

**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 LETTER

State Name: Minnesota

Eligible Agency Submitting Plan on Behalf of State: Minnesota State Colleges
and Universities, System Office

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

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Items Submitted, March 31, 2016:

- Revisions to the Minnesota State 5 Year Plan – FY 2008 – FY 2013
- Updated Budget-FY 2016 Perkins IV Budget



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 Five-Year State
CTE Plan**

July 1, 2008 to June 30, 2013

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

April 1, 2008

Revisions Submitted

April 20, 2009

March 30, 2010

March 21, 2011 & May 26, 2011

March 31, 2016



Minnesota
STATE COLLEGES
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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 by the education amendments of 1976, Public Law 94482, 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. The 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. The 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. The Minnesota State Colleges and Universities Board of Trustees adopted and formally approved on March 19, 2008 the Minnesota State Five-Year CTE 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.

James H. McCormick
Chancellor

Date 3/20/08

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PART A: STATE PLAN NARRATIVE

Introduction

The 2006 Carl D. Perkins Career and Technical Education Act: The 21st Century Context for Advancing Career and Technical Education in Minnesota

I. Career and Technical Education in the National Context

In the early 1990s, a major restructuring in the United States began to unfold as it moved from a primarily industrial-based to a knowledge-based economy. Additionally, coupled with the information technology revolution, the changing U.S. economy and society, has radically changed the ways in which Americans, particularly younger ones, expect to conduct their professional and personal lives. Last but not least, the widening globalization, a new and growing phenomenon at the start of the 21st century, is now beginning to take hold almost a decade later. Hence, the restructuring US economy, a more technological savvy consumer, and widening new global opportunities, have all created even greater competition for U.S. business and workers, and that has affected how education and workforce development are expected to conduct themselves to meet student and worker needs.

Policymakers and researchers have wondered, often aloud, if the education and workforce systems in the United States are ready for what some have called the first national 21st century transformational challenge. Specifically, questions were raised about whether workforce agencies and public education were efficiently channeling federal assistance to improve learner and workforce outcomes. At the same time, concern about the ability of state agencies, acting as intermediaries for delivering the federal government assistance to needy clients, was heightened when many of them did not meet specific and a prior determined accountability standard and to achieve efficiency in management of these publicly funded programs.

For career and technical education (CTE), in particular, all of these concerns came to a head when the 1998 Carl D. Perkins Vocational and Technical Education Act (Perkins III) came up for reauthorization. The primary focus of the reauthorization effort focused on redressing the general under-preparedness of high school CTE students, and the misalignment within college technical curricula, to meet the fast-changing needs of the 21st century global economy. Under-preparedness in high school CTE students was reflected in poor language, mathematics and science knowledge that resulted in many of them having to take remedial courses in college or not having the requisite workforce readiness skills when entering employment.

For college CTE students, their learning and training did not seem to correlate well with what industry needed. Even when postsecondary education programs did meet the technical proficiencies in high-skill, high-wage or high-demand occupations, not enough were being supplied to the marketplace. Finally, in the area of new and emerging occupations, where future demand is uncertain, the inability of postsecondary education to redirect resources to produce more of these innovative programs has been a source of frustration for employer and policymaker alike.

As will be pointed out in this introductory section, national efforts at meeting the challenge to restructure CTE have resulted in the now reauthorized 2006 Carl D. Perkins Career and

Technical Education Act (Perkins IV). As detailed more fully in this document, Minnesota puts forward an innovative plan that restructures CTE in such a manner that both high school and college CTE students will be fully prepared for a dynamic 21st century Minnesota, national and global economy and society.

A. *A Reform Strategy Triad: Addressing Under-Preparedness and Skills Mismatch*

Efforts have been underway for quite some time to tackle directly the general lack of preparedness among high school students entering postsecondary institutions or the workplace, beginning as far back as the early 1980s when the seminal report called *A Nation at Risk* (1983) was published. For nearly a decade and a half, the strategy of reform was focused on the high school. However, with a restructuring US economy, the reform agenda began to include postsecondary technical education, particularly in those areas where there existed a workforce shortage and skill misalignment, as was the case in the late 1990s.

The agenda to reform public education and workforce development, which had been continuing for over two decades, began to achieve consensus in research and in policy at the turn of the last century. This reform agenda, defined here as a **Reform Strategy Triad** – high school reform, education and employment transitions, or American competitiveness – were still separately being discussed in policy circles. However, when the reauthorization of Perkins III began in earnest, calls to intermingle the three still separate strategies were much more evident. The rationale for taking the **Reform Strategy Triad** as a whole was driven by the fact that education and workforce development could together begin reversing the long standing claim that high school career and technical education (CTE) student are generally under-prepared and college technical curricula has become increasingly misaligned with workplace skill needs. By so doing, education and workforce education could collectively meet industry's needs in a fast-changing 21st century global economy. The recommendation strategy included within the **Reform Strategy Triad** was being made along the following lines:

- **High School Reform**: The under-preparedness of high school students required a new emphasis on a standards-based education and more rigorous testing of all K-12 students. Standards-based education would emphasize core academics such as mathematics, science and the language arts, including reading and writing, but at the same time, these subjects must be contextualized to include the growing need of the technical workforce.
- **Education and Employment Transitions**: Within education, a seamless system would prevail in which assessment, credentialing, transfer, and articulation would begin bridging the secondary/postsecondary divide. Additionally, both academic standards and skills-based curricula within education would be integrated into an even larger organized system that links education and the workforce systems, where not just academic degrees, diplomas, and certificates will be recognized but other types of learning, including work-based and other contextual experiences as well.
- **American Competitiveness**: Growing relative US competitive disadvantage meant educational institutions needed to graduate students capable of joining a workforce that would meet the emerging needs of the 21st century economy. Skills-based curricula, specifically in those occupations that have been deemed critical for an optimally functioning economy, needed to become more widespread within public

education. Moreover, enhanced connectivity between education and workforce development should enable new graduates seeking employment and incumbent workers to enter in, and exit out of, the education and workforce systems.

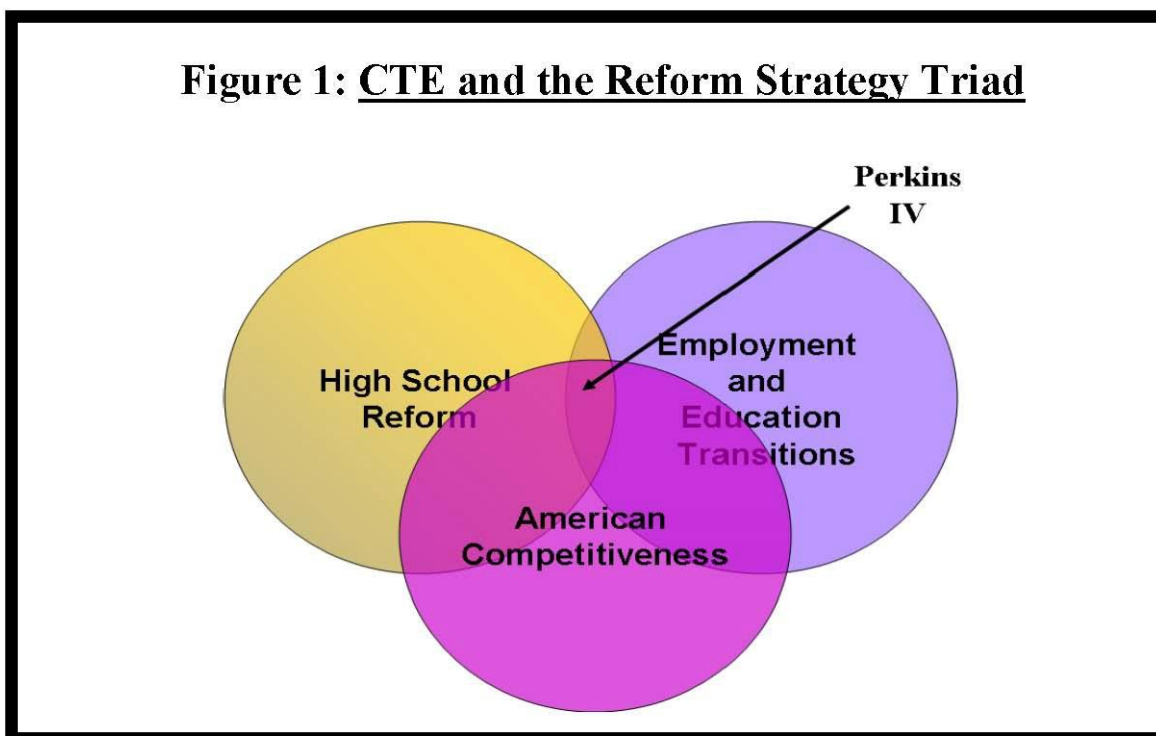
During the nearly quarter century long and still continuing debate on the **Reform Strategy Triad**, several key pieces of federal legislation were enacted and reauthorized. These included:

- The Carl D. Perkins Career and Technical Education Act (Perkins)
- The Workforce Investment Act (WIA)
- The Elementary and Secondary Education Act (No Child Left Behind)
- Temporary Assistance for Needy Families (TANF) Act

As these acts were being implemented at the state and local levels, gaps and disconnects began to emerge in the provision of services within each piece of legislation. To counteract these gaps and disconnects, whenever each of the above acts came up for reauthorization, policymakers began calling for implementing the **Reform Strategy Triad**. First among these was the Carl D. Perkins Act.

B. *How Career and Technical Education Addresses The Reform Strategy Triad*

Led by two national CTE organizations – the National Association of State Directors of Career and Technical Education Directors Consortium (NASDCTEc) and the Association for Career and Technical Education (ACTE), the CTE community began showing how the proposed reauthorized Perkins legislation had all the reform elements that were being called for by various interest groups within the U.S. Congress as well as those on the outside. In particular, both NASDCTEc and ACTE stressed that a newly constituted Perkins legislation would be capable of undertaking the **Reform Strategy Triad** as indicated in the following figure.



In August 2006, the 1998 Carl D. Perkins Vocational and Technical Education Act (Perkins III) was reauthorized and replaced by the 2006 Carl D. Perkins Career and Technical Education Act (Perkins IV). A careful reading of the Perkins IV legislation clearly shows that by:

- Targeting the achievement of high levels of academic proficiency in reading and mathematics for all high school CTE students, all of which should lead to higher rates of high school graduation, the subject of high school reform is addressed directly;
- Requiring local recipients of Perkins funds to implement CTE career pathways/programs of study that span at least grades 11 and 12, and the first two years of college, education and employment transitions are being enhanced and strengthened; and
- Focusing on high-wage, high-skill, or high-demand occupations, particularly for special and under-represented populations, CTE becomes integral to improving American competitiveness.

The Minnesota State Transition Plan¹ for CTE established a solid beginning by

directly addressing the **Reform Strategy Triad**. This will be detailed even more thoroughly in the **Minnesota Five-Year State CTE Plan**².

1 Available at www.cte.mnscu.edu

2. Referred to as the State Plan in the rest of this document

II. **The Case for Restructuring CTE in Minnesota**

As a state, Minnesota has a strong, diverse economy (the state ranks 11th on the most

recent New Economy Index³). The key is for the state to respond to changing demographics and increased international competition for intellectual capital. Like everywhere else in the United States, an hour-glass economy is taking shape in Minnesota that raises concerns about the state's ability to be economically competitive in the global labor marketplace. To place the State Plan within the broader state education and employment efforts, the following facts and figures provide the context for restructuring CTE in Minnesota and place the State Plan within the broader state education and employment efforts.

A. Minnesota's Hour Glass Economy

Three converging forces are creating a situation that has serious implications for a large segment of the state's workforce, its educational institutions, and Minnesota employers:

- Well-paying jobs require higher numerical, literacy and technical skills than in the past, and the extent to which individuals hold these skills varies significantly across different groups defined by ethnicity, nativity and economic status.
- Economic restructuring created by industrial and corporate restructuring, decline in unionization, rapid technological change, and globalization has created significant differences in wages depending on education and skills.
- Powerful demographic changes – the retirement of highly-educated and experienced “baby boomers”, a declining number of new labor force entrants, and the substantial increase in diversity – will result in fewer traditional new entrants than employers have become accustomed to hiring, thereby exacerbating the looming skill shortage.

Recently released national data on the 2016 employment projections⁴ indicates the following about a changing job picture:

- The fastest growing occupations are at the opposite ends of the educational and earnings ranges. Jobs in these two ranges are projected to grow the fastest, add the most jobs, and, account for six out of ten new jobs that will be created in the next decade.
- The labor force filling the jobs in the future, while becoming more racially and ethnically diverse, is projected to grow more slowly than in the past. This slowdown in the growth of the labor force is expected, in part, because of the aging and retiring of baby boomers. As a result, the need to replace workers who retire or leave the labor force for other reasons — called replacement needs — is projected to create a significant number of additional job openings, for which the slowly growing labor force will not sufficiently keep pace.

³ As compiled by the Ewing Marion Kaufmann Foundation, http://www.itif.org/files/2007_State_New_Economy_Index_Small.pdf

⁴ Source: Bureau of Labor Statistics, US Department of Labor, 2007.

Additionally:

- In 2007, for the first time, Minnesota’s unemployment rate exceeded the national average and since 2003, the state’s job growth rate has lagged the nation’s job growth rate.
- The state’s labor force is projected to grow at a much slower rate in the next 25 years than it has in the past. The number of young new labor force entrants (16-24 years old) is projected to decrease between 2005 and 2020.
- Employers will have to meet demand by either improving productivity of the existing labor force, or by seeking out new hitherto untapped and relatively unskilled, ethnically or racially diverse pools of labor to meet the demand. Failing to do either of these two may force some employers to increasingly outsource their work.

Over the next decade, Minnesota will be facing severe demographic and workforce challenges, and it cannot afford to meet these challenges without including CTE. As outlined in the State Plan, the inclusion of a strong, vibrant and dynamic CTE in an overall demographic, workforce and economic development strategy to make Minnesota globally competitive will be critical. For this to happen, Minnesota must first address head on the change that is taking place among and within its educational institutions.

B. *The Changing Face of Education in Minnesota*

When it comes to education, Minnesota has always been in the vanguard. Even when ranked high on most higher education criteria, there is still need to further increase the percentage of college-educated adults, particularly among the fast-growing minority and new immigrant populations. Additionally, the achievement gap, defined as the difference in educational attainment between white students and those of color, particularly at the high school level, is widening. Moreover, Minnesota’s public higher education systems have seen dramatic increases in tuition and fees over the past several years; in fact, tuition and fees at Minnesota’s public 2-year institutions are among the highest in the nation, which in turn, has made attending institutions of higher education out of reach for the populations that need higher education the most.

According to the 2006 American Community Survey (ACS), of the state’s population aged 18 or older:

- 10 percent have not completed high school
- 29 percent have only completed high school⁵
- 24 percent have some college (but no degree)
- 37 percent have an associate, bachelor's, or graduate degree

⁵ The ACS does not gather data about certificates and diplomas, which could certainly be a part of this group

Other contributing factors include:

- At 65 percent, Minnesota's college participation rate (the percentage of high school graduates enrolling in college within 12 months of graduation) is among the highest in the nation. However, this rate has remained fairly flat over the past several years, and the overall number of high school graduates is projected to begin a steady decline

after 2009.

- First- to second-year retention at Minnesota's 2-year institutions is 57 percent; at Minnesota's 4-year institutions, it is 78 percent.
- Cohort-based graduation rates at Minnesota institutions⁶ are:
 - 34 percent for 3-year graduation rates from 2-year institutions
 - 35 percent for 4-year graduation rates from 4-year institutions
 - 58 percent for 6-year graduation rates from 4-year institutions
- Nearly two out five high school graduates attending the University of Minnesota or an institution within the Minnesota State Colleges and Universities system required remediation in reading, writing, and/or mathematics.⁷

Nowhere is the case for restructuring CTE stronger than in the way Minnesota serves its growing and more diverse student populations, which include underserved populations such as students of color, low income students, first generation college students, part-time independent students, and adult learners.⁸ In Minnesota:

- According to the State Demographer, Minnesota is first in the percentage of individuals above the age 25 having at least a high school degree. In contrast, the current high school graduation rates of students from Minnesota's minority groups (particularly Hispanic and African American) are a third lower than the state average for high school graduation.
- Of college undergraduates, 15 percent are students of color; the majority of African American and Native American undergraduate students attend two-year schools; Asian and Latino students attend four-year schools in greater proportions than other students of color.
- 26 percent of undergraduates are first-generation college students⁹; the majority of these attend two-year schools.
- 28 percent of Minnesota college students are adult students (i.e., over the age of 25, which includes graduate students). The majority of these are enrolled part-time at two-year schools.

⁶ Based on a cohort group of first-time, full-time, first-year students at the institution

⁷ According to the 2005 report, *Getting Prepared*, produced jointly by the University and Minnesota State Colleges and Universities

⁸ Often, a single student will belong two more than one of these groups, as is the case with special population groups as well.

⁹ This will likely increase with the influx of the immigrant population.

While being of color does not place a student in a special population, many are also classified as being under-served, and, fall into one of the Perkins special populations.¹⁰ Students of color tend to enroll at higher rates in two-year colleges, and the gap observed in success in college achievement between these students and white students still remains. In Minnesota, students of color earned 10 percent of all degrees, diplomas and awards at Minnesota postsecondary institutions in 2004-05. When broken down even further by type award, students of color accounted for:

- 13 percent of all certificates and diplomas awarded,
- 10 percent of all associate degrees awarded, and
- 8 percent of all bachelor's degrees awarded.

Using a three-year cohort that begins in the 2004-2005 academic year, within the Minnesota State Colleges and Universities system:

- Overall college success¹¹ rates are around 58% for students of color and 70% for white students,
- For students who graduate within the cohort timeframe, the rate is 14% for students of color as compared to 23.1% for white students,
- Students of color who transfer within the cohort period, the rates of students of color and white students respectively is 19.0% and 21.1%.

The above numbers suggests not only lower college participation rates for students of color, the under-served and special populations, when compared to the majority population, but they even have lower graduation rates, when compared to the majority population. Moreover, the growing and widening gap in achievement rates between such populations and the majority population raises concern about the future vitality of the Minnesota economy and society. Therefore, given the need to grow and replace workers in the very near future, having students of color, the under-served and special populations in Minnesota succeed in education and in the workforce becomes all the more critical.

In any overall strategy for education and workforce success, not only is it necessary to improve the academic readiness of students of color, the under-served and special populations, it is important that these student groups graduate from high school and college with sound technical skills. The State Plan continues what all along has been a major feature of the Perkins legislation – the targeting of students of color, under-served and special populations, but advocates the use of the same strategies and measurement outcomes that apply to all other student populations.

¹⁰ In the Perkins legislation, the term “special populations” means (1) individuals with disabilities; (2) individuals from economically disadvantaged families, including foster children; (3) individuals preparing for nontraditional training and employment; (4) single parents, including single pregnant women; (5) displaced homemakers; and (6) individuals with limited English proficiency.

¹¹ Success is defined as the sum of students in the cohort who graduate during the three-year period, are retained in the cohort after three years, or transfer to another institution within the three-year period. Postsecondary accountability measures for CTE students, whose annual reporting is required under the Perkins legislation, will be reported similarly to the US Department of Education.

III. Capacity, Commitment, and Collaboration for Developing the State CTE Plan

The evidence presented above suggests that Minnesota is at a crossroads. On one hand, there is a strong history of educational quality and a revitalized economy. On the other hand, there is an overall demographic shift and a significant achievement gap between the under-served, including special populations, and white students. Even before the formal development of the State Plan, Minnesota educational institutions and agencies, workforce and economic development agencies and intermediaries, as well other community organizations, have had initiatives under way to address the achievement gap as well as the overall need for all students to successfully complete

high school and some post secondary education in order to keep Minnesota's economy vital.

Besides working with one another on developing the State Plan (which will be detailed in this document), the Minnesota Department of Education and the Minnesota State Colleges and Universities system have other projects and initiatives, and these are listed below:

A. State-Level Initiatives Involving Educational Institutions and Agencies Initiatives being undertaken by the Minnesota Department of Education:

- a. The Minnesota Comprehensive Assessment (MCA) provides invaluable data on college readiness of high school graduates.
- b. Encouraging a variety of dual-credit enrollment options, including International Baccalaureate (IB), Advanced Placement (AP), College in the Schools, and the Postsecondary Enrollment Option (PSEO).
- c. Increased funding for AP and IB test taking and training.
- d. Creation of new statewide graduation standards.
- e. Project Lead the Way.

Initiatives being undertaken by the Minnesota State Colleges and Universities:

- a. A Strategic Plan that has ensuring access and success for all students as one of four strategic directions.
- b. An accountability framework that includes as one of 10 indicators on a publicly reported scorecard "Student Success" a measure of retention, transfer and graduation.
- c. Legislatively funded Centers of Excellence in high need fields designed to link p-k, post secondary education and business and industry to ensure Minnesota's economic future.
- d. Work with the Minnesota Department of Education to improve developmental education through Adult Basic Education.
- e. Several campuses are establishing Achievement Centers for College Enrollment and Student Success designed to improve retention and completion of underserved.
- f. Work with the Office of Higher Education on college readiness initiatives, including Get Ready and Intervention for College Attendance Program (ICAP).
- g. Creating four system wide, university-based Centers of Excellence in Manufacturing and Engineering, Allied Health and IT/Security which have key K-12, multi-college and private sector partners.

The Minnesota State Colleges and Universities system and the Minnesota Department of Education have a demonstrated history in their capacity, commitment and collaboration in promoting CTE in Minnesota. The development of the State Career and Technical Education Plan is taking the relationship to the next stage.

B. State-Level Initiatives Involving Education and Workforce Entities:

- i. Minnesota Sector Strategy NGA Academy Initiative.

- ii. Local sector strategy grants, distributed under the 2007-2008 Minnesota Workforce Investment Act (WIA) Incentive Grant.
- iii. Preparations for a new Workforce Investment Act.
- iv. Planning with Department of Employment and Economic Development to collaborate on the delivery of SBDC services and small business managerial education including entrepreneurial learning opportunities.
- v. Minnesota Job Skills Partnership grants aimed at improving incumbent employee skills and productivity.
- vi. Where appropriate locally or regionally, co-location of the State's workforce centers on college campuses within the Minnesota State Colleges and Universities system.

