification be included in the award documents for all subawards at all tiers (including subgrants, contracts under grants and cooperative agreements, and subcontracts) and that all subrecipients shall certify and disclose accordingly.

2. DEBARMENT, SUSPENSION, AND OTHER RESPONSIBILITY MATTERS

As required by Executive Order 12549, Debarment and Suspension, and implemented at 34 CFR Part 85, for prospective participants in primary covered transactions, as defined at 34 CFR Part 85, Sections §85.105 and §85.110--

A. The applicant certifies that it and its principals:

(a) Are not presently debarred, suspended, proposed for debarment, declared ineligible, or voluntarily excluded from covered transactions by any Federal department or agency;

(b) Have not within a three-year period preceding this application been convicted or had a civil judgement rendered against them for commission of fraud or a criminal offense in connection with obtaining, attempting to obtain, or performing a public (Federal, State, or local) transaction or contract under a public transaction; violation of Federal or State antitrust statutes or commission of embezzlement, theft, forgery, bribery, falsification or destruction of records, making false statements, or receiving stolen property;

(c) Are not presently indicted or otherwise criminally or civilly charged by a governmental entity (Federal, State, or local) with commission of any of the offenses enumerated in paragraph (2) (b) of this certification; and

(d) Have not within a three-year period preceding this application had one or more public transaction (Federal, State, or local) terminated for cause or default; and

B. Where the applicant is unable to certify to any of the statements in this certification, the individual shall attach an explanation to this application.

3. DRUG-FREE WORKPLACE (GRANTEES OTHER THAN INDIVIDUALS)

As required by the Drug-Free Workplace Act of 1988, and implemented at 34 CFR Part 85, Subpart F, for grantees, as defined at 34 CFR Part 85, Sections §85.605 and §85.610 -

A. The applicant certifies that it will or will continue to provide a drug-free workplace by:

(a) Publishing a statement notifying employees that the unlawful manufacture, distribution, dispensing, possession, or use of a controlled substance is prohibited in the grantee's workplace and specifying the actions that will be taken against employees for violation of such prohibition;

(b) Establishing an on-going drug-free awareness program to inform employees about:

(1) The dangers of drug abuse in the workplace;

- (2) The grantee's policy of maintaining a drug-free workplace;
- (3) Any available drug counseling, rehabilitation, and employee assistance programs; and
- (4) The penalties that may be imposed upon employees for drug abuse violations occurring in the workplace;
- (c) Making it a requirement that each employee engaged in the performance of the grant is given a copy of the statement required by paragraph (a);
- (d) Notifying the employee in the statement required by paragraph (a) that, as a condition of employment under the grant, the employee will:

- (1) Abide by the terms of the statement; and
- (2) Notify the employer in writing of his or her conviction for a violation of a criminal drug statute occurring in the workplace no later than five calendar days after such conviction;

(e) Notifying the agency, in writing, within 10 calendar days after receiving notice under subparagraph (d)(2) from an employee or otherwise receiving actual notice of such conviction. Employers of convicted employees must provide notice, including position title, to: Director, Grants Policy and Oversight Staff, US Department of Education, 400 Maryland Avenue, SW (Room 3652, GSA, Regional Office Building No. 3), Washington, DC 20202-4248. Notice shall include the identification number(s) of each affected grant;

(f) Taking one of the following actions, within 30 calendar days of receiving notice under subparagraph (d)(2), with respect to any employee who is so convicted:

- (1) Take appropriate personnel action against such an employee, up to and including termination, consistent with the requirements of the Rehabilitation Act of 1973, as amended; or
- (2) Require such an employee to participate satisfactorily in a drug abuse assistance or rehabilitation programs approved for such purposes by a Federal, State, or local health, law enforcement, or other appropriate agency;

(g) Making a good faith effort to continue to maintain a drug-free workplace through implementation of paragraphs (a), (b), (c), (d), (e), and (f).

B. The grantee may insert in the space provided below the site(s) for the performance of work completed in connection with the specific grant:

Place of Performance (Street address. City, County, State, Zip code)

Check [] if there are workplaces on file that are not identified here.

**DRUG-FREE WORKPLACE
(GRANTEES WHO ARE INDIVIDUALS)**

As required by the Drug-Free Workplace Act of 1988, and implemented at 34 CFR Part 85, Subpart F, for grantees, as defined at 34 CFR Part 85, Sections §85.605 and §85.610-

A. As a condition of the grant, I certify that I will not engage in the unlawful manufacture, distribution, dispensing, possession, or use of a controlled substance in conducting any activity with the grant; and

B. If convicted of a criminal drug offense resulting from a violation occurring during the conduct of any grant activity, I will report the conviction, in writing, within 10 calendar days of the conviction, to: Director, Grants Policy and Oversight Staff, US Department of Education, 400 Maryland Avenue, SW (Room 3652, GSA, Regional Office Building No. 3), Washington, DC 20202-4248. Notice shall include the identification number(s) of each affected grant.

As the duly authorized representative of the applicant, I hereby certify that the applicant will comply with the above certifications.

