

FY17 – FY18 Minnesota Perkins Monitoring Criteria for Local Consortia

Criteria	Description		Possible Sources of Evidence	Document Title(s) of Actual Evidence Provided	
Secondary Institution Eligibility [SEC.131] and Postsecondary Institution Eligibility [SEC. 132]					
Criterion 1	The Consortium membership includes: <i>(check all that apply)</i>		Independent School District	List of consortium members and member organizations	
			Intermediate School District		
			Public Charter School		
			Service Cooperative	Consortium Meeting minutes reflecting attendance	
			Education District		
			College		
	Consortium engages in structured and collaborative planning that benefits the consortium as a whole and is focused on local/regional resources and needs.	Consortium meeting minutes that highlight processes, procedures, actions of leadership team that demonstrate joint planning and collaboration among consortium partners for the benefit of the consortium.			
		Other records that highlight how consortium has created structure and procedures for joint planning and collaboration with a focus on benefit to the consortium as a whole (i.e. Memorandum of Understanding or agreements, planning documents, charts that outline governance/decision-making structure or responsibilities of consortium members).			
		Spending decisions and support.			

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State Requirements			
Criteria	Description	Possible Sources of Evidence	Document Title(s) of Actual Evidence Provided
Criterion 2	<p>Secondary and postsecondary institutions will maintain all financial records according to the Uniform Fiscal Accounting Recording System (UFARS) for secondary programs and Cost Centers for postsecondary programs. Costs associated with the administrative activities under this grant are not to exceed 5% of the grant.</p> <p>For secondary, all expenditures must be used in approved programs taught by appropriately licensed teachers, or for professional development associated with the operation of career and technical education programs, career guidance, or pre-career and technical education within an approved program of study. For postsecondary, all expenditures must be used in eligible CTE programs taught by college faculty who have met the minimum qualifications.</p> <p>All equipment purchases are identified as fixed assets and required inventory and depreciation procedures must be in place. All equipment purchases at the secondary level must be pre-approved by the state. Funds may not be used when acquisition would result in direct financial benefit to any organization representing the interests of the purchasing entity, its employees, or its affiliate.</p> <p>Any purchases of \$1,000 or more for secondary and \$5,000 or more for postsecondary must be pre-approved by the state.</p>	Fiscal income	
		Payroll and expenditure records for secondary and postsecondary institutions	
		Administrative expenditures	
		Fiscal desk audits and results from BOTH secondary and postsecondary	
		Personnel Activity Reports (PAR)	
		Historical records to show that funds supplement, not supplant expenditures for CTE programs and activities	
		Secondary equipment is labeled to reflect property of Perkins CTE	
		Description of funds allocation process (if used)	

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Criterion 4	Programs provide occupational skill development for students to at least the level of job entry.	Placement or matriculation information for completers one year after graduation	
		Use of, and results from, technical skill assessments and/or certifications (please include information about when assessments are administered within the curriculum/course sequence)	

Criteria	Description	Possible Sources of Evidence	Document Title(s) of Actual Evidence Provided
Criterion 5	Collaboration among secondary and postsecondary, community-based organizations, non-profits, etc. are in place and promote CTE program efforts.	Examples of completed and current initiatives	
		Examples of brokering of services for students	
		Regional articulation	
		Linkages to adult basic education and/or WorkForce Center partners	
		Partnerships with community-based and philanthropic organizations	
		Review of performance reports and plan	
		Consortium needs assessment as driver of decision	

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<p>Criterion 8 [SEC. 135(b)(2)]</p>	<p>Programs provide a coherent sequence of courses through a Program of Study (POS) and have one or more of the following list of postsecondary options with postsecondary career and technical education programs:</p> <ul style="list-style-type: none"> • Articulation agreements • College in the Schools • Concurrent enrollment • Postsecondary enrollment options – access to programs at the postsecondary campus • Other <p>(Must provide at least 7 CTE programs of study).</p>	<p>Report of 7 approved POS (report from the MNPOS website or its equivalent)</p>	
		<p>Report of 1 Rigorous Program of Study (RPOS) including consortium self-evaluation of the POS selected for the RPOS using the 10 components of RPOS found in the Minnesota Rigorous Programs of Study guide at http://www.cte.mnscu.edu/professionaldevelopment/documents/MN%20RPOS-Guide%202-1-13.pdf</p>	

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