C. *Local-Level Initiatives Involving Education and Workforce Entities*

Examples include:

- i. *Make It Happen Manufacturing Program* conducted by Hennepin Technical College and HIRED.
- ii. *Medical Careers Programs* conducted by the International Institute of Minnesota.
- iii. *WorkforceU* conducted by Stearns-Benton Employment & Training Council, the local Workforce Investment Board, and St. Cloud Technical College.
- iv. *Financial Careers Institute* developed by Minneapolis Community & Technical College and Goodwill/Easter Seals.
- v. *The Mindquest Academy Curriculum Project* developed by the Minnesota Literacy Council, North Hennepin Community College, and the Adult and Basic Education (ABE) Division, Minnesota Department of Education.
- vi. *Experience Works*, a collaborative program between the Department of Labor and Northwest Technical College, designed to serve older workers.

Many of the initiatives have been seeded by sources outside the traditional federal education and workforce development funding streams, although for some the Perkins funding was critical in moving the local projects and initiatives forward. Many of these are being addressed under the leadership and guidance of the Governor's Workforce Development Council (GWDC) through several statewide initiatives including the State Plan. The new Perkins consortium structure will encourage even greater collaboration between community, workforce, and secondary and post secondary education and strengthen the type of collaborative projects noted above.

D. *Education and Workforce Development: The Next Stage in Collaboration*

As indicated above, significant work has already been undertaken to strengthen an already strong collaborative structure of jointly addressing education and workforce development issues, which include building and diversifying the talent pool in Minnesota by stressing work readiness, academic preparation, and technical skill proficiency. Besides planning at the state level, several collaborative projects have been undertaken at the local level that mirror statewide efforts by tapping the experience and expertise of the frontline workforce and education delivery systems. The primary goal of these local efforts is to improve talent development through

better integration of educational programming, support services and workforce and employment assistance. The common thread permeating all initiatives listed above, as well as others, is the presence of identified policy and program barriers. More generally, how Minnesota will use the **Minnesota Five-Year State CTE Plan** as a vehicle to address the above-mentioned **Reform Strategy Triad** and directly tackle the emerging policy and program barriers should take the relationship between education and workforce development to the next stage.

IV. **The Minnesota Five-Year State CTE Plan: An Executive Summary**

The 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). Perkins IV replaces the 1998 Carl D. Perkins Vocational and Technical Education Act (Perkins III). As required by the Perkins IV Act, 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) followed by a five-year Plan (July 1, 2008 – June 30, 2013).

Known as the <http://perkinsplan.project.mnscu.edu/>). Minnesota submitted a one-year Transition Plan (available at www.cte.mnscu.edu), which was approved by the U.S. Department of Education on July 1, 2007 and which described how Minnesota intended to meet the intent of Perkins IV for FY08. The Transition Plan laid the foundation for the five-year plan starting in FY2009. Minnesota is required to submit the State CTE Plan to the U.S. Department of Education by April 1, 2008. **Minnesota Perkins Five-Year Career and Technical Education (CTE) State Plan.** a draft plan document has been prepared jointly by staff in the Office of the Chancellor, Minnesota State Colleges and Universities and at the Minnesota Department of Education (available at <http://perkinsplan.project.mnscu.edu/>).

A. The System Strategic Plan and Career and Technical Education in Minnesota

The Perkins IV goals, as described in the Minnesota Five-Year State CTE Plan, align with the strategic goals of the Minnesota State Colleges and Universities system and are consistent with the Minnesota Department of Education goals. Each Minnesota Perkins CTE goal is aligned with the system's strategic goals as follows:

- *Increase access and opportunity*
Minnesota CTE Goal: Provide access to services for special populations, including under-represented students, in career and technical education programs.
- *Promote and measure high-quality learning programs and services*
Minnesota CTE Goal: Implement a Career Pathway/Programs of Study Structure that aligns high schools, community and technical colleges and university level programming to support:
 - High school to college transitions for students in career and technical education programs
 - Adult student transitions into high-skill, high-wage or high-demand occupations
- *Provide programs and services integral for state and regional economic needs*

Minnesota CTE Goal: Effectively use employer, community and education partnerships to support career and technical education.

– *Innovate to meet current and future educational needs efficiently*

Minnesota CTE Goal: Examine and expand collaborative practices to support CTE programs at the secondary and postsecondary levels to ensure a continuum of service provision.

Accomplishing the above CTE goals, as outlined under the Minnesota Five-Year State CTE Plan, will enable Minnesota to lay the foundation for a long-term alignment between high schools and colleges regarding administration, funding, accountability, and, most importantly, the programming of CTE.

B. Minnesota CTE Plan Under Perkins IV: A Synopsis

The President signed the new Perkins Act into law on August 14, 2006. Perkins IV is not *dramatically* different from Perkins III, but does include some *significant changes*. The key changes that affect Minnesota's career and technical education under Perkins IV are as follows:

- **Local Consortium:** Established formal consortia of secondary and postsecondary partners to receive Perkins funds and jointly administer programs and support services for all secondary and postsecondary CTE students through an *annual joint local consortium plan*. In Minnesota, 26 CTE consortia have been formed to implement the intent of Perkins IV locally.
- **Programs of Study:** Each local consortium must design, develop and implement programs of study/career pathways that span at least two years of high school and the first two years of postsecondary education to meet a new requirement under Perkins IV. These programs of study will be implemented by each consortium in an incremental fashion over the five-year span of the Perkins legislation.
- **Accountability:** The accountability provisions have more indicators, a greater degree of precision, and higher reporting requirements than under Perkins III. Under Perkins IV the accountability provisions include requiring:
 - The development of separate technical skill attainment measures as part of the overall accountability requirements.
 - Measuring of secondary CTE performance using the No Child Left Behind accountability measures.
 - Negotiation between each local consortium and the state on all accountability indicator targets and performance.
- **Tech Prep:** Minnesota is combining the Perkins Basic and Tech Prep funds to support and reinforce the intent of Perkins IV, which is to connect secondary and postsecondary CTE – as has been the model under Tech Prep.
- **Special Populations:** While ensuring the continued provision of programs and services to special populations, which has been the hallmark of the Perkins legislation, both at the state and local levels, consortia must address through their local plan:
 - The targeting of under-served and special populations, by advocating the use of the same strategies and measurement outcomes that apply to all other student populations, and

- Preparing non-traditional students for high-skill, high-wage, or high-demand employment in the region.

Implementing the Minnesota State CTE Plan has policy implications beyond using Perkins funds to move forward CTE in Minnesota, which is taken up next.

C. Policy Implications Resulting From State CTE Plan Implementation

Minnesota receives approximately \$20 million annually under the Perkins Law with 85% going to high schools and community and technical colleges. This federal investment has done much to provide a direction for state and local expenditures on CTE for several decades. The Perkins funds represent a small investment when compared to state education spending as a whole (about \$15 billion for K-12 education and around \$3 billion for higher education). On the other hand, the State Plan (as summarized in this document) will result in a significantly wider impact on state education and workforce development systems beyond just operating CTE in Minnesota. For example, the CTE State Plan will:

1. Redirect how Minnesota designs its CTE programs to support programs of study/career pathways implementation.
2. Establish a differentiated system of accountability for all CTE programs that distinguishes between technical skill proficiency and conventional graduation outcomes, significantly affecting how learner outcomes are assessed in high school and college CTE programs.
3. Strengthen secondary and postsecondary collaboration by requiring high schools and colleges to expend Perkins funds as a consortium of high schools and colleges who together will meet the intent of the Perkins Law through a single joint local plan.
4. Determine the process for allocating Perkins funds to high schools and colleges using the distribution structure in this plan after applying the secondary/postsecondary division of funds agreed to by the Chancellor of the Minnesota State Colleges and Universities and the Commissioner of the Minnesota Department of Education.
5. Explore coordinated data systems that allow for a wider array of accountability measures as students move directly from high school to college, in and out of education, and between education and employment.
6. Require that dual enrollment and articulation strategies be addressed as consortia are implementing programs of study/career pathways.
7. Support the goal of improving college readiness by identifying the high school academic and CTE courses that are preparatory to college programs as an integral part of implementing programs of study/career pathways.
8. Target Perkins funds to complement state and other federal programs that focus primarily on student support services to the underserved student, including those classified as members of special populations.

Thus, in the larger frame, while it may not appear so on the surface, the State CTE Plan may have broader significant policy implications beyond CTE. In other words, the State Plan is not just directing the federal (Perkins) funds but how they will interact with state funds to not only implement the intent of Perkins IV, but how CTE will be strategically placed within the broader vision, mission and goals for education within the State of Minnesota.

D. Looking Towards Implementation of Perkins IV in Minnesota

Separately, the Minnesota State Colleges and Universities system and the Minnesota Department of Education have a demonstrated history in their capacity, commitment and collaboration in promoting CTE in Minnesota. Implementing the **Minnesota Five-Year State CTE Plan** takes the relationship between the two agencies to the next stage. When put into practice, the **Minnesota Five-Year State CTE Plan** will reinforce what was begun under the last State CTE Plan:

The expectation of developing efficient systems, policies, processes and procedures that increasingly intertwine learning with work; and, where increasing achievement, greater opportunities, and varied options are not just choices but are objectively-determined outcomes that will first and foremost benefit all students.

In summary, by accomplishing the goals and objectives in the **Minnesota Five-Year State CTE Plan**, not only is the intent of the Perkins Law met, but Minnesota is making CTE a vital element in Minnesota's statewide efforts at collectively addressing policy issues embedded with the strategic triad of high school reform, seamless education and employment transitions, and enhanced American competitiveness.

V. The Minnesota Five-Year State CTE Plan: The Road Ahead

Under the 2006 federal Carl D. Perkins Career and Technical Education Act (Perkins IV), each state is required to submit a plan for career and technical education (CTE) to the U.S. Department of Education. The **Minnesota Five-Year State CTE Plan** (in draft and final form) will be:

1. Prepared jointly by the Perkins staff in the Office of the Chancellor, Minnesota State Colleges and Universities, and at the Minnesota Department of Education.
2. Reviewed by a statewide taskforce who provided input and recommendations on the following seven sections:
 - a. *Planning, Coordination, And Collaboration Prior To Plan Submission*
 - b. *Program Administration under a New Consortium Structure*
 - c. *Service to Special Populations*
 - d. *Accountability and Evaluation*
 - e. *A New CTE Consortium Structure in Minnesota*¹²
 - f. *Financial Requirements*
 - g. *EDGAR Certifications and Other Assurances*

While focusing its efforts on all seven sections, the members of the Statewide Perkins Advisory Task Force were selected based on their expertise to address the first four sections of the plan.

3. Made available to the public for review and comment through:
 - a. Face-to-face meetings
 - b. Electronic town hall meetings
 - c. Web-based electronic response system

4. Amended, as needed, by the Minnesota State Colleges and Universities Office of the Chancellor and the Minnesota Department and Education, to incorporate the:
 - a. Input and recommendations of the task force
 - b. Comment and input from the public
5. Submitted for approval by the Minnesota State Colleges and Universities Board of Trustees, as the responsible agency, under the federal legislation and state statute.
6. Submitted as required to the U.S. Department of Education on behalf of the Minnesota State Colleges and Universities.

The seven sections as indicated in item (2) above are detailed in the next chapters.

¹² While the US Department of Education requires states to statutorily report on the Tech Prep (Title II) Program under this section, Minnesota is choosing to combine Perkins Basic (Title I) with Tech Prep. Therefore, this section will detail more clearly how Minnesota intends to reconfigure secondary and postsecondary CTE programmatic relationships in an effort to ensure the most efficient possible service for all students.

Introduction to the 2011 Revision of the State Plan

I. The Minnesota Economy

Recent job forecasts show that the Minnesota economy is improving faster than the national average. As of March 2, 2011, the Minnesota jobless rate went down to 6.7%. Many factors can be attributed to this decline (e.g., people quit looking for jobs; employment opportunities became available in some employment sectors/geographical regions, etc.). Minnesota is still not back to its prior levels of the early 2004. At the postsecondary level we are seeing leveling off of students entering postsecondary education.

While the economy may be improving, local public school districts are still not receiving their state allocations in a timely manner (currently a one-year delay in receiving 30% of their scheduled payments). Due to the delay of the payments from the state to the districts and the decreased revenue at the local levels, schools are being forced to eliminate teaching positions and elective programs. The elective programs are established for students who have met the requirements for graduation and who have room within their schedules for additional coursework. Most electives are available for juniors and seniors but a full range of courses may not be readily available due to scheduling conflicts. Unfortunately, career and technical education programs are considered in the elective category. We are aware of discussion in many local districts

that propose cutting part or all of their career and technical program offerings for the upcoming school year (FY12). These local decisions will have ramifications on the student enrollment data at the secondary level for the FY12 CAR report.

II. **Capacity, Commitment, and Collaboration for Developing the State CTE Plan**

1. The Minnesota State Colleges and Universities system and the Minnesota Department of Education have a demonstrated history in their capacity, commitment and collaboration in promoting CTE in Minnesota. The development of the State Career and Technical Education Plan is taking the relationship to the next stage.

A. State-Level Initiatives Involving Educational Institutions and Agencies by the Minnesota Department of Education:

- i. Encouraging a variety of dual-credit enrollment options, including International Baccalaureate (IB), Advanced Placement (AP), College in the Schools, and the Postsecondary Enrollment Option (PSEO), including Concurrent Enrollment.
- ii. Increased funding for AP and IB test taking and training.
- iii. Creation of new statewide graduation standards.
- iv. Project Lead the Way.
- v. STEM initiatives.
- vi. Other projects that have a career and technical education focus (e.g., Real World Design Challenge, etc.).

B. Initiatives by the Minnesota State Colleges and Universities:

- i. A Strategic Plan that has ensuring access and success for all students as one of four strategic directions.
- ii. An accountability framework that includes as one of 10 indicators on a publicly reported scorecard "Student Success" a measure of retention, transfer and graduation.
- iii. System-wide, university-based Centers of Excellence in Manufacturing and Engineering, Allied Health and IT/Security in high need fields designed to link PK-12 education, postsecondary education and business and industry to ensure Minnesota's economic future.
- iv. Partnership with the Minnesota Department of Education, Adult Basic Education and the Department of Employment and Economic Development (DEED) to develop adult career pathways with stackable credentials and contextualized learning (academic and career and technical education) (FastTRAC Program).
- v. Several colleges are establishing Achievement Centers for College Enrollment and Student Success designed to improve retention and completion of underserved.
- vi. Partnership with the Office of Higher Education on college readiness

initiatives, including Get Ready and Intervention for College Attendance Program (ICAP).

C. State-Level Initiatives Involving Education and Workforce Entities:

- i. Active collaboration with Workforce Investment Act partners.
- ii. Planning with Department of Employment and Economic Development to collaborate on the delivery of SBDC services and small business managerial education including entrepreneurial learning opportunities.
- iii. Minnesota Job Skills Partnership grants aimed at improving incumbent employee skills and productivity.
- iv. Where appropriate locally or regionally, co-location of the State's workforce centers on college campuses within the Minnesota State Colleges and Universities system.

Many of the initiatives have been seeded by sources outside the traditional federal education and workforce development funding streams, although for some the Perkins funding was critical in moving the local projects and initiatives forward. Many of these are being addressed under the leadership and guidance of the Governor's Workforce Development Council (GWDC) through several statewide initiatives including the State Plan. The Minnesota Perkins consortium structure will encourage even greater collaboration among community, workforce, and secondary and postsecondary education and strengthen the type of collaborative projects noted above.

2. The System Strategic Plan and Career and Technical Education in Minnesota

The Perkins IV goals continue to align with the strategic directions and goals of the Minnesota State Colleges and Universities system and are consistent with the Minnesota Department of Education goals.

1. *Increase access, opportunity and success*

Minnesota CTE Goal: Provide access to services for special populations, including under-represented students, in career and technical education programs.

2. *Achieve high-quality learning through a commitment to academic excellence and accountability*

Minnesota CTE Goal: Implement a Career Pathway/Programs of Study Structure that aligns high schools, community and technical colleges and university level programming to support: High school to college transitions for students in career and technical education programs. Adult student transitions into high-skill, high-wage or high-demand occupations

3. *Provide learning opportunities, programs and services to enhance the global economic competitiveness of the state, its regions and its people*

Minnesota CTE Goal: Effectively use employer, community and education partnerships to support career and technical education.

4. *Innovate to meet current and future educational needs*
5. Sustain financial viability during changing economic and market conditions

Minnesota CTE Goal: Examine and expand collaborative practices to support CTE programs at the secondary and postsecondary levels to ensure a continuum of service provision.

Minnesota continues to lay the foundation for the long-term alignment between high schools and colleges regarding administration, funding, accountability, and, most importantly, the programming of CTE.

3. Minnesota CTE Plan Under Perkins IV: A Synopsis

Minnesota's career and technical education under Perkins IV are as follows:

- A. **Local Consortia:** Established formal consortia of secondary and postsecondary partners to receive Perkins funds and jointly administer programs and support services for all secondary and postsecondary CTE students through an *annual joint local consortium plan*. In Minnesota, 26 CTE consortia have been formed to implement the intent of Perkins IV locally.
- B. **Programs of Study/Career Pathways:** Each local consortium must design, develop and implement programs of study in career pathways that span at least two years of high school and the first two years of postsecondary education to meet a new requirement under Perkins IV. Each Program of Study must have multiple entry and exit points throughout the Program of Study. Each consortium must develop adult career pathways as well. These programs of study/adult career pathways will be implemented by each consortium in an incremental fashion over the five-year span of the Perkins legislation.
- C. **Technical Skill Attainment:** Minnesota has established a process that includes teachers, faculty, administrators and counselors, and business and industry representatives who identify core competencies at the secondary and postsecondary levels, then review and identify available, nationally developed assessments which become part of the state approved list of assessments for each of the programs of study/career pathways. Baseline data will be collected at both secondary and postsecondary for FY2011 CAR reporting. More information can be found at: www.cte.mnscu.edu/programs/Technical_Skill_Atta.html.
- D. **Accountability:** The accountability provisions continue to be a major focus for the state and consortia.
 - i. The development of separate technical skill attainment measures as part of the overall accountability requirements.
 - ii. Measuring of secondary CTE performance using the Elementary and Secondary Education Act (No Child Left Behind) accountability measures.
 - iii. Negotiation between each local consortium and the state on all accountability indicator targets and performance.

The state leadership will be negotiating both secondary and postsecondary changes to the Federal Agreed Upon Performance Levels (FAUPL) due to changes in the data collection systems at both levels. The most drastic change will be in the 2S1/1P1 for Technical Skill Attainment. With the increase in statewide technical skill assessments being developed and used the definitions and data used in prior years will not be valid. Additional changes in the FAUPL that will be negotiated are listed in Appendix A.

- E. **Tech Prep:** Minnesota combined the Perkins Basic and Tech Prep funds with the assumption that the initiatives developed under Tech Prep provide a foundation for articulation, collaboration and continued development of the consortium Programs of Study and career pathways.
- F. **Special Populations:** While ensuring the continued provision of programs and services to special populations, which has been the hallmark of the Perkins legislation both at the state and local levels, consortia must address through their local plans:
 - i. The targeting of under-served and special populations, by advocating the use of effective strategies and the same measurement outcomes that apply to all other student populations, and
 - ii. Preparing non-traditional students for high-skill, high-wage, or high-demand employment in the region.
- G. **Identify and address current or emerging occupational opportunities:**

MnSCU has assumed the responsibilities for the project formerly known as ISEEK www.iseek.org. Rebranded as CAREERwise Education <http://careerwise.mnscu.edu>, the work continues of providing relevant information and the services to help students and job seekers with career planning structure, including [Career Profiles](#), [Assessments](#), [Reality Check](#), and other popular tools. Minnesota has made available its [Minnesota Future Work Scans](#), periodic information to any interested Minnesota teacher, counselor or citizen on new occupational opportunities and trends. The Minnesota Career Information System (MCIS) is used as a counseling tool in many of the secondary schools and information can be found at: <http://mncis.intocareers.org/>

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 Transition Plan: Overview and Summary

The Carl D. Perkins Career and Technical Education Act of 2006 (Perkins IV) directs the operation of secondary, postsecondary, 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). Minnesota successfully submitted on May 4, 2007 its one-year Perkins IV Transition Plan (available at www.cte.mnscu.edu),¹³ and received approval on July 1,

2007 from the US Department of Education. Much work has already been undertaken, as part of the Transition Plan development, for building the various parts of the State CTE plan under Perkins IV. As a result, Minnesota is well poised to begin implementing, the Minnesota Five-Year State CTE Plan (referred to throughout this document as the State Plan) in earnest as outlined in detail in this document.

A. Pre-Conditions for Developing the State Plan

The State began laying the foundation for developing the State Plan as far back as

2004 while keeping in mind the larger goal of developing a full five-year CTE Plan for Minnesota. Minnesota's move from Perkins III to the Perkins IV Transition Plan in 2007, and now to the full five-year plan, has been made much easier because of the following pre-conditions:

- A unique requirement of the Minnesota Perkins III local plans that at least 10% of each recipient's eligible funds be reserved for collaboration.
- An FY2008 common local plan format for both secondary and postsecondary CTE that emphasized, *for all students*, career pathways program design using dual enrollment, improved Math and Science performance in high schools, and targeting high-skill, high-wage, or high-demand jobs as strategies for local improvement.
- A state CTE administrative structure in which secondary and postsecondary Perkins leadership and staff are closely aligned in a highly collaborative way.
- Early attention to a systematic data collection process under Perkins III, ensuring the integrity for those data, and a formalized local planning process that made these data central to meeting core indicator target levels.

¹³ Within the Transition Plan document, a brief review of how Minnesota operated under Perkins III is also provided.

¹⁴ 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).

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 postsecondary local leaders and administrators. In particular, several listening sessions, (details of which can be found in the Minnesota State Perkins Transition Plan, Appendix C, Transition Plan, Appendix C, Transition Plan, Appendix C, www.cte.mnscu.edu) 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 postsecondary 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?

Through these sessions, guiding principles were developed for implementation of the new Perkins Act, disseminated widely, and used to move forward the drafting of the Transition Plan.

As described above, the information gathered was instrumental in moving forward the overall CTE planning efforts. Even prior to the August 2006 reauthorization of the Perkins Act, a critical effort was undertaken to draft an overall framework to operate CTE in Minnesota under a *New Consortium Structure* of secondary and postsecondary partners that would bring together high schools and colleges around a Single Joint Local Plan. With this framework as a foundation, Minnesota developed the Transition Plan, which served as the basis for the State Plan described in this document.