PR/AWARD NUMBER AND / OR PROJECT NAME : V048A050023 & V243A050023

Deena B. Allen, State Director, Career and Technical Education

PRINTED NAME AND TITLE OF AUTHORIZED REPRESENTATIVE



SIGNATURE --- May 4, 2007

Appendix K

ASSURANCES—NON-CONSTRUCTION PROGRAMS

Public reporting burden for this collection of information is estimated to average 45, minutes per response, including time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed and completing and reviewing the collection of information. Send comments regarding the burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden, to the Office of Management and Budget, Paperwork Reduction Project (0348-0043), Washington, DC 20503.


PLEASE DO NOT RETURN YOUR COMPLETED FORM TO THE OFFICE OF MANAGEMENT AND BUDGET, SEND IT TO THE ADDRESS PROVIDED BY THE SPONSORING AGENCY.

Note: Certain of these assurances may not be applicable to your project or program. If you have questions please contact the awarding agency. Further, certain Federal awarding agencies may require applicants to certify to additional assurances. If such is the case, you will be notified.

As the duly authorized representative of the applicant I certify that the applicant:

1. Has the legal authority to apply for Federal assistance, and the institutional, managerial and financial capability (including funds sufficient to pay the non-Federal share of project costs) to ensure proper planning, management and completion of the project described in this application.
2. Will give the awarding agency, the Comptroller General of the United States, and if appropriate, the State, through any authorized representative, access to and the right to examine all records, books, papers, or documents related to the award; and will establish a proper accounting system in accordance with generally accepted accounting standards or agency directives.
3. Will establish safeguards to prohibit employees from using their positions for a purpose that constitutes or presents the appearance of personal or organizational conflict of interest, or personal gain.
4. Will initiate and complete the work within the applicable time frame after receipt of approval of the awarding agency.
5. Will comply with the Intergovernmental Personnel Act of 1970 (42 U.S.C. §§ 4728-4763) relating to prescribed standards for merit systems for programs funded under one of the nineteen statutes or regulations specified in Appendix A of OPM's Standards for a Merit System of Personnel Administration (5 C.F.R. 900, Subpart F).
6. Will comply with all Federal statutes relating to nondiscrimination. These include but are not limited to: (a) Title VI of the Civil Rights Act of 1964 (P.L. 88-352) which prohibits discrimination on the basis of race, color or national origin; (b) Title IX of the Education Amendments of 1972, as amended (20 U.S.C. §§ 1681-1683, and 1685-1686), which prohibits discrimination on the basis of sex; (c) Section 504 of the Rehabilitation Act of 1973, as amended (29 U.S.C. § 794), which prohibits discrimination on the basis of handicaps; (d) the Age Discrimination Act of 1975, as amended (42 U.S.C. §§ 6101-6107), which prohibits discrimination on the basis of age; (e) the Drug Abuse Office and Treatment Act of 1972 (P.L. 92-2S5), as amended, relating to nondiscrimination on the basis of drug abuse; (f) the Comprehensive Alcohol Abuse and Alcoholism Prevention, Treatment and Rehabilitation Act of 1970 (P.L. 91-616), as amended, relating to nondiscrimination on the basis of alcohol abuse or alcoholism; (g) §§ 523 and 527 of the Public Health Service Act of 1912 (42 U.S.C. 290 dd-3 and 290 ee-3), as amended, relating to confidentiality of alcohol and drug abuse patient records; (h) Title VIII of the Civil Rights Act of 1968 (42 U.S.C. § 3601 et seq.), as amended, relating to non-discrimination in the sale, rental or financing of housing; (i) any other nondiscrimination provisions in the specific statute(s) under which application for Federal assistance is being made; and (j) the requirements of any other nondiscrimination statute(s) which may apply to the application.
7. Will comply, or has already complied, with the requirements of Titles II and 111 of the Uniform Relocation Assistance and Real Property Acquisition Policies Act of 1970 (P.L. 91-646) which provide for fair and equitable treatment of persons displaced or whose property is acquired as a result of Federal or federally assisted programs. These requirements apply to all interests in real property acquired for project purposes regardless of Federal participation in purchases.
8. Will comply with the provisions of the Hatch Act (5 U.S.C. §§ 1501-1508 and 7324-7328) which limit the political activities of employees whose principal employment activities are funded in whole or in part with Federal funds.