B. General Requirements Under the Transition Plan

Minnesota's new direction, as outlined in the 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 and Tech Prep recipients. Based on these discussions, as well those that have been occurring since the approval of Minnesota's Transition Plan in July 2007, Minnesota is well under way in its preparation for the State Plan. The following general requirements were adopted by the State regarding the development of the 2007-2008 Minnesota CTE Transition Plan:

- The administrative structure that was in place under Perkins III was to be maintained under Perkins IV for the transition year. Funds were separately distributed to secondary Basic, postsecondary Basic and Tech Prep local recipients.
- Local secondary and postsecondary recipients were independently responsible for meeting negotiated accountability measures under Perkins IV. Additional student performance measures that describe successful high school to college transitions were explored, collected, and used within a framework of continuous program improvement.
- The State began developing the conceptual framework for establishing career

pathways/programs of study and established the requirement that each local recipient would implement at least one program of study in FY09 (July 1, 2008 to June 30, 2009).

- The State provided technical assistance to current secondary and postsecondary Basic and Tech Prep local recipients on several topical areas such as successfully developing and fostering partnerships, career pathways and programs of study, and implementing technical skill assessment frameworks.
- The State explored and began developing a framework that distinguishes the processes for separately achieving technical skill attainment and high school and college success.

The general direction for the Transition Plan outlined above was made possible because Minnesota spent considerable time developing guiding principles that it felt would provide CTE key informants the appropriate basis for input into the Transition Plan. The guiding principles are addressed next.

C. Guiding Principles and a New Consortium Structure for Minnesota CTE

Perkins IV requires 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 postsecondary education**. To promote this heightened expectation of collaboration between secondary and postsecondary CTE, the following *guiding principles* became instrumental in moving CTE forward in Minnesota under the Perkins IV Transition 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.

Rather than developing a vision and mission for CTE in Minnesota, these guiding principles acted as the primary drivers for advancing CTE within Minnesota high schools and colleges. In particular, adhering to these guiding principles will be critical at the local level as high schools and colleges begin implementing the key new feature of the Minnesota CTE Plan: *A New Consortium Structure* that requires each consortium of high school and college partners to develop a SINGLE LOCAL PLAN, starting July 1, 2008,

and all years thereafter. The SINGLE LOCAL PLAN¹⁵ will govern and manage the use of secondary basic, postsecondary basic and tech prep funds for each recognized

consortium. At the same time, it enables the State to achieve its vision of having a seamless CTE education system through a *New Consortium Structure*, which is pivotal for the successful implementation of the State Plan. Finally, the guiding principles should provide CTE stakeholders the overall framework for enabling the necessary input and recommendations for the State Plan.

Minnesota indicated, to the US Department of Education, its intent first to submit a one year Transition Plan with goals, strategies, objectives, outcomes and measures laid out in their fullest detail. These goals, objectives, and strategies are summarized below.

D. Transition Plan Goals: Modifying Them to Meet the State Plan Goals

The primary goal of the Minnesota State Perkins Transition Plan focused upon the formation of a **new consortium structure of high schools and colleges**. In addition, Minnesota chose to agglomerate the required and permissible activities as laid out in the Perkins Law into four additional goals. The five Transition Plan goals were:

1. Create a new consortium structure of high schools and colleges.

This goal addresses the planning and provision of structural recommendations for the implementation of Perkins IV (beginning FY09). In FY08, high schools and colleges must begin the process at the local level of identifying the **new consortium structure**. In order for secondary and postsecondary recipients to obtain funding after June 30, 2008, a recipient must participate in a consortium that includes at least one Perkins-eligible postsecondary institution and at least one Perkins-eligible secondary school district. Elements 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 colleges within the Minnesota State Colleges and Universities system, and geographic proximity.

¹⁵ Minnesota intends to combine Perkins Basic (Title I) and Tech Prep (Title II) programs, into a single CTE program. As explained in the section on Tech Prep, Minnesota fully intends to use its new consortium structure to fully implement the goals of the Tech Prep program as it was originally intended under Carl D. Perkins Law.

2. Improve and expand high school to college transitions for career and technical education students.

This goal 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.

3. Examine and expand collaborative practices to support career and technical education programming.

This goal builds upon the successes of Minnesota Indicator 12 under Perkins III by expanding on collaboratively planned activities that support career and technical education programming. Indicator 12 is the requirement, which directs at least 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.

4. Effectively use employer, community and education partnerships to support career and technical education.

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.

5. Provide access to services for special populations, including under-represented students, in career and technical education programs.

This goal addresses the continuing focus of the Perkins Act on students in special population groups. By ensuring equal, if not greater access, to all available education programming and support services, students with the greatest need are assured of the:

- Participation and completion of CTE programs,
- Preparation needed for high-skill, high-wage, or high-demand occupations that lead to self sufficiency, and,
- Consistent application of the accountability, administrative and funding rules across all student groups.

Providing access to services for special populations, and, effective use of employer, community and education partnerships, are two transition plan goals that will move forward as goals in the State Plan, as is required under Perkins IV. The goal of high school to college transitions for CTE students will be narrowed to focus on the development of career pathways/programs of study in the State Plan. Since the new consortium structure requires complete collaboration across all CTE education programming and support services, the need for having a separate specific goal for collaborative practices will no longer be necessary under the State Plan. The specific collaboration goal in the Transition Plan will be replaced by developing a more targeted goal in the State Plan that ensures the continuum of service provision (as will be detailed in Section Five), within a single consortium or across two or more consortia, for CTE students moving in and out of high school, in and out of college, and between education and employment. Finally, with the new consortium structure now in place, the goal in the State Plan will shift from development to sustainability.

E. Transition Plan Objectives and Strategies: Where Will They Fit in the State Plan?

When moving from the Transition Plan to the State Plan, as indicated above, the goals have either been modified or become more targeted. However, the State Plan objectives will not be any different because, in the first place the Transition Plan

objectives were specifically crafted to align with ones which were already being discussed in the larger education and workforce development community. The objectives, as identified in the Transition Plan, and will continue in the State Plan, are:

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

Collaboratively developing and focusing on these objectives, as part of the new consortium structure of high schools and colleges, is what makes them different under the State Plan.

Minnesota specified the following strategies in the Transition Plan:

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

As is the case with the Transition Plan objectives, the strategies in the Transition Plan must be tailored in a manner that makes them consistent with the new consortium structure. In general, as will be shown in the following pages, the Transition Plan goals, objectives and strategies, with some modification and realignment that has been established under the Transition Plan are being continued into the State Plan.

F. Minnesota Five-Year State CTE Plan: A Preview

Minnesota will build and sustain CTE through a *New Consortium Structure* that brings together high schools and colleges around a SINGLE LOCAL PLAN. Guided by seven basic principles, each *new local Perkins IV consortium* will focus on CTE becoming more accountable to all its stakeholders, but particularly to students as they maneuver through high school and college building their knowledge and skills and work towards stable employment in their chosen career pathway. With the *New Consortium Structure* for Minnesota in place, an alignment between high schools and colleges regarding administration, funding, accountability, and, most importantly, programming of CTE is beginning to take shape. The long-term goal will be to create a strong and solid foundation for CTE in Minnesota at the state and local levels.

The following sections of this document will address: Program Administration under a New Consortium Structure; Service to Special Populations; Accountability and Evaluation; Tech Prep Programming; Financial Requirements and Edgar Certifications. The rest of this section will discuss planning, coordination, and collaboration prior to plan submission.

II. Statutory Requirements

Minnesota's strategy to develop the State Plan was sequenced as follows:

- ⇒ First, use the Transition Plan as the starting point for writing a draft State Plan;
- ⇒ Then, a statewide task force was asked to provide input and recommendation on the drafted State Plan;
- ⇒ Next, once the input and comment from the task force deliberations were incorporated into a revised draft State Plan, it was made available for input and comment to the general public; and,
- ⇒ Finally, once all input and recommendation received from key informants, stakeholders, and the public is incorporated into a draft revised plan, it is presented for approval to the Minnesota State Colleges and Universities Board of Trustees, who serve as the legally eligible agency responsible for submitting the approved State Plan to the U.S. Department of Education.

Minnesota is required to submit a final State Plan to the U.S. Department of Education no later than April 1, 2008. The Office of Vocational and Adult Education (OVAE), US Department of Education has provided a ***GUIDE FOR THE SUBMISSION OF STATE PLANS***. In that guide, OVAE requests that states answer a series of questions and sub-questions, developed based on requirements within the Perkins IV Law. The questions and sub-questions in this and subsequent sections are shown in italics with answers provided for each.

1. *You must conduct public hearings in the State, after appropriate and sufficient notice, for the purpose of affording all segments of the public and interested organizations and groups (including charter school authorizers and organizers consistent with State law, employers, labor organizations, parents, students, and community organizations), an opportunity to present their views and make recommendations regarding the State Plan. [Sec. 122(a)(3)]*

Public Hearings

The State conducted four regional public hearings on the State Plan, and one public hearing that was broadcast electronically throughout the state. These public hearings were held on the following dates:

- February 7, 2008 Bemidji
- February 13, 2008 Mankato
- February 19, 2008 Anoka
- February 20, 2008 MnSAT Satellite Broadcast
- February 21, 2008 Duluth

Each hearing began with a presentation on key elements of the State Plan with particular emphasis on programs of study and the new consortium structure. Participants were then engaged in a dialogue with State Perkins staff responding to questions about the state's proposed CTE plan.

2. *You must include a summary of the above recommendations and the eligible agency's response to such recommendations in the State plan. [Sec. 122(a)(3)]*

A summary of questions raised at the statewide task force meetings, as well as those raised at public hearings and the State responses, is listed in Appendices A and B.

3. *You must develop the State Plan in consultation with academic and career and technical education teachers, faculty, and administrators; career guidance and academic counselors; eligible recipients; charter school authorizers and organizers consistent with State law; parents and students; institutions of higher education; the State tech prep coordinator and representatives of tech prep consortia (if applicable); entities participating in activities described in section 111 of Public Law 105-220; interested community members (including parents and community organizations); representatives of special populations; representatives of business and industry (including representatives of small business); and representatives of labor organizations in the State. You also must consult the Governor of the State with respect to development of the State Plan. [Sec. 122(b)(1)(A)-(B)]*

Minnesota Perkins Career and Technical Education (CTE) State Plan Advisory Task Force¹⁶

Serving an advisory role, a 45-member Minnesota Perkins Career and Technical Education (CTE) State Plan Advisory Task Force was constituted in December 2007 as a time limited work group. The charge statement for this Task Force and the Task Force membership is available at www.cte.mnscu.edu. Task Force membership was determined by expanding upon the existing Education Action Committee of the Governor's Workforce Development Council to fill in categories of participation specified in the Act. The Task Force met on January 18, 2008 and January 25, 2008 to review the draft State Plan. Presentations pertaining to the plan content were made and discussion addressed specific plan content. A final meeting was scheduled for February 22, 2008 to review comments from the public hearings.

¹⁶ The working title of the task force will be Minnesota Perkins CTE State Plan Advisory Task Force.

4. *You must develop effective activities and procedures, including access to information needed to use such procedures, to allow the individuals and entities listed in item 3 above to participate in State and local decisions that relate to development of the State Plan. [Sec. 122(b)(2)]*

The list of public hearings was posted in the State Register and specific invitations to participate in the public hearings were sent to:

- The Minnesota Chamber of Commerce
- The Minnesota Business Partnership
- The Minnesota AFL-CIO
- Minnesota School Boards Association
- Department of Labor and Industry
- Education Minnesota
- Minnesota's Career and Technical Education Professional Organizations

- Minnesota’s School and College Counselor Associations
- The University of Minnesota Department of Work and Human Resource Education
- PACER (Champions for Children with Disabilities)
- Minnesota Minority Education Partnership
- Minnesota College Access Network
- Minnesota High Tech Association
- Minnesota Council of Nonprofits
- The Minnesota Parent Teacher Association (PTA)
- The Minnesota Foundation for Student Organizations with a request that information be forwarded to state officers of all Minnesota career and technical education student organizations and all Minnesota career and technical education student organization advisors.
- The Minnesota Department of Employment and Economic Development with a request that information be forwarded to all community-based organizations that have linkages to the state’s workforce center system.

A summary of Task Force discussion and the State responses is included in Appendix A. The State also posted the draft State Plan on its career and technical education web site and accepted comments to the plan electronically. A summary of comments made and the State responses is listed in Appendix B.

- 5. You must develop the portion of the State Plan relating to the amount and uses of any funds proposed to be reserved for adult career and technical education, postsecondary career and technical education, tech prep education, and secondary career and technical education after consultation with the State agency responsible for supervision of community colleges, technical institutes, or other 2-year postsecondary institutions primarily engaged in providing postsecondary career and technical education, and the State agency responsible for secondary education. If a State agency finds that a portion of the final State Plan is objectionable, the State agency must file its objections with you. You must respond to any objections you receive in the State Plan that you submit to the Secretary. [Sec. 122(e)(3)]***

Minnesota Rule 3505.1700 specifies that an annual agreement between the Commissioner of the Minnesota Department of Education and the Chancellor of the Minnesota State Colleges and Universities will specify the distribution of federal career and technical education funds between secondary and postsecondary entities. This plan identifies the factors that are considered in this decision and the formula through which such decision is made.

Section Six provides the details of how the total Perkins and Tech Prep funds Minnesota receive annually is allocated between the State (Minnesota Department of Education and the Minnesota State Colleges and Universities Office of the Chancellor) and local high schools and colleges. In addition, Section Six details how the funds are allocated between secondary and postsecondary. Finally, Section Six proposes an alternative mechanism for distributing Reserve funds since Minnesota has decided to combine the Basic (Title I) and the Tech Prep (Title II) programs.

SECTION TWO

The 2006 Carl D. Perkins Career and Technical Education Act: Program Administration under a New Consortium Structure

I. Introduction and Overview

Much discussion has taken place around the state regarding how Minnesota should sustain career and technical education (CTE) into the 21st century. While the State¹⁷

intends to use federal CTE 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. However, given that many who enter college do not come directly from high school, or are adults transitioning in from the workforce or from other state or federal programs, care must also be taken to assure how CTE funds are used to target these populations, once they enter into college CTE programs.¹⁹

The Minnesota Department of Education, the Minnesota State Colleges and Universities Office of the Chancellor, and each new local Perkins IV consortium receiving CTE 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. Section Five below will detail how Minnesota intends to implement and sustain its plan for building a new consortium structure. In the next section, an overview of the plan is provided.

II. The New Consortium Structure in Minnesota: An Overview

1. Structure

- Under the Minnesota Transition Plan (2007-2008), the structure of secondary basic recipients, postsecondary basic recipients and Tech Prep recipients in place under Perkins III was maintained for funding and local plan development.
- When the State Plan begins implementation on July 1, 2008 (the start of fiscal year 2009) a new consortium structure in Minnesota will be in place. It will include several newly developed consortia with the following features:
 - ⇒ Each consortium includes at least one 2-year college, and at least one partnering secondary school district.
 - ⇒ Each eligible school district and college shall formally belong to only one consortium.

¹⁷ Throughout this document, the **Minnesota Five-Year State CTE Plan** is referred to as the State Plan

¹⁸ Minnesota is choosing to combine Tech Prep (Title II) with the Basic (Title I) grants starting July 1, 2008. All funds under these the programs have generally been referred to as CTE funds. While each local consortium can allocate and use non-federal funds for CTE-related activities, in this document, CTE Funds refer to those that are allocated to Minnesota as a result of the federal Carl D. Perkins program. See Section Six below.

¹⁹ According to the Perkins IV legislation, funds shall not be used remedial or developmental education. Therefore, CTE, Adult Basic Education, workforce agencies and workforce intermediaries must build partnerships to meet the needs of these students as they enter into, and exit from, CTE programs.

⇒ One secondary fiscal agent and one postsecondary fiscal agent will review

the funds in each consortium to use in implementing a collaboratively-

developed consortium plan.

2. Local Consortium Formation Timeline

- In the FY08 transition year (July 1, 2007 to June 30, 2008), each Perkins and Tech Prep recipient existing at that time recommended secondary school districts and postsecondary institutions with which each would partner under the new consortium structure.
- Recommendations regarding the newly formed consortia were reviewed by the State, having reserved the right to negotiate the final consortium structure so that no eligible secondary school district or college is excluded.
- The new consortium structure, with the identified Perkins IV local consortia, was in place by January 31, 2008. As of January 31, 2008, Minnesota had 26 local consortia comprised of college and high school members.

3. Funding and Administration

- All CTE funds will be allocated separately to each eligible secondary and postsecondary fiscal agent. However, how those funds will be expended will be governed by the local consortium plan.
- The state intends to distribute the 10% reserve funds utilizing a separate formula that recognizes the different needs and efforts that grew from the former tech prep consortia and that now are incorporated into the consortium plan.
- Each consortium may utilize funds across secondary and postsecondary lines in any manner dictated by the approved consortium plan, as long as such funds are utilized in accordance with rules for the use of CTE funds distributed by the state.
- The FY2009 consortium plan (see Section Five below) 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 superintendent *and* each college president included under that consortium plan.
- For the FY2009 consortium plan, and for each successive plan thereafter, the State will promote a local planning process that places the focus on broad goals rather than specific required and permissible activities. The State has developed a matrix that relates these broad goals to required and permissive activities as stated in the Perkins IV legislation. Appendix C shows this matrix.
- Minnesota Department of Education and Office of the Chancellor Perkins staff will provide technical assistance to the newly established consortia to support successful plan development, implementation, and sustainability.

4. Accountability

- Secondary and postsecondary 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**, Minnesota's Perkins IV definitions either are an adoption of those provided by OVAE, or definitions modified to suit the Minnesota state accountability measures and performance targets. As the new consortium structure is implemented at the local level, the state will ensure that each secondary school district/consortium's and each

college's individual performance targets are consistent with the state accountability plan to ensure that local performance targets are met at both secondary and postsecondary levels.

In answering the statutory requirements below, readers should keep in mind the discussion above regarding the formation, timeline, funding and administration, and accountability requirements that will be in operation under the new consortium structure.

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 postsecondary 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 postsecondary 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 postsecondary education to adequately prepare students to succeed in postsecondary education;**
 - iii. **May include the opportunity for secondary education students to participate in dual or concurrent enrollment programs or other ways to acquire postsecondary education credits; and**
 - iv. **Lead to an industry-recognized credential or certificate at the postsecondary level, or an associate or baccalaureate degree.**

Program Approval for Secondary CTE Programs

To provide guidance to high school districts, the Minnesota Department of Education has developed curriculum frameworks in six 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 (six 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 five-year program approval process for

- CTE programs.
- Promoted use of the self-assessment tool and the new Program Approval Rubrics.

Program Approval for Postsecondary CTE Programs

The Minnesota State Colleges and Universities system has developed policy and procedure for approving all academic²⁰ programs including CTE programs. Relevant policy <http://www.mnscu.edu/board/policy/336.html> and

procedures <http://www.mnscu.edu/board/procedure/336pl.html> are summarized below. The purpose of the Academic Programs policy is to direct system decision-making regarding the development, approval and management of academic programs to meet Minnesota's educational needs. This policy applies to credit-based academic programs of system colleges and universities.

Constructed as a cohesive arrangement of college-level credit courses and experiences, an academic program is designed to accomplish predetermined objectives leading to the awarding of a degree, diploma, or certificate. Most academic programs include a general education component. The purpose of an academic program is to:

- Increase students' knowledge and understanding in a field of study or discipline,
- Qualify students for employment in an occupation or range of occupations, and/or
- Prepare students for advanced study.

Credit means a quantitative measure of instructional time assigned to a course or an equivalent learning experience such as class time per week over an academic term. General education means a cohesive curriculum defined by faculty through system college or university procedures to develop reasoning ability and breadth of knowledge through an integration of learning experiences in the liberal arts and sciences.

An academic program inventory is the official list of academic programs offered by system colleges and universities. The academic program inventory also includes all approved postsecondary CTE programs and only those are eligible for Perkins funding. CTE programs are programs:

²⁰ At the postsecondary level, all credit programs that lead to an award are referred to as *academic*, including CTE programs. This must be contrasted with the use of the *academic* in the high school, which often used in reference to courses that high school students take in the areas related to the Language Arts, Mathematics and Science.

- Offered at two-year colleges.
- That are assigned a six-digit Classification of Instruction Program (CIP) code and one of the 16 career clusters.
- That, upon completion, result in the receipt of a certificate, diploma, associate of applied science degree, or the associate of science degree.

An approved academic program shall include curricular requirements for earning an academic award, such as credits in general education, in a major

and/or minor, and for all prerequisite courses. Approval of the system chancellor is required for new academic programs, changes to existing academic programs, suspension of academic programs, and closure of academic programs at system colleges and universities.

The chancellor shall maintain the academic program inventory. Only academic programs approved by the chancellor as recorded in the academic program inventory may be offered by system colleges and universities. Each system college and university shall regularly review its academic programs for the purpose of academic planning and improvement and shall submit an annual summary of its academic program review activity to the chancellor. The chancellor, as appropriate, may conduct statewide or regional reviews of academic programs or program clusters, report findings to the Board of Trustees and, when necessary, impose conditions on academic programs.

Career Pathways and Programs of Study

With standards on program approval and new program development in place at both the secondary and postsecondary levels, and capitalizing on much of the development work done in other states, Minnesota intends to implement programs of study (POS) and career pathways as a primary mechanism to identify, build and sustain its new consortium structure proposed under the State Plan. Minnesota has long used the 16 CTE career clusters as a data organizing framework. However, only under its new consortium structure has Minnesota begun exploring the use of career pathways/POS as a structural framework for organizing the coordinated delivery of CTE in high schools and colleges. Details of the activities undertaken in Minnesota to support implementation of career pathways/POS can be found on the website www.cte.mnscu.edu/programs/index.html and include the following:

- Promoting early consideration of career clusters as a guidance tool (middle school), discussion has finalized a set of six Minnesota Career Fields that encompasses the 16 career clusters.
- Minnesota has begun to apply the 81 Career Pathways Model as developed by the National Association of State Directors of Career and Technical Education Consortium (NASDCTEc) to Minnesota's CTE curricula at the secondary and postsecondary levels.
- Using the Minnesota Career Fields, Clusters, and Pathways framework developed nationally and by other states, but in particular Nebraska, the State has developed an organizing framework (graphically depicted in Appendix D) of the foundation knowledge and skills, career fields, clusters, and pathways that Minnesota will use for developing programs of study in career and technical education.
- Along with this organizing framework, guidelines and print and electronic communication pieces, the State has begun to lay a solid foundation for local consortia to implement at least one POS in FY09 (July 1, 2008 to June 30, 2009), five more in FY10 and one more in FY11. A draft version of these guidelines is shown in Appendix E.
- The Minnesota State Colleges and Universities Office of the Chancellor has reconfigured its inventory of programs and created a report that reorganizes them according to career fields, career clusters and career pathways. The report is titled Minnesota State Colleges & Universities Programs by Career Fields, Clusters, and Pathways.

The educational programming and support services needs of all students must be considered in implementing the organizing framework described above, including adult students, particularly those whose high school experience is in the distant past, and are entering directly into college, maybe for the first time. In general, the organizing framework must consider all transitions from secondary into postsecondary education, in and out of postsecondary education, and between education and employment.

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

After consultation with eligible recipients, Minnesota will set the following parameters for developing and implementing a statewide career pathways/POS strategy. Programs of Study (POS) within Minnesota CTE must meet the following criteria:

- Career pathways/POS will either be developed locally or developed by the State with local input;
- 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 processes established by the Minnesota Department of Education and the Minnesota State Colleges and Universities system; and,
- Incorporate articulation agreements, dual- or concurrent-enrollment opportunities, or postsecondary enrollment options so that students may earn college credit while in high school.

The State has encouraged local recipients to consider the following when developing and implementing POS:

- Existing programmatic career pathways in the colleges which can serve as a foundation for identifying POS that connect secondary and postsecondary levels through a sequence of non-duplicative courses.
- The development of new, or the modification of existing, pathways using the current Tech Prep articulation agreements between secondary education and postsecondary education institutions as initial points of discussion. For example, Perkins III recipients had already begun developing POS in Information Technology, Health, and Manufacturing under existing Tech Prep articulation agreements.
- Use already developed POS models from different U.S. states and national organizations as available and as appropriate to Minnesota and the local consortia.
- Incorporation of dual- or concurrent-enrollment opportunities, articulation agreements, or postsecondary enrollment options within each POS.
- 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 postsecondary level.

- Developing resources for counselors in order to understand the role of career pathways/POS as a mechanism for moving towards a postsecondary education or employment.

Minnesota strongly feels that the development and implementation of career pathways/POS will be facilitated by having the new consortium structure in place. The State contends that the new consortium structure will support the Perkins IV requirement for building increasingly strong collaborative models, not only for CTE, but to pave the way for other linkages that connect the secondary and postsecondary systems.

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

Each new local consortium, as part of its overall planning efforts, must consider the following to ensure smooth transitions, from secondary into postsecondary education; in and out of postsecondary education; and, between education and employment:

- Initially Minnesota used the term *brokering of services* and made special reference to the fact a situation might arise, when, in a local consortium, either the secondary or postsecondary components of a given program of study is absent, but consortium students have expressed an interest in the missing component. It is then incumbent on the local consortium to facilitate the movement of CTE students from high school to college, by identifying, and expediting the transfer into, another local consortium that has the complete program of study. The concept of *brokering of services* has been expanded to include other situations in which two or more local consortia might have reason to pool funds to provide services in a manner that ensures a continuum of service provision (hence the acronym CSP). See also Section Five below.
- Continuum of Service Provision (CSP) is one of the five goals to which funds have to be targeted and educational programming and support services provided to students within the local consortium (see Section Five below). CSP arises when a local consortium is unable to provide adequate service to its own CTE students. In such situations, the local consortium that is in need of adequate services should engage in formal and informal relationships with other local consortia to ensure that educational programming and support services requested by the student(s) are provided. Minnesota expects the application of the CSP concept to be a key ingredient in forging new articulation and dual-enrollment agreements that extend beyond a single consortium, and set the stage for regional and statewide agreements that help CTE students move from secondary into postsecondary education, in and out of postsecondary education, and between education and employment.
- Using the term articulation more expansively, the State has decided to make some of the permissible activities under Perkins IV required activities, particularly, articulation and dual enrollment. Minnesota has a long established state-supported dual enrollment program. For 11th and 12th grade high school students to enroll in postsecondary education at the state's expense and under certain

conditions, they can do so under the Minnesota Postsecondary Enrollment Options (PSEO) Act ([M.S 124D.09](#)). The PSEO or concurrent enrollment program has thus far had limited application when it comes to high school students enrolling in college-level CTE courses. Nevertheless, as Minnesota's new CTE consortium structure gets more firmly established and local consortia begin exploring the different ways in which a high school student can participate in college-level coursework, PSEO and concurrent enrollment certainly becomes one of the choices offered to a CTE student within a particular local consortium. It also creates opportunities for consortia to begin engaging in continuum of service provision (CSP), as described in Section Five below.

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

Once the Transition Plan was submitted to the U.S. Department of Education in May 2007, Minnesota began to construct a framework, guidelines, and communication strategies for making information about programs of study (POS) available to local recipients of Perkins funds. Elements of the Minnesota POS plan included:

- ➔ A 20 person statewide team, comprised of several State Perkins staff and key personnel from school districts and colleges, was sent to Washington DC to attend a workshop on the development and implementation of POS at the local level, and the management of POS at the state level. An outgrowth from the meeting was the formation of sub-groups from the team, along with guidance from the State, which focused on developing a POS template for use by local consortia. The template, as shown in Appendix F, is to be used as one piece of an overall plan to develop and implement POS in the high schools and colleges within local consortia.
- ➔ The State has provided:
 - Oral and written guidance regarding the development of career pathways/POS within each local consortium (See Appendix E).
 - Preliminary data work 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. A similar crosswalk is being established for secondary CTE programs.
 - Initial work to build a relational database that links secondary CTE programs to related CTE programs at the postsecondary level within the cluster/pathway framework.
 - Existing labor market information (LMI) produced regularly by the Department of Employment and Economic Development (DEED), particularly as it relates to current and emerging high-skill, high-wage, or high-demand occupations. An analysis has been done at the college level to identify high-skill, high-wage or high-demand career pathways in Minnesota (See Appendix G).
- ➔ The State will explore a variety of electronic and face-to-face mechanisms that explain, to students, families, and counselors, Minnesota's career pathway/POS

organizational framework particularly through the development of interactive career planning resources. These mechanisms will be incorporated into existing Minnesota career planning resources, specifically the Minnesota Career Information System (MCIS), [CAREERwise](#) Education and Minnesota Careers (MnCareers). MCIS, with feedback customers, particularly from Adult Basic Education sites helped identify a need for a MCIS hybrid site that includes straight forward language, less density and clear choices. The new version is designed to be user friendly especially for the Adult Basic Education clients, the Division of Special Education serving high school students, workforce centers, vocational rehabilitation programs and other organizations who serve English language learners.

(e) The secondary and postsecondary 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 postsecondary CTE programs to access information on career guidance, on education programming in CTE, and on current and future employment opportunities. Among them are:

- **Parent Web Portal** – The development of a new Parent Portal by ISEEK will be coordinated with the parent resources provided by the Minnesota Department of Education. This online resource provides career and education-related resources for parents to assist with decision-making on CTE programs and career opportunities including nontraditional career options.
- **Career Information**: Minnesota provides information to students and the general public about high-skill/high-wage opportunities using three primary career development products: the Minnesota Careers publication, the Minnesota Department of Education Minnesota Career Information System and internet-based products, and CAREERwise Education a web-based system of education and employment information.
- **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, and video). A product of the Minnesota State Colleges and Universities, it is the nation's first statewide electronic portfolio management system.
- **Use of Technology**: Parametric Technology Corporation made a gift to Minnesota school districts of site licenses of Pro-E modeling software. Utilizing resources from a grant from the National Governors' Association, Minnesota made this software available to any school district whose staff participated in Pro-E training. While not limited to career and technical education programs, the majority of participating school districts have incorporated this software into CTE mechanical and engineering drafting programs. Minnesota has encouraged the implementation of Oracle Academy programming through promotion by the state secondary business education specialist.

- **CTE and STEM:** Minnesota has promoted access to science, technology, engineering and mathematics (STEM) education through multiple initiatives, not the least of which has been state support, utilizing Perkins state leadership and MnSCU Center of Excellence funding, for two positions helping school districts to implement Project Lead The Way (PLTW) pre-engineering curriculum and qualifying for PLTW site certification.

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

The State has developed a local application plan (see Section Five below) that describes the criteria to approve eligible recipients for funds under the Act. The local application plan for 2010-2011 is provided as an attachment in Appendix H, along with a scoring rubric (Appendix I). The rationale for the local consortium application plan and the scoring rubric is provided in Section Five.

(g) **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:**

i. 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.

Special legislation points to the connections between business and agriculture education programs to deliver economics education and all career and technical education programs to deliver science, mathematics and arts education. The 2007 Minnesota Legislature added language to the section on graduation requirements and course credits ([M.S. 120B.024](#)) allowing CTE to fulfill science, mathematics and arts credits not otherwise specified in statute. Expansion of these linkages will be a priority. Likewise, Minnesota has heavily promoted the incorporation of academic concepts in CTE within the constraints of highly qualified teacher requirements of the Elementary and Secondary Education Act.

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 standards and certifications (where available and 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. To move beyond such measures, as the Law requires, state leaders throughout the country reached consensus on the use of assessments that were developed by third parties and which provide evidence of validity and reliability but administered locally.

To meet the expectations under Perkins IV, Minnesota established a process for identifying technical skill assessments in 2009 that will be used in each of the 79 career pathways identified in the MN Career pathway model. The process relies on teachers, faculty, administrators and counselors, and business and industry representatives to identify and validate the core competencies within a pathway for both secondary and postsecondary students, then review and identify available nationally-developed assessments aligned with industry-recognized standards (when possible) which become part of the state-approved list of technical skill assessments for use in MN career & technical education programs.

During FY10, Minnesota engaged in this process in five career pathways. The process will continue by identifying and validating competencies and identifying potential technical skill assessments that align with those competencies in eight additional career pathways during FY11, 25 career pathways in FY12, 21 career pathways in FY 13, and the remaining 15 career pathways in FY14.

The purpose of this collaborative project is to develop an assessment system that will provide teachers, administrators and policymakers with accurate and useful information about student technical skill achievement. This assessment system will provide information that is useful for improving program quality, creating strong connections between high school and college programs, and communicating to employers and policymakers the value of career and technical skill programs of study in preparing students for college and work readiness. Baseline data will be collected for both secondary and postsecondary concentrators in the state approved programs of study in the five career pathways in the project pilot to be reported in the FY11 CAR report.

More information (including the MN Position Statement on Technical Skill Assessment Implementation) can be found at:
www.cte.mnscu.edu/programs/Technical_Skill_Atta.html

The MnSCU/MDE Career and Technical Education position on Technical Skill Assessments can be found in Appendix E-4.

iii. Identify and address current or emerging occupational opportunities:

The Office of the Chancellor participates in the Real-Time Talent project, a collaboration between higher education, private sector, government and nonprofit organizations, which provides access to real-time job posting data through Wanted Analytics. This web-based research tool gathers up-to-date information by pulling data from hundreds of online job posting sites, then analyzes and presents the results in a subscription service. Real-Time Talent provides licenses to organizations, including all MnSCU colleges and universities, for the use of this data to help job seekers, to plan workforce development opportunities, and to help Minnesotans prepare for the future.

More analysis is currently being conducted to fine tune this list by taking into consideration elements on the supply (program and graduate information) and elements of demand (long-term and short-term statewide and regional projections).

Within its CAREERwise Education structure, Minnesota has made available its Minnesota Future Work Scans, periodic information to any interested Minnesota teacher, counselor or citizen on new occupational opportunities and trends.

(h) 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.

Minnesota also continues to support a wide array of educational alternatives, including area learning centers, charter schools, contract alternative schools, etc., designed to support the needs of students in special populations. Presentations are made annually to the Minnesota Association of Alternative Programs to share new initiatives in career and technical education and to promote effective use of CTE for students with special learning challenges. The transition-disabled specialist within the Minnesota Department of Education has also worked closely with staff in the Department's special education unit to promote effective work-based learning opportunities for students with disabilities.

(i) How such programs will prepare career and technical education students, including special populations, academically and technically for opportunities in postsecondary 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:

Postsecondary

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-skill, high-wage, or high-demand occupations.
- Competition among colleges for **Perkins Program Development Grants**, which are meant to stimulate the development of new academic programs by colleges. Proposals must address one or more of the following:
 - Programmatic career pathways
 - Technical skill attainment assessment processes
 - Preparation for non-traditional fields
 - Support for programs for special populations
 - Support for programs that link high schools to colleges
 - Evidence of high-wage and high-skill or high-demand occupations

These projects are especially encouraged—but not required—to include:

- Employer engagement to provide experiential learning
- Existing STEM-related coursework
- Support of initiatives to facilitate transition from sub-baccalaureate to baccalaureate programs
- Incorporation of career academies and distance education
- Industry, community, K-12 or other partners
- Leveraged funds

Labor Market Analysis is partially provided by the MN Department of Employment and Economic Development. The tasks include:

- Link employment and labor demand information to existing postsecondary engagement, attainment and transition data.
- Produce information, reports and documents on current and projected employment levels, wage rates for individual colleges and universities within the Minnesota State Colleges and Universities and other labor market trends that will inform the development, maintenance, and changes to academic programming.
- Provide statewide and regional labor market analyses for technical skill assessment projects and for the development of programs of study and adult career pathways. Provide 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 those data in specific projects within the Minnesota State Colleges and Universities and DEED.

Secondary

- Using the Minnesota Career Information System (MCIS) to provide information

for schools, students and their parents on employment trends and opportunities and educational programs that will help students prepare for, and enter, these occupations. Most Minnesota school districts subscribe to MCIS which gives students and parents access to the system from home via the Internet, though much of the data is also provided by MCIS to CAREERwise Education which is freely available to all Minnesota citizens.

(j) **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 secondary 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.

Legislation was enacted by the 2007 Minnesota Legislature allowing high school students to meet academic requirements in science, mathematics and the arts through participation in career and technical education programs. Districts must determine that academic standards are addressed with integrity through local CTE programming for this credit to be granted. Similar legislation identifies business and agricultural education teachers as meeting requirements for delivering economics by highly qualified personnel.

The 2007 Minnesota Legislature amended [Minnesota Statute 122A.72](#) and appropriated funds for the development of math and science teacher academies in Minnesota. A task force was assembled to facilitate the implementation of these academies (teacher centers) with an initial focus on mathematics, and included development of strategies to deliver mathematics across the curriculum. Career and technical educators were selected to lead this effort.

ii. **At the postsecondary level that are relevant and challenging; and**

See discussion under (h) above.

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

See discussion under (h) above.

(k) **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.

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

See discussion describing the approval of funds under the FY11 local application plan under (f) above. Also see new local consortium design and purpose.

- (m) **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)]**

Secondary

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

The Department of Education is working with its information technology staff to develop the means to post annual secondary performance reports for each Perkins consortium for all core indicators on its web site, ensuring that information is not presented in such a way that individual students could be identified.

Postsecondary

See the answer given in (5) below.

3. ***You must describe how comprehensive professional development (including initial teacher preparation and activities that support recruitment) for career and technical teachers, faculty, administrators, and career guidance and academic counselors will be provided, especially professional development that—***
- (a) ***Promotes the integration of coherent and rigorous academic content standards and career and technical education curricula, including through opportunities for academic and career and technical teachers to jointly develop and implement curricula and pedagogical strategies;***

Professional Development

It is important for college faculty and secondary teachers to continue professional growth, and to do so, college faculty and secondary teachers need to set clear goals and means to accomplish these goals. Professional development includes continuing

improvement in: teaching and learning skills and methods, discipline and program content, student interactions, service to the school, the college and the greater community, and personal growth related to the secondary school teacher's or a postsecondary faculty's employment responsibilities.

The Career and Technical Education Professional Development Director continues to provide ongoing and strategic oversight to professional development initiatives and efforts within CTE in MN. This includes planning statewide professional development conferences, producing online training resources, and provide ongoing technical assistance to MN Perkins consortia in their local professional planning and delivery. The development of pedagogical strategies to provide culturally competent curriculum, recognize and address the impact of poverty, and provide work-based learning guidelines are the current initiatives. In addition, the CTE staff is involved in providing strategic direction to MN CTE teacher preparation programs.

Secondary

The Minnesota Department of Education and the Office of the Chancellor provide updates at all quarterly meetings of the Minnesota Association of Career and Technical Administrators. Implementation of the Perkins Act, including promotion of opportunities to address academic content in career and technical education programs, is a regular part of these updates.

The Minnesota Department of Education and the Office of the Chancellor promoted the Math-in-CTE model as developed by the National Research Center for Career and Technical Education throughout Minnesota, especially through targeted work in the areas of health and manufacturing. While the timing did not allow continuation of pilot work beyond the 2007-2008 transition year the State intends to continue to promote this successful model across all CTE curricula.

As Minnesota implements teacher centers with a focus on delivery of mathematics and science concepts, professional development will be provided to several affiliates of the Minnesota Association for Career and Technical Education, to which many secondary CTE teachers belong. The aim here is to focus on encouraging the use of CTE courses to reinforce mathematics and science concepts.

Postsecondary

At the postsecondary level, each college is required to establish a policy to implement the faculty development process which shall include the development of faculty professional development plans. College faculty and administration must work together to establish the college policy on faculty professional development. Each faculty member prepares an individual professional development plan according to the timelines and criteria specified in the college professional development policy.

The purpose of the professional development plan is to identify activities and/or strategies to be used by the faculty member to maintain currency in the faculty member's credential field(s) and in teaching and learning skills and may include activities that go beyond maintaining currency. The plan shall be developed by the

faculty member in consultation with the faculty member's supervisor and shall address specific objectives and expected outcomes with respect to the following components, as appropriate to the faculty member's needs:

1. Content knowledge and skill in the discipline/program;
2. Teaching methods and instructional strategies;
3. Related work experience;
4. Study appropriate to the higher education environment;
5. Service to the college and the greater community; and
6. Other components, as appropriate.

The CTE Professional Development Director along with the entire Perkins State Leadership team also coordinates and presents a fall Best Practices Conference for career and technical administrators and teachers/faculty. This conference spotlights promising practices identified during our monitoring visits, from the review of the local applications, and from practices described in emerging research literature. Guest speakers set the tone (FY10 was Kim Green, Executive Director of the National Association of State Directors of Career Technical Education Consortium) and individuals attend a number of breakout sessions. Past participation included as many as 250 participants from local districts and colleges in attendance.

(b) Increases the percentage of teachers that meet teacher certification or licensing requirements;

Secondary

Perkins State leadership funds support positions at both the University of Minnesota and Bemidji State University, the two institutions primarily responsible for preparing career and technical education teachers in the state, with responsibility for reviewing applicant credentials and designing individual paths leading to certification as career and technical education teachers. This process has greatly facilitated access to additional certifications for licensed teachers in Minnesota and has promoted movement of new teacher candidates from industry or preparation other than traditional teacher preparation pathways. Both the University of Minnesota and Bemidji State University have implemented modest fees to help the credential review process to become sustainable.

Perkins funds support programming at both the University of Minnesota and Bemidji State University to deliver the "teacher education sequence," a series of courses designed to prepare individuals for new CTE teaching positions whose technical background is gained through either coursework or industry experience.

Secondary CTE Teacher Licensure courses and programs exist for agriculture, business education and family and consumer science. Perkins State leadership funds are supporting the enhancement and development of additional career/technical teacher education programs in medical career and the work-based learning certification. The recruitment and education of career and technical education teachers presents an opportunity for creative solutions and multiple agencies working together. The current number of teachers wanting to access this educational pathway is not a critical mass so that the programs meet the strict guidelines of the business models of the universities.

Perkins funds support programming at Southwest Minnesota State University

<https://www.smsu.edu/> to deliver the “teacher education sequence,” a series of courses designed to prepare individuals for new CTE teaching positions whose technical background is gained through either coursework or industry experience. This instruction is provided through a variety of methodologies to serve our diverse, adult student population throughout the state.

Postsecondary

The Minnesota State Colleges and Universities has developed a college faculty credentialing policy (<http://www.mnscu.edu/board/policy/332.html>) and procedure <http://www.mnscu.edu/board/procedure/332p1.html> that assures that qualified individuals perform faculty work in the system colleges through system-established faculty minimum qualifications. It applies to 100% of newly hired unlimited faculty teaching in our two-year colleges. Minimum qualifications mean system-established minimum requirements used to evaluate the credential of and individual considered for college faculty work. A component of these minimum requirements is the teaching and learning competency requirement. The teaching and learning competency requirement applies to college faculty, including counselors and librarians.

Prior to being granted unlimited status, a faculty member shall successfully complete courses in the following content areas focused on the postsecondary student learning environment: course construction; teaching/instructional methods; student outcomes assessment/evaluation; and philosophy of community and technical college education. The learning experiences defined in this requirement are intended to: provide the faculty with an insight into the culture and climate of teaching at a community or technical college in Minnesota; lay the groundwork for excellence in teaching and learning; and ensure that faculty possess the minimum instructional knowledge, skill and practice components foundational for the community and technical college teaching environment. New faculty members who hold a degree in education focused on a post-secondary student learning environment, have documented evidence of successful completion of equivalent coursework in the specified teaching and learning content areas, or three years of successful full-time (or equivalent) secondary, postsecondary, industry, or trade apprenticeship teaching experience in the field for which they are being hired will be exempt from taking the first three courses. The philosophy course shall be waived for individuals who, at the time of hire, have documented evidence of successful completion of equivalent coursework. The equivalency determination will be made by the System Office Human Resources Office. The Philosophy of Community and Technical College Education non-credit course has been developed and is delivered online by the Southwest Minnesota State University.

Equivalent courses from other universities may fulfill this requirement but will need to be evaluated by the Office of the Chancellor's personnel office staff.

An example course outline, from the Philosophy of Community and Technical College Education course:

- A. Content knowledge and skill in the discipline/program.
Example: *Learning new technology or methodologies; computer software training, writing skills workshop, communication/interpersonal relations skills training, attain professional certifications/licenses.*
 - B. Teaching methods and instructional strategies.
Example: *Classroom management, curriculum development, learning styles, on-line delivery, cultural and diversity enrichment.*
 - C. Related work experience.
Example: *Business/industry internships, relevant summer employment, observation or special project(s) with employers.*
 - D. Study appropriate to the higher education environment.
Example: *Advancement of academic credentials, researching, publishing, grant writing.*
 - E. Service to the college and the greater community.
Example: *Active participation in leadership in professional organizations, leadership in college committees, working with youth in academic skills development.*
- (c) Is high quality, sustained, intensive, and focused on instruction, and increases the academic knowledge and understanding of industry standards, as appropriate, of career and technical education teachers;***

Secondary

Minnesota worked to demonstrate effective, sustained professional development when it implemented the high school math-in-CTE model developed by the National Research Center on Career and Technical Education. Twenty-two high school teachers, in teams of mathematics and either health or manufacturing, participated for 10 days throughout the year to identify mathematics embedded in CTE coursework and to enhance the abilities of the CTE teachers to deliver that mathematics content in a way that was recognized by students both in context and in traditional classroom settings. The state continues to promote this particular activity, and uses it as a model for future professional development activities in other areas.