9. Will comply, as applicable, with the provisions of the Davis-Bacon Act (40 U.S.C. §§ 276a to 276a7), the Copeland Act (40 U.S.C. § 276c and 18 U.S.C. §§ 874), and the Contract Work Hours and Safety Standards Act (40 U.S.C. §§ 327-33.3), regarding labor standards for federally assisted construction subagreements.
10. Will comply, if applicable, with flood insurance purchase requirements of Section 102(a) of the Flood Disaster Protection Act of 1973 (P.L. 93234) which requires recipients in a special flood hazard area to participate in the program and to purchase flood insurance if the total cost of insurable construction and acquisition is \$10,000 or more.
11. Will comply with environmental standards which may be prescribed pursuant to the following: (a) institution of environmental quality control measures under the National Environmental Policy Act of 1969 (P.L. 91-190) and Executive Order (EO) 11514; (b) notification of violating facilities pursuant to EO 11738; (c) protection of wetlands pursuant to EO 11990; (d) evaluation of flood hazards in floodplains in accordance with EO 11988; (e) assurance of project consistency with the approved State management program developed under the Coastal Zone Management Act of 1972 (16 U.S.C. §§ 1451 et seq.); (f) conformity of Federal actions to State (Clear Air) Implementation Plans under Section 176(c) of the Clear Air Act of 1955, as amended (42 U.S.C. § 7401 et seq.); (g) protection of underground sources of drinking water under the Safe Drinking Water Act of 1974, as amended, (P.L. 93-523); and (h) protection of endangered species under the Endangered Species Act of 1973, as amended, (P.L. 93-205).
12. Will comply with the Wild and Scenic Rivers Act of 1968 (16 U.S.C. §§ 1271 et seq.) related to protecting components or potential components of the national wild and scenic rivers system.
13. Will assist the awarding agency in assuring compliance with Section 106 of the National Historic Preservation Act of 1966, as amended (16 U.S.C. 470), EO 11593 (identification and protection of historic properties), and the Archaeological and Historic Preservation Act of 1974 (16 U.S.C. 469a-1 et seq.).
14. Will comply with P.L. 93-348 regarding the protection of human subjects involved in research, development, and related activities supported by this award of assistance.
15. Will comply with the Laboratory Animal Welfare Act of 1966 (P.L. 89-544, as amended, 7 U.S.C. 2131 et seq.) pertaining to the care, handling, and treatment of warm blooded animals held for research, teaching, or other activities supported by this award of assistance.
16. Will comply with the Lead-Based Paint Poisoning Prevention Act (42 U.S.C. §§ 4801 et seq.) which prohibits the use of lead based paint in construction or rehabilitation of residence structures.
17. Will cause to be performed the required financial and compliance audits in accordance with the Single Audit Act of 1984 or OMB Circular No. A-133, Audits of Institutions of Higher Learning and other Non-profit Institutions.
18. Will comply with all applicable requirements of all other Federal laws, executive orders, regulations and policies governing this program.

<p>SIGNATURE OF AUTHORIZED CERTIFYING OFFICIAL</p> 	<p>TITLE</p> <p>State Director, Career and Technical Education</p>	
<p>APPLICANT ORGANIZATION</p> <p>Minnesota State Colleges and Universities</p>		<p>DATE SUBMITTED</p> <p>May 4, 2007</p>

Appendix L

Additional Assurances

1. Minnesota State Colleges and Universities System will comply with the requirements of the Act and the provisions of the State plan, including the provision of financial audit of funds received under the Act which may be included as part of an audit of other Federal or State programs. [Sec. 122(c)(11)]
2. Minnesota State Colleges and Universities System will comply with the requirements of the Act and the provisions of the State plan, including the provision of financial audit of funds received under the Act which may be included as part of an audit of other Federal or State programs. [Sec. 122(c)(11)]
3. Minnesota State Colleges and Universities System will waive the minimum allocation as required in section 131 (c) (1) in any case in which the local educational agency is located in a rural, sparsely populated area or is a public charter school operation secondary school career and technical education programs and demonstrates that it is unable to enter into a consortium for purposes of providing services under this Act. [Sec. 131 (c)(2)]
4. Minnesota State Colleges and Universities System assures that Minnesota will provide, from non-Federal sources the costs the eligible agency incurs for the administration of programs under this Act, an amount that is not less than the amount provided by the eligible agency from non-Federal sources for such costs for the preceding fiscal year. [Sec. 323(a)]
5. Minnesota State Colleges and Universities System assures that Minnesota and eligible recipients that use funds under this Act for in-service and pre-service career and technical education professional development programs for career and technical education teachers, administrators, and other personnel shall, to the extent practicable, upon written request, permit the participation in such programs of career and technical education secondary school teachers, administrators, and other personnel in nonprofit private schools offering career and technical secondary education programs located in the geographical area served by such eligible agency or eligible recipient. [Sec. 317(a)]
6. Minnesota State Colleges and Universities System assures that, except as prohibited by State or local law, that an eligible recipient may, upon written request, use funds made available under this Act to provide for the meaningful participation, in career and technical education programs and activities receiving funds under this Act, of secondary school students attending nonprofit private schools who reside in the geographical area served by the eligible recipient. [Sec. 317(b)(1)]
7. Minnesota State Colleges and Universities System assures that eligible recipients that receive an allotment under this Act will consult, upon written request, in a timely and meaningful manner with representatives of nonprofit private schools in the geographical area served by the eligible recipient regarding the meaningful participation, in career and technical education programs and activities receiving funding under this Act, of secondary school students attending nonprofit private schools. [Sec. 317(b)(2)]

As the duly authorized representative of the applicant, I hereby certify that the applicant will comply with the above certifications.

PR/AWARD NUMBER AND / OR PROJECT NAME: V048A050023 & V243A050023

Deena B. Allen, State Director, Career and Technical Education

PRINTED NAME AND TITLE OF AUTHORIZED REPRESENTATIVE



Deena B. Allen, May 4, 2007