Minnesota is implementing significant changes to its natural resources curricula in collaboration with the Center for Agricultural and Environmental Research and Training (CAERT). More than a dozen state agricultural education teachers from both high schools and colleges worked to align the state's academic standards to natural resources coursework using CAERT tools. A series of workshops will be conducted to introduce these new curriculum materials and to fully implement these academic and technical standards across the state.

Postsecondary

Professional development will be delivered using an on-going, thematic approach that will provide career and technical teachers, faculty, administrators, and career guidance and academic counselors with the skills to improve student performance and acquisition of high skill, high wage and high demand employment. Professional development will be provided in the following areas:

- Program of Study Development- Creating CTE Pathways for Student Success from secondary through postsecondary education and career pathways for adult learners in Career and Technical Education
- Technical Skill Assessments – Selecting and using valid and reliable assessments to align CTE instruction and student outcomes with industry standards
- Integration of Liberal Arts and Sciences/Academic and Career Education
- Recruitment, Retention and Credentialing – Provided for CTE teachers and faculty including individuals in groups underrepresented in the teaching profession
- Special Populations - Providing the knowledge and skills needed to work with and improve CTE instruction for Special Populations

Professional development will be conducted by the following MN CTE Staff members:

- CTE Professional Development Director
- Minnesota State Colleges and Universities & Minnesota Department of Education CTE Staff
- MN Consortium Leaders
- Local Secondary and Postsecondary Administration
- CTE secondary teachers and postsecondary faculty

Professional development will be delivered via the following face-to-face methods:

- Statewide, Regional & local Consortium meetings and conferences
- Annual Fall CTE Conference for Secondary & Postsecondary stakeholders
- Technical Skill Assessment meetings by career pathway(s)
- Programs of Study meetings by career pathway(s)
- Fiscal Management and Accountability training
- Math, Reading and Writing-in-CTE workshops

Professional development will be delivered via the following web-based tools and methods:

- Webinars
- MN CTE Website, <http://www.cte.mnscu.edu>, conduit to professional development calendar, webinars, on-line training and links to state & national CTE professional development resources.
- MN CTE e-Learning Project -asynchronous eLearning modules developed for secondary & postsecondary CTE educators to provide foundational understanding of Perkins IV implementation in Minnesota, programs of study, technical skill assessments and non-traditional student success.
- MN eFolio <http://www.efoliominnnesota.com>

MN Learning Commons website provides access to online learning and enhances the collaborative efforts of secondary & postsecondary educators in MN.

<http://mnlearningcommons.org>

(d) Encourages applied learning that contributes to the academic and career and technical knowledge of the student;

Secondary

As Minnesota establishes K-12 teacher centers focusing on mathematics and science instruction in ten regional locations through the state, career and technical education will be prominent in the focus on delivering mathematics and science content across the curriculum. Special emphasis will be placed on expanding usage of the math-in-CTE and CAERT models.

Postsecondary

See the responses to item (a)-(c) above for postsecondary.

- (e) *Provides the knowledge and skills needed to work with and improve instruction for special populations; and*

Secondary

Work-Based Learning: Minnesota has long supported CTE opportunities for students with disabilities and has placed an emphasis on providing work-based learning coursework for this population. Recent funding changes enacted by the Minnesota legislature has required further training for school districts, so the Department of Education has been providing a number of work-based learning seminars. The seminars focus on effective community-based instruction, particularly that provided under the state transition-disabled program (career and technical education for students with disabilities). These workshops are provided in collaboration with special education staff in the Department and stress not only effective work-based learning activities but also link career and technical education programming with the expectations as outlined in the individual educational programs (IEPs) of participating students and rehabilitation services staff from the Minnesota Department of Employment and Economic Development.

Alternative High Schools: Staff from the Department of Education provides annual updates at the winter conference of the Minnesota Association of Alternative Programs (MAAP). The state's alternative high schools, including area learning centers, state-approved alternative schools, charter schools and contract alternative schools, provide options to students who have otherwise been unsuccessful in their educational pursuits. Most alternative school students are members of special populations, particularly disadvantaged students, pregnant teens/parenting students, students with limited English ability, or students with disabilities.

Postsecondary

See the response to item (a)-(c) above for postsecondary.

- (f) *Promotes integration with professional development activities that the State carries out under Title II of the Elementary and Secondary Education Act of 1965, as amended, and Title II of the Higher Education Act of 1965, as amended. [Sec. 122(c)(2)(A)-(G)]*

Secondary

When the Minnesota Board of Teaching decided not to continue licensure for technical tutors (support personnel working primarily with students of special populations), special legislation was enacted allowing support for paraprofessionals within career and technical education programs as long as those paraprofessionals met the requirements as identified in the Elementary and

Secondary Education Act. The state has implemented on-line instruction to assist individuals to meet these requirements.

Much effort has gone into professional development opportunities that assist CTE teachers to deliver academic concepts aligned with state academic standards required under the Elementary and Secondary Education Act. Teachers of business and teachers of agriculture are specifically recognized as highly qualified to deliver economics standards.

4. You must describe efforts that your agency and eligible recipients will make to improve—

(a) the recruitment and retention of career and technical education teachers, faculty, and career guidance and academic counselors, including individuals in groups underrepresented in the teaching profession; and

Postsecondary

Minnesota State Colleges and Universities has an established policy and procedure related to college faculty credentialing which is the process for evaluating an individual's formal education, training, professional/occupational experience and any required state licensure or industry certification in accordance with system-established minimum qualifications for individuals teaching in specific programs or disciplines as well as academic counselors and librarians.

(<http://www.mnscu.edu/board/policy/332.html>, <http://www.mnscu.edu/board/procedure/332pl.html>). This assures that qualified individuals are teaching in the system colleges through these system-established faculty minimum qualifications.

The process to establish and revise minimum qualifications includes:

- ➔ Analysis that includes programs and disciplines from a national, regional and state perspective; availability of education and/or training in the specific area for faculty; national standards; industry, professional or state requirements for faculty in a specific program or discipline and any other pertinent background information.
- ➔ Consultation with industry representatives, faculty, administrators, and others as appropriate that culminates in a recommendation regarding required minimum qualifications.
- ➔ Alignment with the approved college programs and college-approved disciplines (see the response under 3a above).

Additionally,

- ➔ Industry licensure/certification or other credential required or considered essential for practice in the industry directly related to the field shall be incorporated into the minimum qualifications. (Examples: The state/industry licensure requirement for the existing assigned field of Registered Nurse is a Minnesota Registered Nurse license; the state/industry requirement for the existing license field of Law Enforcement is Minnesota POST certification.)
- ➔ Standards for faculty credentials established by state or national program

accreditation bodies may be incorporated into the minimum qualifications.

(b) The transition to teaching from business and industry, including small business. [Sec. 122(c)(3)(A)-(B)]

See response under 4(a) above as well as response under 3(a) - 3(c).

5. You must describe efforts that your agency and eligible recipients will make to improve the transition of sub-baccalaureate career and technical education students into baccalaureate degree programs at institutions of higher education. [Sec. 122(c)(4)]

The Minnesota State Colleges and Universities system has 25 two-year colleges and seven state universities. Since its constitution in 1995, the Minnesota State Colleges and Universities Office of the Chancellor has sought to establish consistent practices for accepting credit for undergraduate college-level courses transferred into a system college or university. The Minnesota State Colleges and Universities system has established a policy (<http://www.mnscu.edu/board/policy/321.html>) and a procedure (<http://www.mnscu.edu/board/procedure/321p1.html>) for undergraduate course credit transfer. A website www.mntransfer.org has considerable information about transfer from sub-baccalaureate to baccalaureate programs including the following items:

- A transfer action plan for students www.mntransfer.org/students/plan/s_tap.php
- Information on Bachelor of Applied Science (BAS) programs www.mntransfer.org/educators/transfer/e_bas.php, a baccalaureate degree with a major in a technical area with substantial applied content that a student can acquire by completion of another instructional program or experience in a technical field.
- Articulation agreements: www.mntransfer.org/educators/transfer/e_artagreements.php site includes a template for designing an articulation agreement and course equivalencies.
- Links to each college and university transfer information www.mntransfer.org/educators/transfer/e_websites.php and a link to transfer specialists at each college and university http://www.mntransfer.org/educators/transfer/e_tscontacts.php

Initiatives currently underway for improving the transition of students from sub-baccalaureate to baccalaureate programs include:

- MN Transfer Curriculum (MnTC) Review by each college and university (completed in March 2008).
- Redesign of the Transfer website to improve navigation and update graphics and to provide a system-wide database of articulation agreements.
- System-wide contract to provide CollegeSource/Transcript Evaluation Service to all institutions.
- Development of Course Equivalency Builder Matrix for institutions to use in comparing course equivalencies across the system entered into the Degree Audit Reporting system.
- Implementation of new and revised transfer policies and procedures for course transfer and for the 3.35 Minnesota Transfer Curriculum (see below).

- Development of credit for prior learning policy and procedures 3.35.1.
- Improved information and services to military personnel and veterans.

Minnesota has established a separate policy (<http://www.mnscu.edu/board/policy/337.html>) for general education courses reflecting competencies adopted by the public higher education entities in Minnesota. The 1994 "Minnesota Transfer Curriculum Agreement" is a document developed by faculty representatives of Minnesota public colleges and universities outlining the conditions by which students transfer their completed general education work at one public college or university to meet lower division general or liberal education requirements at any public college or university in Minnesota. The agreement was signed by the chief executive officers of the existing public higher education systems in 1994. The agreement identifies ten areas of emphasis and goals and student competencies in each area of emphasis. The ten "goal areas" refer to the areas of emphasis identified in the Minnesota Transfer Curriculum Agreement: 1) Communication, 2) Critical Thinking, 3) Natural Sciences, 4) Mathematical and Logical Reasoning, 5) History, Social and Behavioral Sciences, 6) Humanities and Fine Arts, 7) Human Diversity, 8) Global Perspective, 9) Civic and Ethical Responsibility, and 10) People and the Environment.

Colleges and universities within the Minnesota State Colleges and Universities system have policies and procedures with regard to the development, approval and management of academic programs to meet Minnesota's educational needs (see above discussion regarding the academic programs policy and procedure). The Minnesota Transfer Curriculum policy and procedure has been developed in such a manner that they are consistent with academic programs policy and procedure. Unlike the undergraduate course credit transfer policy and procedure (see above) where the receiving institution determines criteria for accepting credit, each receiving system college and university shall accept a Minnesota Transfer Curriculum course, goal area, or the entire curriculum as determined and documented by the sending system college or university. Each system college and university shall publish its Minnesota Transfer Curriculum requirements and policies. A corresponding procedure must be developed to implement the Minnesota Transfer Curriculum policy (<http://www.mnscu.edu/board/procedure/337pl.html>).

- 6. *You must describe how you will actively involve parents, academic and career and technical education teachers, administrators, faculty, career guidance and academic counselors, local business (including small businesses), and labor organizations in the planning, development, implementation, and evaluation of career and technical education programs in your State. [Sec. 122(c)(5)].***

See Section One above.

- 7. *You must describe efforts that your agency and eligible recipients will make to—***
- (a) *Improve the academic and technical skills of students participating in career and technical education programs, including by strengthening the academic and career and technical components of career and technical education programs through the integration of academics with career and technical education to ensure learning in—***

- i. The core academic subjects (as defined in section 9101 of the Elementary and Secondary Education Act of 1965, as amended); and*
- ii. Career and technical education subjects;*

For secondary see 2 (l) above; for postsecondary, see (5) above.

(b) Provide students with strong experience in, and understanding of, all aspects of an industry; and

Secondary

Secondary CTE programs in Minnesota are required to address all aspects of industry in their curricula, and the Minnesota Department of Education has provided resources and professional development around all nine aspects of industry that are common to any enterprise. Students should gain strong experience in, and understanding of all nine aspects, which are:

1. Planning - How an organization plans (including goals and objectives); types of ownership (public or private); relationship of the organization to economic, political and social context; assessment of needs.
2. Management - Structure and process for effectively accomplishing the goals and operations of the organization using facilities, staff, resources, equipment and materials.
3. Finance - Accounting and financial decision-making process, method of acquiring capital to operate management of financial operations including payroll.
4. Technical and Production Skills - Basic skills in math, communications, computer, time management and thinking; specific skills for production; interpersonal skills within the organization.
5. Underlying Principles of Technology - Technological systems used in the workplace and their contributions to the product or service of the organization.
6. Labor Issues - Rights of employees and related issues; wages, benefits and working conditions.
7. Community Issues - Impact of the company on the community, impact of the community on the organization.
8. Health, Safety, and Environment - Practices and laws affecting the employee, the surrounding community and the environment.
9. Personal Work Habits - Non-technical skills and characteristics expected in the workplace.

Postsecondary

See 2 (e) and 2(h) above for a general discussion of how information about all aspects of industry is disseminated to students.

Program Advisory Committee Initiative: An online Program Advisory Committee Handbook has been developed for use in high schools and colleges. The Minnesota State Colleges and Universities Office of the Chancellor Division of Academic and Student Affairs and the Minnesota State College Faculty (MSCF) collaborated on this joint project designed to reinvigorate program advisory committees in the state of Minnesota.

The handbook seeks to help two-year college faculty and administrators improve the structure and use of advisory committees so that they become an effective tool for improving CTE for college students. This resource provides high schools and colleges a guide to form an advisory committee and work with its members. The handbook clearly and thoroughly explains the purpose and structure of a committee and the roles of its members. It can serve as a tool for all committee members and may be especially helpful when introducing new members to advisory committee responsibilities. Although the handbook was designed specifically for faculty in two-year technical and professional programs, its use can be extended to all secondary and postsecondary institutions. It is anticipated that the program advisory handbook will be an important resource as new local consortia in Minnesota are developed.

In 2009 MN Career and Technical Education (CTE), finalized a contract with the Center for Occupation Research and Development (CORD) to revise and update the 2004 MN Program Advisory Committee Handbook. The goal of the updated handbook is to assist Community and Technical Colleges in implementing local advisory committee procedures. The revised handbook will incorporate all relevant information written in the 2006 Carl D. Perkins Career and Technical Education Act and the Minnesota Five-Year State CTE Plan. In addition the handbook will contain information for Local Consortia to build common (secondary/postsecondary) CTE program advisory committee structures along the lines of programs of study/career pathways.

(c) Ensure that students who participate in career and technical education programs are taught to the same challenging academic proficiencies as taught to all other students. [Sec. 122(c)(7)(A)-(C)]

Secondary

Throughout the implementation of Perkins III, professional development activities were conducted that promoted the identification of, and teaching to, academic competencies embedded within secondary career and technical education programs. Minnesota has adopted state standards at the high school level in core academic subjects as defined under the Elementary and Secondary Education Act as follows:

- a. Language Arts – state standards established for grades 9-12 and state assessments established in reading and writing.
- b. Mathematics – state standards established for grades 9-12 and state assessments.
- c. Arts – state recommended standards established or districts may develop their own standards; assessments determined locally.
- d. Science – state standards established for grades 9-12 and state assessment under development.
- e. Social studies – state standards established for grades 9-12; assessments determined locally.
- f. Health and physical education – locally determined standards and assessments.
- g. World languages – locally determined standards and assessments.

Each district is required by statute to offer courses in career and technical education and to develop local standards and assessments. Curriculum frameworks have been

developed to assist districts to determine appropriate standards and assessments, and to align coursework in career and technical education with state and local standards in academic subjects.

Documents have been prepared to guide districts as they incorporate instruction in all aspects of industry into career and technical education programming. Professional development activities have been conducted throughout the state for teachers and career and technical administrators on all aspects of industry, and all aspects must be incorporated as an element in each annual local Perkins plan.

Minnesota has adopted a policy of a single diploma (no certificates of attendance or alternative diplomas reflecting separate standards) and sets in statute both credit requirements and standards expectations for all students. A limited number of students with the most severe disabilities may receive diplomas based on meeting criteria of their individual educational programs (IEPs) – all other students are taught to the same academic standards and expectations.

Postsecondary

See the discussion above on the Minnesota Transfer Curriculum in (5) above.

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©(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.

Postsecondary

The Minnesota State Colleges and Universities Office of the Chancellor has two full-time program directors, who 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 Perkins consortia to improve programs and services eligible under the Perkins Act.

Joint Perkins IV Planning

Staff members from the Minnesota Department of Education and the Minnesota State Colleges and Universities Office of the Chancellor have met regularly for nearly two years to plan for Perkins IV. A Leadership Team comprised of senior administrative staff representing state level agencies responsible for secondary and postsecondary CTE and including the State Director for CTE has also met 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, Secondary Basic, Postsecondary Basic, and Tech Prep, using the same format for the local application and a common operational handbook. Frequently asked questions (FAQs), be they from secondary or postsecondary, 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.

9. *You must describe how career and technical education in your State relates to your State's and your region's occupational opportunities. [Sec. 122(c)(16)]*

Minnesota is implementing a new CTE consortium structure of secondary and postsecondary institutions, wherein at least one high school district and at least one college combine to plan programmatic and support services at the local level for CTE students. In nearly all cases, the new local consortia that are being formed are within one of the six Department of Employment and Economic Development (DEED) regions. Labor market information (LMI) exists for these six regions, and the new local consortia will be expected to use the regionally-based LMI. Such information will be useful to local consortia for program planning purposes, developing new programs of study, and maximizing key business and industry partnerships, all based on regional LMI.

As a partner of the State WIOA Combined Plan there is opportunity for regional gathering of stakeholders in the development and implementation of regional plans in which one to three career pathways will be identified as priority work initiatives. (WIOA career pathway definitions correlate closely with our Perkins Rigorous Program of Study (RPSO) criteria.) WIOA regional planning needs will be compared to RPOS, gaps identified, and plan implemented to meet that need.

10. *You must describe the methods you propose for the joint planning and coordination of programs carried out under this legislation with other Federal education programs. [Sec. 122(c)(17)]*

See the discussion in the Section above.

11. *You must describe the procedures you will develop to ensure coordination and non-duplication among programs listed in sections 112(b)(8) and 121(c) of the Workforce Investment Act (Public Law 105-220) concerning the provision of services for postsecondary students and school dropouts. [Sec. 122(c)(20)]*

See the discussion in the Introductory Section above.

SECTION THREE

The 2006 Carl D. Perkins Career and Technical Education Act: Service to Special Populations

It is an expectation that each local plan will identify how the needs of special populations of students will be met to ensure that members of these populations can be successful like all students in the same rigorous career and technical education programs leading to high-skill, high-wage or high-demand occupations. In general, while recognizing that Perkins IV continues to maintain the long-standing traditional focus on special populations, emphasis shifts towards developing strategies that focus not just on emphasizing student support, but put in place strategies that ensure success at performing well within CTE programs. For Minnesota, as was highlighted in both the task force meetings, as well as in the public hearings on the **Minnesota Five-Year State CTE Plan**, there was much discussion around ensuring that strategies would need to be individualized for various special population groups given their needs vary significantly, but still be integrated into overall strategy of program improvement for all students.

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

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

The goals, strategies, measures, outcomes, and performance targets for members of special population groups are the same as those for the general population. The opportunity to enter CTE programs, services, and activities must be the same for special populations as for the general student population, recognizing that to meet a standard of equal access might require the provision of supports not required by the general population. While such provisions are reviewed for inclusion within state goals in Minnesota (p21, Sec. C2), Perkins recipients must address access and opportunity of special populations within goal four: *Improve services to special*

populations. 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 and the inclusion of 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 against members of special populations in learning, student support services, and physical accessibility is not apparent in written goals, objectives, and strategies.

Secondary

The Minnesota Department of Education (MDE) is required to submit to the United States Department of Education, Office for Civil Rights (OCR), a Biennial Civil Rights Compliance Report. It is MDE's responsibility to conduct comprehensive on-site reviews of school districts to address issues of discrimination on the basis of race, color, national origin, sex and disability in vocational education programs. The strategies that have been undertaken under Perkins III will continue under Perkins IV. Equity Specialists within the Minnesota Department of Education review one-fourth of Minnesota school districts annually.

Postsecondary

Two-day on-site reviews, in accordance with the Office of Civil Rights (OCR) regulations, are conducted on campuses within the colleges of the Minnesota State Colleges and Universities system. 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 *Service to Special Populations* explicitly as a separate goal. The strategies addressed include:

- **Diversity Planning** - 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 allows for a more streamlined and effective transition of learning for the students (e.g. Project C³ – Connecting Youth to

Communities and Careers at www.c3online.org). Counseling services at both the secondary and postsecondary settings should be aligned to assist students in special populations with

access, accommodations and appropriate support services that will allow the student to have smoother transitions and a better chance for academic and career success.

- **Proactive Advising** - Utilizing early and proactive advisory techniques, through which secondary and postsecondary 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. Excluding recreation, the other four areas are addressed below:
 - Employment - A specific sequential series of courses and experiences provide the high school learner the opportunity to enhance their knowledge about the world of work and develop baseline assessment of skills and abilities. The creation of Programs of Study and Career Pathways allows the student to obtain some of these skills in a pathway that includes postsecondary and/or job preparation training. Exposing all special population learners earlier to careers establishes the opportunity for students to obtain knowledge about nontraditional careers.
 - Postsecondary Education and Training - The alignment of Programs of Study with secondary and postsecondary institutions allows students a more systematic approach to identifying appropriate career pathways. Earlier recognition of insufficient skill levels necessary for postsecondary education gives the student learner time to enhance these skills at the secondary level rather than take remedial course work in the postsecondary setting.
 - Counseling Services: Services that create an alignment for secondary to postsecondary transitions include:
 - Minnesota statewide Programs of Study electronic tool.
 - GPS Lifeplan, an electronic tool which is being replicated among colleges and utilized by some secondary school districts.
 - Six-Year Plan electronic portfolio developed by St. Paul Public schools, which connects secondary education plans to postsecondary education planning.
 - C3 – Connecting Youth to Community and Careers Project allows a vehicle for student learners, parents, and school counselors to assist with the identification of appropriate services and agencies that provide transition services to special needs student learners.
 - Campus to Careers, a vehicle to allow students with disabilities to enhance their career development through career exploration and hands-on activities in STEM and health science technology fields.
 - Work Based Learning and the state-supported Transition-Disabled programs also allow students with disabilities the opportunity to acquire skills that will prepare them for postsecondary education and employment.
- Implementation of career and technical education programs specifically designed for students with disabilities only where such intervention is required under the individual educational program (IEP). Support is provided for these specially-designed career and technical education programs using state transition-disabled funds.

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 internet systems such as CAREERwise Education to research 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 make the 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 postsecondary 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.

Equity training for improving recruitment and retention of special population students. In collaboration with various partners including the MnSCU Office of Diversity and Multiculturalism and college partners, Minnesota will develop and deliver equity-focused training that addresses targeted needs in Minnesota. The training will continue to target special populations through professional development with teachers, faculty and administrators through: (1) training on equity issues that will provide for more inclusive teaching approaches; and (2) provide training workshops to address student achievement through gender equity. Minnesota has made substantial efforts in meeting the needs of special populations using some of the strategies outlined above. Both at the secondary level, but particularly at the postsecondary level, it has to be underscored that collecting data on special population groups is challenging given that information gathered from students is based on self-identification. Nevertheless, both the Minnesota Department of Education and the Minnesota State Colleges and Universities system have developed methods to identify the special population groups within their normal data collection processes.

2. *You must describe how you will adequately address the needs of students in alternative education programs, if you have such programs. [Sec. 122(c)(14)]*

Student learners in alternative education programs are provided access to counselors who are informed of career pathway/POS organizational framework, the CTE courses provided by area schools and, the alignment of coursework with colleges. Providing access to information about various and multiple options regarding CTE programs can enhance the student learner in an alternative education setting similar to what is expected when the exact information is provided to other students.

Minnesota has legislated many alternative educational opportunities for students, most notably area learning centers and charter schools. Minnesota Statute 123A.06 identifies the programming requirements for area learning centers and specifically specifies, “The programs and services of a center must focus on academic and learning skills, applied learning opportunities, trade and vocational skills, work-based learning opportunities, work experience, youth service to the community, transition services, and English language and literacy programs for children whose primary language is a language other than English.”

A growing number of charter high schools in Minnesota are establishing career and technical education programs. Such programs must comply with Minnesota rules pertaining to state approval of CTE programs and teacher licensure requirements. Minnesota has determined that a charter school with an approved career and technical education program must be allowed to join a secondary/postsecondary consortium to access resources made available to other public schools under Perkins IV.

Leadership grants are awarded based on a competitive request for proposal (RFP) process and approved by MnSCU and MDE. Proposed projects must focus on one or more of the following key areas identified as critical areas supporting Perkins IV:

- **Functional Literacy** – reading, math, and writing development directly related to career and technical preparation or other activities which support adult learners in preparation for career and technical education or employment.
- **Development of Assessment Procedures** – assist participants with assessing their interests and abilities, as well as planning with career and technical education.
- **Career Exploration or Career Guidance** – work sampling, job shadowing, visits to career and technical programs or industry, activities that allow participants to explore high-skill, high-wage, or high-demand careers, or other activities that allow participants to engage in career planning such as career pathways.
- **Transitional Services** – assist participants with moving from incarceration or transition with individual education plans to career and technical training and/or employment (i.e., jobs outside of correctional settings), such as work readiness skills training.

3. ***You must describe how funds will be used to promote preparation for high-skill, high-wage, or high-demand occupations and non-traditional fields. [Sec. 122(c)(18)]***

Both the Minnesota Department of Education and the Office of the Chancellor are committed to promoting the preparation for nontraditional training and employment. A State level staff member has assigned responsibilities in the area of nontraditional training and employment as part of her full-time assignment.

Efforts at the State level under Perkins IV will target specific career clusters and will be collaborative among staff from MDE, Office of the Chancellor and Department of Employment and Economic Development. Also, the local application requires Perkins IV recipients to submit goal(s), strategies, measure(s) and outcome target(s) for preparation for nontraditional training and employment. These activities are designed to have a direct positive impact on the accountability measures for completion of career and technical education programs that lead to nontraditional training and employment. Minnesota has allocated \$60,000 toward this effort. Minnesota also participated with a large team in the 2008 State Technical Assistance Academy pertaining to nontraditional participation and completion, and joined the network of states under

the STEM Equity Pipeline operated by the National Alliance for Partnerships in Equity.

Minnesota became a participating state in the Great Lakes Girls collaborative project in March 2009, which is one of six regions providing a repository of networks and resources through the National Girls Collaborative Projects in Washington.

National labor market information has been utilized to identify nontraditional occupations. These occupations will then be matched with lists of high-skill, high-wage and high-demand occupations, and with new and emerging industries in Minnesota that provide, or lead to, wages at a level that promote economic self-sufficiency. The Minnesota State Colleges and Universities Office of the Chancellor is conducting research to identify high-skill, high-wage or high-demand career pathways. As part of this research, non-traditional occupations will be an additional determining factor.

SECTION FOUR

The Minnesota State Plan: Accountability and Evaluation

Introduction and Overview

At both the secondary and postsecondary 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 postsecondary levels. Even while Minnesota will be collecting, negotiating and reporting performance levels separately for secondary and postsecondary 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 postsecondary local eligible recipients submit a single plan under the new consortium structure.

A. 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 postsecondary 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 various district submissions are accessed to gather 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. The state compiles the data from multiple sources and provides those data through the EDEN collection system. 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.

Postsecondary

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, Minnesota decided early under the 1998 Carl D. Perkins Act (Perkins III) to construct a unified database and collect all specific postsecondary 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.

By using ISRS to create the Perkins Brio database used for CTE reporting helps to ensure that the postsecondary accountability data generated are valid and reliable. The automated system for extracting CTE data into the Perkins Brio database permits the reporting of accountability data using the same standards and definitions and that these standards and definitions are consistent across reporting periods.

ISRS contains the student's official record and transcript information and significant resources and substantial efforts are undertaken to ensure the accuracy of the data. These efforts include a wide array of user groups (e.g., registrars, institutional researchers, and finance staff), as well as groups specifically dedicated to improving the accuracy and consistency of student data. In addition to a system-wide Student Data Integrity Group to develop and review standards related to the accuracy and completeness of data in ISRS, campuses have data integrity liaisons responsible for communicating these standards on their campus and are responsible for helping address data integrity issues at their institution.

The Minnesota State Colleges and Universities System Office of the Chancellor (OOC) has an official agreement with the Minnesota Department of Employment and Economic Development (DEED) to share the Wage Detail Data, which has in it the quarterly wage and employment information of all individuals working in covered employment in Minnesota. Since the data exchange is at the agency level, both the OOC and DEED have undertaken the requisite steps to ensure validity and reliability but also those required for upholding all statutory requirements regarding data privacy.

In July 2007, a postsecondary accountability task force was created. The task force consisted of Office of the Chancellor Perkins accountability staff and accountability specialists from system colleges. The primary goal of the task force has been 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 included:

- 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.
- Creating measurement approaches that are consistent with those already in existence with the Minnesota State Colleges and Universities system.
- 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.

The Minnesota State Colleges and Universities Office of the Chancellor Perkins Accountability task force has developed 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. During the deliberations of the task force, the following items came in the discussions and these were incorporated into the recommendations:

- Using a student cohort method to determine concentrator status.
- The timing of reporting the cohort data.
- 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.

The original recommendation of the task force, as included in the state plan, was to use the same entry cohort year for reporting all indicators and to report data in the year following the ending year of the cohort. The time lag in obtaining employment data, however, results in a significant delay in reporting information. As a result, data for indicator 4P1 (Student Placement) will continue to be reported in the year following the ending year of the cohort. Data for all other indicators will be reported at the end of the calendar year of the ending year of the cohort. For example, the FY2008 entry cohort will be tracked through July 1, 2010 (FY2008, FY2009 and FY2010) and all indicators submitted in December 2010, except 4P1, will be based on these data. The data for indicator 4P1 will be based on the FY2007 entering cohort in order to accommodate the lag in the availability of employment data.

The task force recommended the development of an entry-level cohort Perkins postsecondary database. The database enables the measurement of all postsecondary accountability indicators, other than technical skill attainment (described separately below). Part C provides the precise measurement definition and approach for each of the Perkins IV indicators.

Joint Secondary/Postsecondary Accountability Workgroup: Beginning in 2010 a joint secondary/postsecondary workgroup will provide additional input and recommendations on issues related to accountability under Perkins IV. The workgroup will consist of both secondary and postsecondary accountability staff from local consortia, MDE and MnSCU and will provide input and recommendations on issues related to accountability in general and on the specific topics of the negotiation of local performance levels and the provision of technical assistance and accountability training to be provided to local consortia.

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 postsecondary 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 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 with local recipients for the 2007-2008 year. Individual districts may accept the state's proposal or propose a different performance level with stated 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 small and large, rural and urban school districts will be consulted on Perkins indicators.

Postsecondary

The Office of the Chancellor will use the postsecondary entry-level cohort-based Perkins Brio data for negotiating individually with each college. Each Perkins eligible college will be provided access to baseline and trend data for the Perkins IV indicators through the Brio database and will be provided proposed targets for each indicator. The proposed targets will include the level below which the college would need to request technical assistance and develop an improvement plan and as well as a slightly higher a level at which only a written report addressing an improvement plan would be required. The proposed levels will be based on the institution's trend data and trend data at the state level. Negotiations will be conducted when a college proposes a performance level other than that proposed by the Office of the Chancellor.

In negotiations with individual colleges and in the development of proposed state level targets for negotiation with the U.S. Department of Education, the Office of the Chancellor will continue to analyze state and local level data and continue to seek input from key research and policy staff within the colleges and within the Office of the Chancellor.

Measuring Secondary and Postsecondary Technical Skill Attainment

- It is the state's expectation that consortia with state-approved programs of study in the five career pathways included in the project pilot discussed above will assess CTE students using the state approved assessments beginning in the 2010-2011 year. As assessments are approved for additional career pathways, those assessments will be included in accountability reporting beginning with each effective year.
- Consortia with state approved programs of study are to select at least one assessment from the state approved Technical Skill Assessment list within the career pathway for the appropriate approved program of study. Beginning in FY11, information about the assessments selected at a local high school or college was to be entered into the MN Program of Study website (www.mnpos.com) and student results are reported to the Minnesota Department of Education and the Office of the Chancellor using established data-collection systems and procedures. Each consortium is encouraged to determine the appropriate time within the student's participation in the program of study to administer the assessment. This may vary from one local program to another depending on the selected assessment, course offerings, and class schedules.

Secondary:

- Beginning with the reporting for the 2010-2011 school year, each consortium must note whether the student was assessed and whether the student received a passing score on that assessment. The state will extract assessment data for CTE concentrators from the assessment data submitted on all CTE students.
- The state will determine the number of secondary CTE concentrators who were assessed and the number of secondary CTE concentrators who passed the assessments and will report those results as part of accountability reporting process.

Postsecondary:

- At the postsecondary level, the use of a three year cohort model for reporting postsecondary indicators and variations in the timing of assessments (end of course/end of program) will necessitate a phase in of reporting based on the new approved state assessments and may necessitate the continued inclusion of some licensure exam pass rate information when reporting for FY 2012. As data on state approved technical skill assessments within specific programs of study become available for students in the reporting cohort, those data will replace the annual aggregate licensure pass rate data currently used as a proxy for this indicator.
- The Office of the Chancellor will coordinate the statewide collection of data from third party vendors and licensing boards whenever possible. The Office of the Chancellor will work with consortium staff to ensure that information on technical skill assessments taken by students, including the name of the assessment and the student's score, are entered into the system's integrated student record system (ISRS), the system's data warehouse and the Hyperion/Brio reporting system used by consortia to review data on their students and programs.
- Data will be collected on all postsecondary students taking the state approved assessments. The state will determine the number of CTE concentrators who were assessed and the number of CTE concentrators who passed the assessments and report those results as part of the postsecondary accountability reporting process.

Minnesota feels that the above approach will take into account the eight characteristics that describe any technical skill attainment measure and answer the basic question underlying each:

- Skill: How is technical skill attainment defined?
 - Level of inclusion
 - Degree of specificity
- Cost: Who bears the burden of the cost?
 - Test Development
 - Update costs
 - Administration costs
- Rationale: Why the need for a differentiated system of accountability?
 - Measures the Value-Added of CTE
 - Direct Link to Employer Perceptions
- Alignment: Which takes precedence?
 - Industry Standards
 - College and Program Accreditation (Student Learning Outcomes)
 - State and Local Requirements (Student Success)
- Penetration: Who takes the assessment and in which program?
 - Program coverage
 - Student coverage
- Performance: How does one arrive at a single performance level?
 - Target
 - Baseline
 - Variability
- Estimation: Does the estimation procedure truly measure technical skill assessment?

- Validity
- Reliability
- Reporting: Which provides the most consistent results?
 - End of Course
 - End of Program
 - At Job Market Entry Point

A long-term goal for Minnesota will be to apply the above characteristics and answer the underlying questions. By so doing, Minnesota intends to build and sustain a technical skill attainment process that is based on solid rationale, using a cost-effective, widely-reported, well-aligned, broadly penetrable and perfectly-estimated system of assessment instruments, and leads to a true measurement of student technical skill performance levels

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 postsecondary/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 (1S1 and 1S2, respectively) and student graduation rates (4S1). 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

Minnesota has proposed definition changes to 2S1 and 5S1 on the FAUPL, and has modified its data calculations of 6S1 and 6S2 to more accurately reflect true nontraditional participation and completion.

For 2S1, Minnesota is replacing its time-based system for calculating technical skill attainment with a system that implements valid and reliable technical skill assessments within state-approved programs of study as those assessments are identified.

For 5S1, Minnesota's efforts to use survey instruments to gather information on actual postsecondary activities from secondary completers has proved to be a failure. As such, the state has worked to gain legislative authority to match state data sets with a third party (the Minnesota Office of Higher Education) to determine the rates of postsecondary participation of secondary CTE completers. Similar efforts to determine employment or military information have not been effective since the Minnesota Data Privacy statute prevents the use of social security information to match secondary students with wage records. As such, Minnesota proposes to report postsecondary participation education information for 5S1 since this process provides information on far more students than the prior survey methodology, and the state will continue

to work with the Minnesota Department of Employment and Economic Development to determine if a matching algorithm can be found to give a reasonable approximation of employment information for the state's secondary CTE completers.

For 6S1 and 6S2, the state proposes no changes to its definitions, but has clarified within its own data systems that a more accurate presentation of nontraditional participation and completion is gained using duplicated counts of student participation in CTE courses rather than unduplicated counts that identify CTE students who have participated in any nontraditional opportunity as nontraditional regardless of the CTE courses in which the students participated. This will result in a lowering of 6S1 and 6S2 percentages from recent reporting years.

Postsecondary

The revised/corrected definition as approved in the 2010 State Plan revisions submitted 3/31/10 will be used for 4P1.

4P1 — Numerator: Number of CTE completers who achieved that status anytime during the cohort time frame, and were designated as such at the time of the reporting year, and who were placed or retained in employment, or placed in military service or apprenticeship programs in the 2nd quarter following the program year in which they left postsecondary education (i.e., unduplicated placement status for CTE concentrators who graduated by June 30, 2007 would be assessed between October 1, 2007 and December 31, 2007). Denominator: Number of CTE completers who achieved that status anytime during the cohort time frame and were designated as such at the time of the reporting year.

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 data. Minnesota aligns its definition of students with disabilities with the Individuals with Disabilities Education Improvement Act.

Postsecondary

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.

Postsecondary

While the State does not have to reach agreement on the "2008-2009 "adjusted performance levels" with the U.S. Office of Education for the postsecondary 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 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)]**

The local negotiation process in Minnesota is implemented at the consortia level and occurs jointly with both secondary and postsecondary. The local negotiation process for reaching agreement on local adjusted levels of performance includes the following general steps:

- Development and distribution of proposed consortia accountability targets. Secondary and postsecondary state staff review and analyze the available data to develop proposed consortia level targets for local performance levels that will allow the state to meet the state negotiated performance level. As Perkins IV focuses on continuous improvement, the proposed consortia targets assume that all consortia will do at least as well as they did in the base year, even if that level is higher than the performance level negotiated between the state and OVAE.

- Consortia review of proposed targets. Based on their review of the proposed targets and a review of their local data, each consortium decides to either accept the state's proposed targets or to propose changes. Consortia are asked to develop and document the rationale for any proposed changes. State staff provide workshops and training to assist secondary and postsecondary consortia staff in using their data both for the negotiations process and for continuous improvement efforts.
- Consortia response provided to the state, including explanations and rationale for any proposed changes to the proposed local performance levels.
- Notification by the State. Each consortium is notified whether any proposed changes to the targets are accepted, if further negotiation is required or if the state proposed targets will be the final targets.

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)].***

Because Minnesota has established solid baseline data on performance for several years at both the secondary and postsecondary levels, consortia 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.

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) database.

Postsecondary

As described under (1) above, postsecondary 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 database 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 in 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)].**

In September of 2010, the Office of the Chancellor at the Minnesota State Colleges and Universities hired Denise Roseland, Ph.D., as the Senior CTE Planning and Evaluation Director for Perkins postsecondary programs. Responsibilities of this position include providing oversight and direction to program evaluation and monitoring efforts of Perkins funded efforts. In addition, the position works with the secondary Perkins Coordinator at MDE to ensure that all forms, manuals, and materials are updated and current. Between now and the end of FY13, Minnesota will move to an online application and reporting system for local recipients of Perkins funding.

In addition to quality review processes that exist in Minnesota regarding program review and approval and the awarding of credentials to career and technical education teachers and faculty, Minnesota conducts periodic monitoring visits/financial audits/site reviews of MN Perkins Consortia. State Perkins CTE staff from MDE and MnSCU visit each of MN's 26 consortia over a 4-year rotating schedule and evaluate consortium activities and procedures to assure compliance with the Carl D. Perkins Career and Technical Education Act of 2006, federal and state financial requirements, the MN State CTE Plan and other state laws, regulations and rules. The state monitoring review team identifies strengths and promising practices within the consortium and opportunities for continued improvement. Consortia are encouraged to share promising practices at the fall CTE conference, administrator meetings, and on the state CTE website, www.cte.mnscu.edu.

As of spring 2011, half of the consortia have had a 2-day, on-site monitoring visit with the remaining consortia scheduled for FY12 or FY13. Staff members follow up with technical assistance where appropriate. The state has, as a result of the 13 site visits that have been completed, developed guidance for local recipients regarding Personnel Activity Reports to ensure that the appropriate documentation is collected. The developed materials can be found at: http://www.cte.mnscu.edu/consortia_resources/index.html, or see Appendix B.

Minnesota state CTE staff continues to provide technical assistance to all 26 consortia. Six regionally assigned staff at MDE and specialized staff at MnSCU provide updates, forward pertinent information, deliver on-site presentations, facilitate conference calls and webinars, and travel to centralized/regional locations for face-to-face meetings.

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.

Postsecondary

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

- Perkins-eligible colleges will be provided access to their own Perkins IV cohort data through a variety of reports and queries in the Perkins Brio database. In addition to access to a variety of aggregated and disaggregated reports that will highlight performance gaps, this database provides student level data. The data provides colleges enormous flexibility in analyzing their performance, including the ability to link to a wealth of other information in the system's Integrated Student Record System (ISRS).
- 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.

Between Secondary and Postsecondary

As indicated in the introduction of this section, within both secondary and postsecondary CTE systems, a solid foundation has been established with regard to accountability, evaluation and monitoring. However, the ability to share and use data across the two systems is very limited. Nevertheless, the State has been exploring provisional solutions for following secondary students into the postsecondary system. One method that has been used for the past two years has been the development of postsecondary tech prep enrollment and accountability measures. The method is described in Appendix L. Even while Minnesota has chosen to combine the tech prep and basic programs under Perkins IV, the technique described in Appendix L will definitely find application as Minnesota begins implementing its new consortium structure.

SECTION FIVE

The FY08 Minnesota State Transition Plan: A NEW CTE CONSORTIUM STRUCTURE IN MINNESOTA

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. Starting July 1, 2008, tech prep and basic grant funds will be combined for distribution to local consortia. Local consortium plans must continue to address tech prep activities within the limits of the Basic Grant structure under the new Act.

Rationale for Combining Tech Prep and Basic Grant Programs

Minnesota rejects the notion that overall Perkins 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 plan, 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, and 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, critical for developing programs of study.

- The purchase of educational resources and support of curriculum development for experimental courses that have not yet 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 had proposed and implemented the following in the Transition Plan year:

- Each Tech Prep consortium recipient completed 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, had 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 postsecondary 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 postsecondary education or employment.²¹

High schools and colleges have moved forward in identifying a new consortium structure, and, 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. The remainder of this section provides more details about the new consortium structure for CTE in Minnesota.

²¹ 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. That technique has become a possible source for sharing data between secondary and postsecondary and putting in place strategies for sharing data across secondary and postsecondary CTE education at the state and local levels. See Appendix N for details.

Building the New Local CTE Consortium Structure in Minnesota

I. Introduction and Overview

Starting July 1, 2008, Minnesota will undertake a radical restructuring of how CTE will operate at the state and local levels. Minnesota will build and sustain CTE by introducing and developing a *New Consortium Structure* that brings together high schools and colleges around a **SINGLE LOCAL PLAN**. Hereafter, this **SINGLE LOCAL PLAN** will be referred to as the local consortium plan. Guided by seven basic principles, each *new local Perkins IV consortium* will focus on CTE becoming more accountable to all its stakeholders, but particularly to students as they maneuver through high school and college building their knowledge and skills and working towards stable employment in their chosen career pathway. The long-term goal will be to create a strong and solid foundation for CTE in Minnesota at the state and local levels.

Planning for building the new consortium structure began almost at the same time Minnesota began developing its transition plan. After a long and deliberate consultative process with key stakeholders, Minnesota presented a conceptual framework and general guidelines for how the new consortium structure would operate, which has already been described in the Program Administration Section (pp. 10-14 particularly). With the submission of the transition plan, state Perkins staff began putting together the different steps needed for creating a new local CTE consortium structure. These steps could be summarized into three emerging issues in consortium development: (a) requirements (b) the local consortium plan and (c) communications. Each is discussed below.

II. Emerging Issues in Consortium Development

As part of the 2007-2008 local application plan, secondary basic grant, postsecondary basic, and tech prep grant recipients were to submit a single local application that focused on five goals, one of which was building a new local consortium²². As a requirement for a completed application plan, each secondary basic grant, postsecondary basic, and tech prep grant recipient (usually within a region of the state) was required to engage in preliminary discussions about how they would reconfigure themselves into a single consortium.

Initially, each recipient was simply to report back by December 31, 2007 the name and composition of the new consortium. However, as formal and informal discussions between state Perkins staff and local recipients began taking place regarding Minnesota's new consortium structure plan, several questions regarding composition, administration, finance and the provision of services to students within and across different (future) consortia began to emerge. State Perkins staff began putting together formal presentations and documentation to answer the questions and concerns regarding the building out of the new consortium structure. These documents and presentations are available on the Minnesota Perkins website www.cte.mnscu.edu. Presented below are some overarching questions that each recipient needed to consider when regarding their membership in a new local consortium and the subsequent decision they had to make.

²² Details about the other goals are provided in Section One.

A. Five Basic Questions to Address the Concept of a Single Local Consortium

To begin the conceptual discussion process around building a new local consortium, five basic questions were posed to the 2007-2008 (current) Perkins Basic and Tech Prep recipients:

1. What is the vision for career and technical education in your region of the state? (What do you want to accomplish?)
2. How will you support and foster relationships among consortium members?

3. What leadership structure should exist for meeting the goals of your new consortium?
4. What practices or processes will you use to build and implement programs of study, identify and measure technical skill attainment, and address accountability?
5. What fiscal/administrative rules are needed for the operation of your new consortium?

The 2007-2008 (current) Perkins Basic and Tech Prep recipients were asked to answer the above questions using a long-term horizon such as the six-year timeframe of the Perkins Act as well as keeping in mind the guiding principles that propelled Minnesota's move towards a new consortium structure.

B. Requirements

At a minimum, the following six components, listed under two separate headings, were to be considered when establishing a new consortium under Perkins IV:

Why these partners?

- Geography
- Partnership History and Relationships
- Matriculation Patterns of Students
- Programs of Study

How will the Consortium operate?

- Consortium of Service Provision
- Leadership Structure

Besides the above six components, the local consortium plan needed to take the following into consideration when establishing a new consortium under Perkins IV:

- Fiscal Agency/Financial Considerations
- Overcoming Roadblocks and Bottlenecks
- Long-Term Planning

To facilitate discussion and provide structure to consortium building, the State requested current recipients, in addition to providing who the new local consortium members might be, to provide a brief report on how the new local consortium is anticipating addressing the above six components.

These reports, along with the identification of the new local consortia, were submitted by each secondary basic, postsecondary basic, and tech prep grant recipient on or before December 31, 2007.

III. The FY2009 Local Consortium Application Plan

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.

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

Throughout Perkins III and now in Perkins IV, Minnesota has utilized a common application format for secondary basic applicants, postsecondary basic applicants and tech prep applicants. During the transition year, each Perkins recipient was to consider prior basic and tech prep activities and submit a local application and budget to the State. Since the same topics needed to be addressed by both the tech prep and the secondary and postsecondary basic grant recipients, using a form containing a common set of elements and establishing the same requirements allowed for consistency in the focus of all local applications. The local application plan, which is to be completed by every new Perkins IV local consortium, is shown in Appendix H.

In general, local eligible recipients must provide a narrative on how each local eligible recipient will accomplish each of the five 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 how the Perkins IV required activities will be addressed. A summary budget, along with a budget narrative must also be completed by each local eligible recipient. As part of the local application package, Minnesota has developed a scoring rubric (Appendix I), which is annually being revised and updated and will be reformulated to address the goals, objectives, strategies, and measurement outcomes for the new local consortium plan. 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, jointly reviewed secondary Basic, Postsecondary Basic, and Tech Prep local applications. This practice is expected to continue for the local consortium plans, which are to be submitted in May 2008.

B. The FY2009 Local Consortium Plan: The Operational Framework

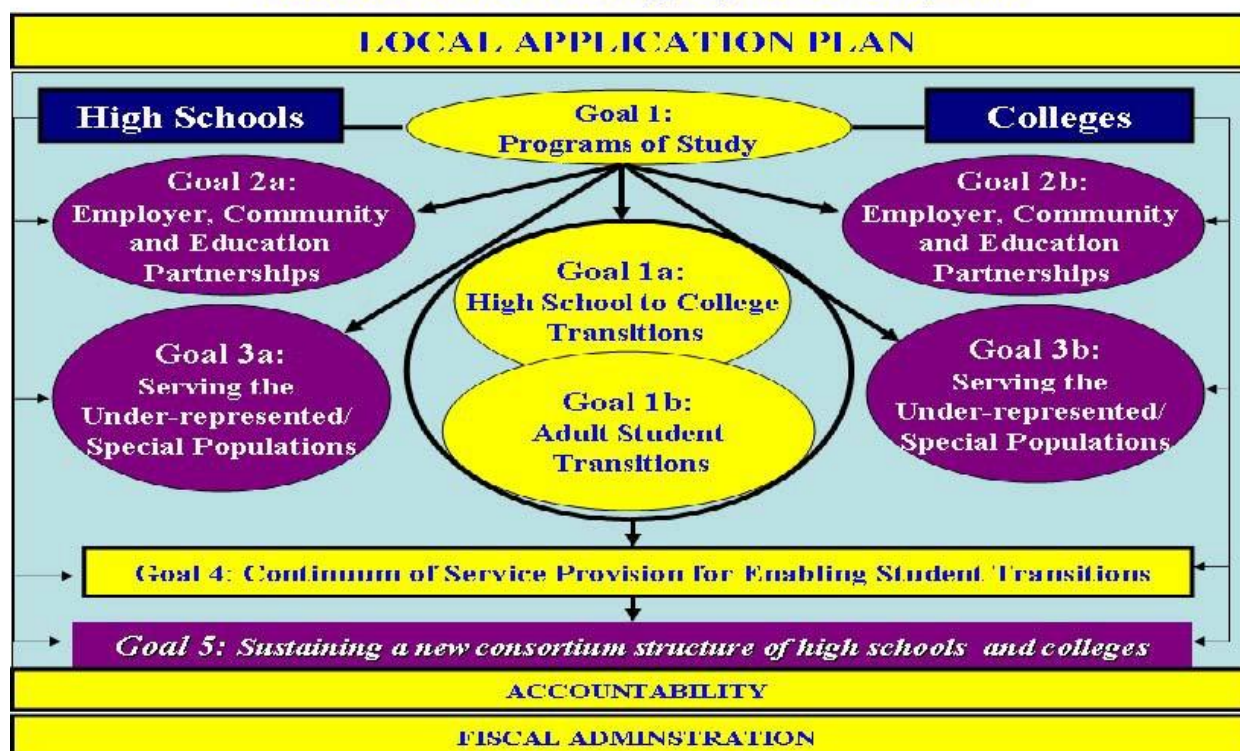
The local consortium plan begins with a focus on achieving the following four goals by putting in place objectives and strategies, and developing corresponding outcomes and measures. The four goals are:

- Build a Career Pathway/Programs of Study Structure that includes:
 - High school to college transitions for career and technical education students.
 - Adult student transitions in high-skill, high-wage or high-demand occupations.
- Provide access to the same set of programmatic and support services for the under-served and special populations in career and technical education programs that all other students are afforded.
- Effectively use employer, community and education partnerships to support career and technical education.
- Examine and expand collaborative practices under the new consortium structure to support CTE programs at the secondary and postsecondary levels thereby ensuring a continuum of service provision from multiple entry points to multiple exit points.

In addition, there is a fifth goal to build and sustain the new local consortium from conception through development, setting the stage for sustainability over the entire six-year period of the Perkins Act. The figure below show conceptually how the different elements of the local

application planning process are tied together.

Minnesota's CTE: Looking Beyond June 30, 2008



Note: High schools and colleges are expected to target funds toward these goals

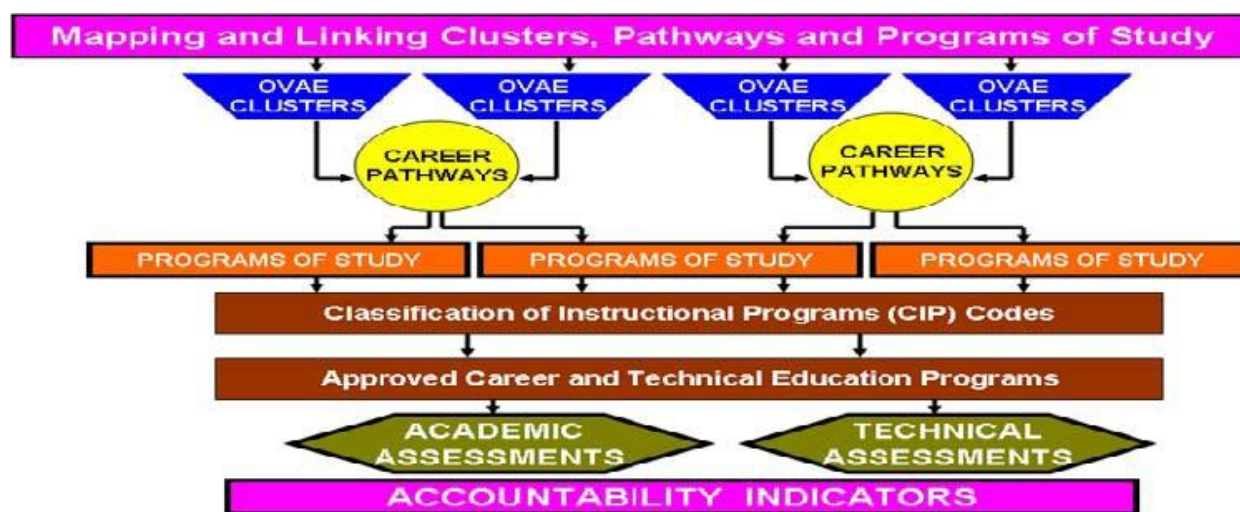
C. New Elements in the FY2009 Local Consortium Plan

Minnesota has established five goals towards which each local consortium will target funds to meet specific objectives, strategies, outcomes and measures starting July 1, 2008. Also, the establishment of local consortia for the first time in FY2009 will require different forms of leadership, planning, administration, and fiscal management. To smooth the transition to FY2009, the basic structure, format, submission procedure, and review that was present for the FY2008 local application, will be maintained. Nevertheless, there are some new elements that have emerged as critical that need immediate consideration if a local consortium plan is to be successfully developed and implemented.

1. Geography: Logic says members of a consortium should be close to each other to facilitate planning, but it is not an absolute requirement, that school districts and their partnering colleges are contiguous. In greater Minnesota (outside the Twin Cities metro area), geography implies that within a single consortium, large distances exist between school districts, as well as the distance between a college and a partnering school district. On the other hand, in the Twin Cities metro area, there are 60 school districts and 10 two-year colleges (11 campuses), and the interactions between consortia become critical for how each individual consortium in the Twin Cities area might operate.
2. Partnership History: School districts and colleges that already have a strong partnering history can only improve upon existing established relationships. Current partnership models that have been developed were premised on the Tech Prep consortium model under Perkins III, but there is no expectation that the new consortia must follow similar lines. As the new

local consortia are being formed, it is now becoming more evident that none of the Perkins III structures were necessarily meeting Minnesota's new consortium structure completely.

3. Matriculation Patterns of Students: School districts should consider where their students go when entering postsecondary CTE studies and colleges should consider partnering with districts from which they draw students to enter their postsecondary CTE studies. An optimum partnership is one in which school districts and colleges are jointly attracting high numbers of students into CTE programs.
4. Programs of Study: With an understanding that CTE programs in Minnesota will start at least by grade 11 and continue through at least two years of college, establishing non-duplicative sequences of courses will be a driving force for building and sustaining Perkins consortia. The figure below shows how career clusters, pathways and programs of study are linked and mapped.



5. Continuum of Service Provision (CSP): Defined as the ability to bring fresh thinking to the consortium, CSP creates value for the student through new support services, curricular processes, and educational products, all of which should lead to an organic and systemic change to the local consortium. Any consortium wishing to engage in CSP has a choice from four different options:

- Sequentially* – Student need determined by consortia seeking CSP.
- Concurrent* – Student need determined jointly by two or more consortia seeking CSP but CSP within each consortium separate.
- Coordinated* – Student need determined jointly by two or more consortia but CSP within every consortium aligned.
- Integrated* – Student need determined jointly by two or more consortia with every consortium having identical CSP.

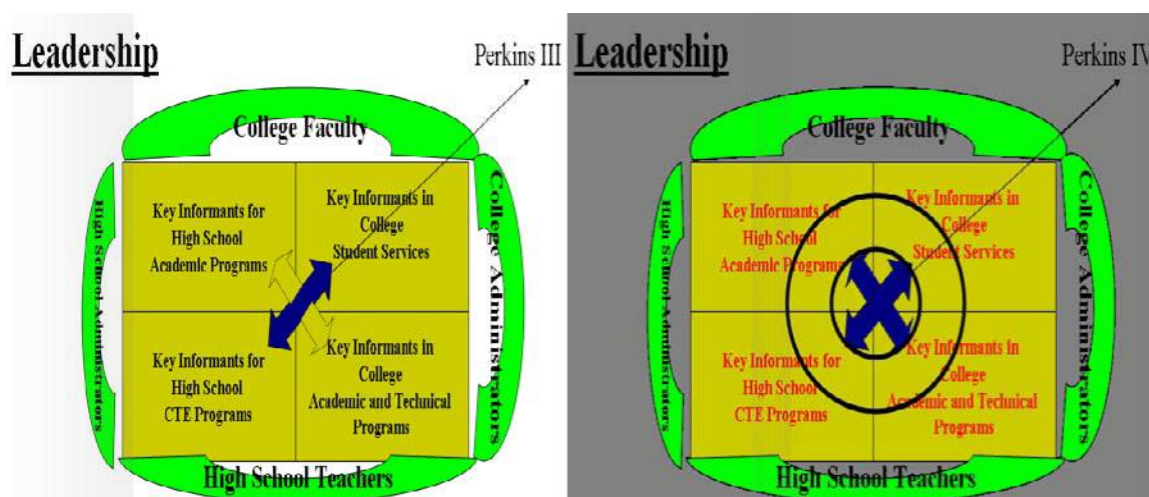
Which option is most appropriate for a local consortium depends on the following criteria:

- Student Needs
- Cohorts versus individual students
- Development and coordination time
- Availability of staff resources

- Funding Constraints
- Degree of Adaptability

Depending on local circumstances, and based on which of the criteria listed above apply, each local consortium can identify which of the four options best enables it to meet the CSP goal, as shown in the figure 1 above.

6. Leadership: Minnesota has been fortunate to have strong leadership under Perkins at the local level. Even so, there can be no expectation that business under Perkins IV will continue as before. Each local consortium will now require the active participation of *all* career and technical leaders. For the new local consortium to be a success, *the Leadership Quadrangle* under Perkins III must change to one under Perkins IV as shown below.



Successful leadership strategies within the new local consortium must include the following:

- Principals and superintendents must, at a minimum, be aware of the evolution and operation of the operational framework of the new local consortium.
- Strategic decisions about the evolution and operation of the new local consortium, and how it impacts college operations, must be directed by senior college leadership.
- It is essential that college and high school administrative leaders keep each other, as well as key personnel including faculty and teachers, apprised of developments as the new local consortium arrangements emerge.

III. The Minnesota Five-Year State CTE Plan: Looking Towards Implementation

As of July 1, 2008, Minnesota had 26 local consortia that implement the intent of Perkins IV in high schools and colleges. These local consortia implement strategies that focus on:

- Developing collaborative partnerships, with the career pathway/programs of study as the centerpiece, for providing a continuum of education programming and support services to ensure smooth transitions from secondary into postsecondary education, in and out of postsecondary education, and between education and employment.
- Applying the same continuum of education programming and support services for students of

color, for under-served populations, and for special populations as those that are applied to other groups.

- Establishing a differentiated system of accountability that distinguishes between technical skill proficiency and conventional academic success outcomes.
- Sustaining a statewide CTE consortium structure in which school districts and colleges are jointly attracting large numbers of high performing successful CTE students, who after completing their education, leave with sound academic knowledge and strong technical skills, making them ready for the fast-paced 21st century economy.

By successfully implementing the above strategies through its new consortium structure, the **Minnesota Five-Year State CTE Plan** will make CTE front and center, and on equal footing, to directly address the education and workforce issues embedded within the triad of high school reform, education and employment transitions, and American competitiveness.

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 postsecondary and adult level, or both, including the rationale for such allocation. [Sec. 122(c)(6)(A); Sec. 202(c)1.***

With Minnesota moving forward towards a new consortium structure, the State felt that the current allocation of Perkins funds between secondary and postsecondary must be revisited.

The following outlines the decision-making process the State undertook to arrive at the Transition Year (FY08 fiscal year) allocation of Perkins funds between secondary and postsecondary. It is the intent of the State to continue using the same allocation formula for the FY09 fiscal year between secondary and postsecondary, and within each of the two. How Perkins funds were allocated in the FY08 fiscal year is described next.

Between Secondary and Postsecondary

For the FY08 fiscal year, the allocation of funds between secondary and postsecondary, 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 postsecondary 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 postsecondary.
- 20% of FY08 local funds will be distributed equally to secondary and postsecondary recipients to develop the new consortium structure and improve secondary/postsecondary 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 postsecondary.**

With regard to Leadership and State Administration, the percentage allocation of funds between

secondary and postsecondary remains as it was under Perkins III (35% for secondary and 65% for postsecondary). 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 Postsecondary

In the FY08 transition year, Minnesota continued to use the same poverty measure within secondary and within postsecondary 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-price meals within school-age populations (ages 15-19).
- For postsecondary, the poverty measure is Pell grant recipients enrolled in CTE programs offered at colleges within the Minnesota State Colleges and Universities system.
- Beginning with the distribution of funds for the 2009-2010 school year, Minnesota shifted to the use of U.S. Census data (Table 1: 2007 School district estimates – U.S. Census Bureau, Small Area Estimates Branch) for the distribution of secondary funds, basing 30% of the secondary distribution on the estimated population 5-17 and 70% on the estimated number of relevant children 5 to 17 years old in poverty who are related to the householder.

Appendix J provides the basic funding (see Section Six below) to each Perkins IV consortia and shows the secondary and postsecondary distribution within each local Perkins IV consortium.

Tech Prep Programs

For the transition year, Tech Prep funds were allocated to the tech prep consortia using the same formula that existed under Perkins III. As Minnesota moved forward to meet the intent of Perkins IV under the new single consortium structure proposed by the State, the Tech Prep and the Basic Grant Programs were combined in FY09 and the two together were funded as a single CTE program in the State.

Use of the Ten Percent Reserve Funds

The state intends to distribute 10% reserve fund of the remaining Basic Grant funds using a modified formula that should enable large rurally-based local Perkins IV consortia that exist outside the Twin Cities metropolitan area to overcome more significant planning obstacles encountered mainly because educational programming and support require covering large geographical areas (see Section Six below).

Administration and State Leadership Funds

After subtracting 85% for total Perkins funds, the remaining 15% is allocated towards administration and state leadership funds, with 5% for state administration and 10% for state leadership activities.

3. ***You must describe how your agency will allocate any of those funds among any***

consortium 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)].

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

The expectation that consortium funding benefits the entire consortium will carry forward under the new consortium structure and will be applied across secondary and postsecondary lines. The affixing of signatures of both college presidents and district superintendents to the local application will be evidence that the planned use of funds will be seen as providing benefit across the new consortium.

4. **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)].**

See (3) above.

5. **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)].**

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.

6. **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 postsecondary 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 had traditionally used an alternative formula for the distribution of tech prep funds that recognized common expenditures associated with career development regardless of school

size, and extra costs associated with the delivery of programming in areas where great distance exists between partnering institutions. That tech prep distribution was accepted as a reasonable means to address these factors and the differences in resource demands between dense and sparse regions. Minnesota proposes to distribute 10% of the Basic Grant funds available for distribution to local school districts and colleges on the basis of this modified formula:

- a. One half on the ratio of the geographic area of the consortium to the geographic area of the state. Such a distribution recognizes that geographically sparse regions have additional costs associated with such sparsity, especially with the emphasis in the Minnesota plan on consortium development and operations.
- b. One half on the basis of participation in career and technical education programs weighted 3 to 1 for secondary participants. Such a distribution rewards high quality career and technical education programs that attract high levels of participation, but recognized through its secondary weighting that guidance activities and pre-career and technical programming that had been supported in secondary schools by tech prep funds remain an important focus of each new consortium.

Once the above formula is applied across the new consortium structure, the share for secondary and postsecondary respectively will be based on the 42/58 split, as discussed in (1) above.

**Minnesota's Response to the OVAE Monitoring Visit
Final Report: Minnesota's Compliance with the Career and Technical Education
Improvement Act of 2006 (Perkins IV) (Submitted 3-30-2010)**

Program Finance, Finding #3: Minnesota failed to administer its reserve fund sufficiently in accordance with Section 112(c) of Perkins IV.

In the implementation of Perkins IV, to address the needs of local recipients under the state's secondary/postsecondary Perkins consortium structure, and to correct past practice, Minnesota implemented a revised distribution system under the basic grant in 2008-2009. This new system recognized the requirement in the Act to use U.S. Census data for the distribution of basic grant funds to secondary recipients (rather than continue the past practice where free & reduced meal eligibility was used as a poverty indicator) and PELL/BIA data for the distribution of basic grant funds to postsecondary recipients. Minnesota also decided to distribute Title II (Tech Prep) funds under its basic grant distribution.

The state recognized that the implementation of this revised distribution system caused significant shifts in the distribution of funds, particularly among its secondary recipients, from rural areas of the state to the core cities of Minneapolis and St. Paul. To help to ameliorate this situation and to address the needs of rural areas and programs with high numbers of career and technical education students, Minnesota proposed to reserve 10% of its basic grant funds under Section 112(c) and to distribute those funds to consortia with half of the distribution based on geographic area (to address the needs of rural, sparsely populated areas of the state) and half of the distribution based on prior year participant data (to address the needs of programs with high numbers of students). This proposal was supported by the advisory group convened by the state during development of its State Plan, and approved by the U.S. Department of Education as part of the State Plan.

Minnesota distributes its funds under the basic grant to consortia comprised of at least one eligible secondary school district and at least one eligible college. The distribution is calculated after Minnesota separates funds for local distribution with 58% of funds distributed to postsecondary fiscal hosts within the consortia and 42% of funds distributed to secondary fiscal hosts within the consortia. Consortia may use funds, however, for activities at either the secondary or postsecondary level based on a common plan that receives signature approval from each participating college president and each participating school district superintendent. While it is the plan that dictates use of funds at the consortium level, Minnesota is firm in its belief that the best planning occurs when partners bring resources to a common table. It is for this reason that consortium funds are distributed to both secondary and postsecondary fiscal hosts.

The distribution chart of funds to Perkins consortia showed funding in secondary and postsecondary allocations, with the reserve amount specifically shown in the allocation. Consortia were apprised of the reasons for a separate reserve allocation – to address the needs of rural areas of the state and to support programs with high numbers of career and technical education students. The state consciously decided to distribute funds using a calculated distribution to each consortium believing that better programming would occur statewide through state-local collaboration than would occur through a competitive process. Any reserve funds not used by a consortium will be returned to the state and redistributed through the regular basic grant distribution in the following year under provisions of Sec. 133(b)(2).

Minnesota recognizes that, on its face, the manner it uses to distribute funds under the Sec. 112(c) Reserve appears to be an alternative distribution formula. We propose that by modifying our local application process to more clearly identify the funds available through the Sec. 112(c) Reserve and to require local consortia to specify through a separate budget the activities they intend to carry out to address the state's interests in maintaining a separate reserve from the basic grant funds, the expectations of Sec. 112(c) will be met. Staff from the Minnesota Department of Education and the Minnesota State Colleges and Universities Office of the Chancellor have already begun discussions to bring more clarity and specificity to the reserve fund expectations, and to modify the application process to segregate the reserve from other basic grant activities.

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 K – CAR Report provides the formal documentation describing the process for presenting the following motion:

The Board of Trustees approved 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 Certificate, 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.

JoAnn Simser, Ed.D
 State Director for Career and Technical Education
 Minnesota State Colleges and Universities
 Wells Fargo Place
 30 7th Street East, Suite 350
 St. Paul, MN 55101-7804
 Tel: 651-201-1650 (Effective 4-19-2010)
 Email: joann.simser@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 5
(For Federal Funds to Become Available Beginning on July 1, 2011)

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

A. Total Title I Allocation to the State	<u>\$16,972,389.00</u>
B. Amount of Title II Tech Prep Funds to be Consolidated with Title I Funds	<u>\$ 0.00</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>\$16,972,389.00</u>
D. Local Formula Distribution (<i>Line C x 85%</i>)	<u>\$14,426,530.00</u>
1. Reserve (<i>10% of Line D</i>)	<u>\$ 1,442,653.00</u>
a. Secondary Programs (42%)	<u>\$ 605,914.00</u>
b. Postsecondary Programs (58%)	<u>\$ 836,739.00</u>
2. Available for formula allocations (<i>Line D minus Line D.1</i>)	<u>\$12,983,877.00</u>
a. Secondary Programs (42% of <i>Line D.2</i>)	<u>\$ 5,453,228.00</u>
b. Postsecondary Programs (58% of <i>Line D.2</i>)	<u>\$ 7,530,649.00</u>
D. State Leadership (<i>Line C x 10%</i>)	<u>\$ 1,697,239.00</u>
1. Nontraditional Training and Employment	<u>\$ 60,000.00</u>
2. Correctional Institutions	<u>\$ 50,000.00</u>
E. State Administration (<i>Line C x 5%</i>)	<u>\$ 848,620.00</u>
F. State Match (<i>from non-federal funds</i>) ²³	<u>\$ 848,620.00</u>

23 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 5
(For Federal Funds to Become Available Beginning on July 1, 2011)

II. TITLE II: TECH PREP PROGRAMS

A. Total Title II Allocation to the State	<u>\$0</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>\$0</u>
D. Tech Prep Funds Earmarked for Consortia	<u>\$0</u>
<p>1. Percent for Consortia (<i>Line D divided by Line C</i>) [95%]</p>	
<p>2. Number of Consortia <u>26</u></p>	
<p>3. Method of Distribution (<i>check one</i>):</p> <p style="padding-left: 20px;">a. <input checked="" type="checkbox"/> Formula</p> <p style="padding-left: 20px;">b. <input type="checkbox"/> Competitive</p>	
E. Tech Prep Administration	
1. Percent for Administration	<u>\$0</u>
(<i>Line E divided by Line C</i>) [5%]	

PART C: ACCOUNTABILITY FORMS

1. **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 field.

Career and Technical Education Concentrator

A secondary student who has earned two (2) credits in a single CTE career field.

B. Postsecondary/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:

- I. 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 program²⁴, and
 - Declared as their degree intent (major) a CTE award²⁵

OR

- II. 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 course²⁶.

Concentrator – Defined as:

- III. 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-term²⁷ CTE programs, and
 - Declared as their degree intent (major) a CTE award

OR

- IV. 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-term²⁸ CTE program, and
 - Declared as their degree intent (major) a CTE award, and
 - Completed and received the award in which they declared their intent

²⁴ 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.

²⁵ 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)

²⁶ 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.

²⁷ A long-term program as defined by the US Department of Education is any program that is least 12 credits or higher in length.

²⁸ A short-term program as defined by the US Department of Education is any program that is less than 12 credits in length.

**STATE LEVELS OF PERFORMANCE FOR THE PERKINS IV CORE INDICATORS:
SECONDARY LEVEL**

Key: **B** = initial baseline; **L** = State-adjusted performance level; **A** = actual performance; **P** = proposed performance; **AY** =Annual Year

STATE NAME: MINNESOTA

Column 1	Column 2	Column 3	Column 4	Column 5	Column 6	Column 7	Column 8	Column 9	Column 10
Core Indicator	Measurement Definition	Measurement Approach	Negotiated Baseline	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
				7/1/07-6/30/08	7/1/08-6/30/09	7/1/09-6/30/10	7/1/10-6/30/11	7/1/11-6/30/12	7/1/12-6/30/13
				1S1 Academic Attainment in Reading/ Language Arts	<p>Numerator:</p> <p>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. (AY: 12-13, 11-12, 10-11, 09-10, 08-09, 07, 08)</p> <p>Denominator:</p> <p>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. (AY: 12-13, 11-12, 10-11, 09-10, 08-09, 07, 08)</p>	<p>State Academic Assessment System (AY: 12-13, 11-12)</p> <p>Local Administrative Records (AY: 10-11, 09-10, 08-09, 07-08)</p> <p>State and Local Administrative Records (AY: 10-11, 09-10, 08-09, 07-08)</p>	<p>B: 62.00% (AY: 12-13, 11-12, 10-11, 09-10, 08-09, 07-08)</p> <p>L: 62.00%</p> <p>A: 59.23%</p>	<p>L: 63.00%</p> <p>A: 58.53%</p>	<p>L: 67.00%</p> <p>A: 69.70%</p>
1S2 Academic Attainment in Mathematics	<p>Numerator:</p> <p>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:</p> <p>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 Academic Assessment System (AY: 12-13, 11-12)</p> <p>Local Administrative Records (AY: 10-11, 09-10, 08-09, 07-08)</p> <p>State and Local Administrative Records (AY: 10-11, 09-10, 08-09, 07-08)</p>	<p>B: 32.00% (AY: 12-13, 11-12, 10-11, 09-10, 08-09, 07-08)</p> <p>L: 32.00%</p> <p>A: 21.69%</p>	<p>L: 22.00%</p> <p>A: 26.19%</p>	<p>L: 44.00%</p> <p>A: 35.28%</p>	<p>L: 48.00%</p> <p>A:</p>	<p>L: 40.00%</p> <p>A:</p>	<p>L: 44.00%</p> <p>A:</p>	

Column 1	Column 2	Column 3	Column 4	Column 5	Column 6	Column 7	Column 8	Column 9	Column 10
Core Indicator	Measurement Definition	Measurement Approach	Negotiated Baseline	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
				7/1/07-6/30/08	7/1/08-6/30/09	7/1/09-6/30/10	7/1/10-6/30/11	7/1/11-6/30/12	7/1/12-6/30/13
2S1 Technical Skill Attainment	<p>Numerator:</p> <p>Number of Secondary CTE Concentrators within Programs of Study selected by the state for which state-approved technical skill assessment instruments have been identified who attempt any of those identified technical skill assessment instruments pertinent to the Program of Study in which concentrator status is obtained. (AY: 12-13, 11-12)</p> <p>Number of Secondary CTE Concentrators within Programs of Study selected by the state for which state-approved technical skill assessment instruments have been identified who attempt any of those identified technical skill assessment instruments pertinent to the Program of Study in which concentrator status is obtained. (AY: 10-11)</p> <p>Number of CTE concentrators who have earned at least 2 credits with passing grades within a career field by the reporting year. (AY: 09-10, 08-09)</p> <p>Number of CTE concentrators who passed technical skill assessments that are aligned with industry standards, if available and appropriate, during the reporting year. (AY: 07-08)</p> <p>Denominator:</p> <p>Number of Secondary CTE Concentrators within Programs of Study selected by the state for which state-approved technical skill assessment instruments have been identified who attempt any of those identified technical skill assessment instruments pertinent to the Program of Study in which concentrator status is obtained. (AY: 12-13, 11-12, 10-11)</p> <p>Number of CTE concentrators who earned at least 2 credits in the career field by the reporting year. (AY: 09-10, 08-09)</p> <p>Number of CTE concentrators who took the assessment during the reporting year. (AY: 07-08)</p>	<p>3rd party skill assessments (AY: 12-13, 11-12)</p> <p>State Approved Assessments (AY: 12-13, 11-12)</p> <p>Local Administrative Records (AY: 10-11, 09-10, 08-09, 07-08)</p> <p>State Administrative Records (AY: 10-11, 09-10, 08-09, 07-08)</p>	<p>B: 85.00% (AY: 12-13, 11-12)</p> <p>B:85.00% (AY: 10-11, 09-10, 08-09, 07-08)</p>	<p>L:</p> <p>A:</p>	<p>L: 85.00%</p> <p>A: 90.45%</p>	<p>L: 88.33%</p> <p>A: 89.41%</p>	<p>L: 90.00%</p> <p>A:</p>	<p>L: 50.00%</p> <p>A:</p>	<p>L: 53.00%</p> <p>A:</p>

Column 1	Column 2	Column 3	Column 4	Column 5	Column 6	Column 7	Column 8	Column 9	Column 10
Core Indicator	Measurement Definition	Measurement Approach	Negotiated Baseline	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
				7/1/07-6/30/08	7/1/08-6/30/09	7/1/09-6/30/10	7/1/10-6/30/11	7/1/11-6/30/12	7/1/12-6/30/13
3S1 School Completion	<p>Numerator:</p> <p>Number of CTE concentrators who earned a regular secondary school diploma during the presorting year. (AY: 12-13, 11-12, 10-11, 09-10, 08-09)</p> <p>Number of CTE concentrators 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. (AY: 07-08)</p> <p>Denominator:</p> <p>Number of CTE concentrators who left secondary education during the reporting year. (AY: 12-13, 11-12, 10-11, 09-10, 08-09, 07-08)</p>	<p>Local Administrative Records (AY: 12-13, 11-12, 10-11, 09-10, 08-09, 07-08)</p> <p>State Administrative Records (AY: 12-13, 11-12, 10-11, 09-10, 08-09, 07-08)</p>	<p>B: 70.00% (AY: : 12-13, 11-12, 10-11, 09-10, 08-09, 07-08)</p>	<p>L:</p> <p>A:</p>	<p>L: 71.00%</p> <p>A: 97.94 Reported</p> <p>Actual: 98.23%</p>	<p>L: 73.33%</p> <p>A: 98.38%</p>	<p>L: 76.67%</p> <p>A:</p>	<p>L: 98.00%</p> <p>A:</p>	<p>L: 98.50%</p> <p>A:</p>
	<p>Numerator:</p> <p>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. (AY: 12-13, 11-12, 10-11, 09-10, 08-09, 07-08)</p> <p>Denominator:</p> <p>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. (AY: 12-13, 11-12, 10-11, 09-10, 08-09, 07-08)</p>	<p>Local Administrative Records (AY: 12-13, 11-12, 10-11, 09-10, 08-09, 07-08)</p> <p>State Administrative Records (AY: 12-13, 11-12, 10-11, 09-10, 08-09, 07-08)</p>	<p>B: 80.00% (AY: 12-13, 11-12, 10-11, 09-10, 08-09, 07-08)</p>	<p>L: 80.00%</p> <p>A: 93.50%</p>	<p>L: 81.00%</p> <p>A: 96.21%</p>	<p>L: 82.00%</p> <p>A: 96.71%</p>	<p>L: 83.00%</p> <p>A:</p>	<p>L: 96.00%</p> <p>A:</p>	<p>L: 96.50%</p> <p>A:</p>

Column 1	Column 2	Column 3	Column 4	Column 5	Column 6	Column 7	Column 8	Column 9	Column 10
Core Indicator	Measurement Definition	Measurement Approach	Negotiated Baseline	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
				7/1/07-6/30/08	7/1/08-6/30/09	7/1/09-6/30/10	7/1/10-6/30/11	7/1/11-6/30/12	7/1/12-6/30/13
5S1 Placement	<p>Numerator:</p> <p>Number of Secondary CTE Completers who register as participating in higher education in a data match through the Minnesota Office of Higher Education. (AY: 12-13, 11-12)</p> <p>Number of Secondary CTE Completers who register as participating in higher education in a data match through the Minnesota Office of Higher Education <u>PLUS</u> The number of Secondary CTE Completers who do not register as participating in higher education in a data match through the Minnesota Office of Higher Education but do respond positively to a survey request for information pertaining to their higher education, employment or military status. (AY: 10-11)</p> <p>Number of CTE completers who self-reported on a survey that they entered postsecondary education, employment or the military. (AY: 09-10, 08-09, 07-08)</p> <p>Denominator:</p> <p>Number of Secondary CTE Completers. (AY: 12-13, 11-12, 10-11)</p> <p>Number of CTE completers who responded to the survey during the reporting year. (AY: 09-10, 08-09, 07-08)</p>	<p>Postsecondary Enrollment (AY: 12-13, 11-12)</p> <p>State Developed Surveys (AY: 10-11, 09-10, 08-09, 07-08)</p>	<p>B: 50.00% (AY: 12-13, 11-12)</p> <p>B: 85.00% (AY: 10-11, 09-10, 08-09, 07-08)</p>	L:	L: 85.00%	L: 88.33%	L: 90.00%	L: 50.00%	L: 53.00%
	A:			A: 97.31%	A: 48.78%	A:	A:	A:	
6S1 Nontraditional Participation	<p>Numerator:</p> <p>Number of CTE participants from underrepresented gender groups who participated in a program that leads to employment in nontraditional fields during the reporting year. (AY: 12-13, 11-12, 10-11, 09-10, 08-09, 07-08)</p> <p>Denominator:</p> <p>Number of CTE participants who participated in a program that leads to employment in nontraditional fields during the reporting year. (AY: 12-13, 11-12, 10-11, 09-10, 08-09, 07-08)</p>	<p>Local Administrative Records (AY: 12-13, 11-12, 10-11, 09-10, 08-09, 07-08)</p> <p>State Administrative Records (AY: 12-13, 11-12, 10-11, 09-10, 08-09, 07-08)</p>	<p>B: 38.00% (AY: 12-13, 11-12, 10-11, 09-10, 08-09, 07-08)</p>	L:	L: 38.50%	L: 39.00%	L: 39.50%	L: 49.50%	L: 50.00%
	A:			A: 54.04%	A: 49.53%	A:	A:	A:	

Column 1	Column 2	Column 3	Column 4	Column 5	Column 6	Column 7	Column 8	Column 9	Column 10
Core Indicator	Measurement Definition	Measurement Approach	Negotiated Baseline	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
				7/1/07-6/30/08	7/1/08-6/30/09	7/1/09-6/30/10	7/1/10-6/30/11	7/1/11-6/30/12	7/1/12-6/30/13
				<p>6S2 Nontraditional Completion</p> <p>Numerator: Number of CTE concentrators from underrepresented gender groups who completed a program that leads to employment in nontraditional fields during the reporting year. (AY: 12-13, 11-12, 10-11, 09-10, 08-09, 07-08)</p> <p>Denominator: Number of CTE concentrators who completed a program that leads to employment in nontraditional fields during the reporting year. (AY: 12-13, 11-12, 10-11, 09-10, 08-09, 07-08)</p>	<p>Local Administrative Records (AY: 12-13, 11-12, 10-11, 09-10, 08-09, 07-08)</p> <p>State Administrative Records (AY: 12-13, 11-12, 10-11, 09-10, 08-09, 07-08)</p>	<p>B: 35.00% (AY: 12-13, 11-12, 10-11, 09-10, 08-09, 07-08)</p>	<p>L: A:</p>	<p>L: 35.50% A: 34.14%</p>	<p>L: 36.00% A: 32.50%</p>

**STATE LEVELS OF PERFORMANCE FOR THE PERKINS IV CORE INDICATORS:
POSTSECONDARY LEVEL**

Key: B = initial baseline; L = State-adjusted performance level; A = actual performance; P = proposed performance; AY =Annual Year

STATE NAME: MINNESOTA

Column 1 Core Indicator	Column 2 Measurement Definition	Column 3 Measurement Approach	Column 4 Negotiated Baseline	Column 5	Column 6	Column 7	Column 8	Column 9	Column 10
				Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
				7/1/07-6/30/08	7/1/08-6/30/09	7/1/09-6/30/10	7/1/10-6/30/11	7/1/11-6/30/12	7/1/12-6/30/13
1P1 Technical Skill Attainment	<p>Numerator: Number of CTE concentrators who passed technical skill assessments that are aligned with industry-recognized standards, if available and appropriate, during the reporting year. (AY: 12-13, 11-12, 10-11, 09-10, 08-09, 07-08)</p> <p>Denominator: Number of CTE concentrators who took technical skill assessments during the reporting year. Number of CTE concentrators in a given student entry cohort who, anytime in the cohort time frame, received a CTE certificate, diploma, AAS or an AS and were designated as such at the time of the reporting year.</p>	<p>3rd party skill assessments (AY: 12-13, 11-12)</p> <p>External – Third-Party Assessments (AY: 12-13, 11-12)</p> <p>State Administrative Records (AY: 12-13, 11-12)</p> <p>State Assessment Records (AY: 12-13, 11-12)</p> <p>State Student Records (AY: 10-11, 09-10, 08-09, 07-08)</p>	<p>B: 60.00% (AY: 12-13, 11-12, 10-11, 09-10, 08-09, 07-08)</p>	L:	L: 60.00%	L: 68.89%	L: 73.33%	L: 70.00%	L: 70.50%
				A:	A: 85.83%	A: 86.75%	A:	A:	A:
2P1 Credential, Certificate, or Degree	<p>Numerator: Number of CTE concentrators in a given student entry cohort who, anytime in the cohort time frame, received a CTE certificate, diploma, AAS or an AS and were designated as such at the time of the reporting year. (AY: 12-13, 11-12)</p> <p>Number of CTE concentrators in a given student entry cohort who, anytime in the cohort time frame, received a CTE certificate, diploma, AAS or an AS and were designated as such at the time of the reporting year. (AY: 10-11, 09-10, 08-09, 07-08)</p> <p>Denominator: Number of CTE concentrators who achieved that status anytime during the cohort time frame and were designated as such at the time of the reporting year. (AY: 12-13, 11-12, 10-11, 09-10, 08-09, 07-08)</p>	<p>State Administrative Records (AY: 12-13, 11-12)</p> <p>State Student Records (AY: 12-13, 11-12, 10-11, 09-10, 08-09, 07-08)</p>	<p>B: 40.00% (AY: 10-11, 09-10, 08-09, 07-08)</p>	L:	L: 41.00%	L: 48.00%	L: 50.00%	L:50.50 %	L: 51.00%
				A:	A: 48.15%	A: 47.39%	A:	A:	A:

Column 1 Core Indicator	Column 2 Measurement Definition	Column 3 Measurement Approach	Column 4 Negotiated Baseline	Column 5	Column 6	Column 7	Column 8	Column 9	Column 10
				Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
				7/1/07-6/30/08	7/1/08-6/30/09	7/1/09-6/30/10	7/1/10-6/30/11	7/1/11-6/30/12	7/1/12-6/30/13
3P1 Student Retention or Transfer	<p>Numerator: Number of CTE concentrators in a given student entry cohort who, in the last year of the cohort time frame, were still intending to complete their program in the declared award, or have transferred to a two-year college or four-year university and were designated as such at the time of the reporting year. (AY: 12-13, 11-12)</p> <p>Number of CTE concentrators in a given student entry cohort who, in the last year of the cohort time frame, were still intending to complete their program in the declared award, or have transferred to a two-year college or four-year university and were designated as such at the time of the reporting year. (AY: 10-11, 09-10, 08-09, 07-08)</p> <p>Denominator: Number of CTE concentrators who achieved that status anytime during the cohort time frame and were designated as such at the time of the reporting year. (AY: 12-13, 11-12, 10-11, 09-10, 08-09, 07-08)</p>	<p>State Administrative Records (AY: 12-13, 11-12)</p> <p>State Student Records (AY: 12-13, 11-12, 10-11, 09-10, 08-09, 07-08)</p>	<p>B: 22.50% (AY: 12-13, 11-12, 10-11, 09-10, 08-09, 07-08)</p>	L:	L: 25.50%	L: 28.00%	L: 29.00%	L: 29.50%	L: 30.00%
				A:	A: 27.62%	A: 29.08%	A:	A:	A:
4P1 Student Placement	<p>Numerator: Number of CTE completers, who achieved that status anytime during the cohort time frame and were designated as such at the time of the reporting year, and, who were placed or retained in employment, or placed in military service or apprenticeship programs in the 2nd quarter following the program year in which they left postsecondary education (i.e., unduplicated placement status for CTE concentrators who graduated by June 30, 2007 would be assessed between October 1, 2007 and December 31, 2007). (AY: 12-13, 11-12, 10-11)</p> <p>Number of CTE concentrators, who achieved that status anytime during the cohort time frame and were designated as such at the time of the reporting year, an, who were placed or retained in employment, or placed in military service or apprenticeship programs in the 2nd quarter following the program year in which they left postsecondary education (i.e., unduplicated placement status for CTE concentrators who graduated by June 30, 2007 would be assessed between October 1, 2007 and December 31, 2007). (AY: 09-10, 08-09, 07-08)</p> <p>Denominator: Number of CTE completers who achieved that status anytime during the cohort time frame and were designated as such at the time of the reporting year. (AY: 12-13, 11-12, 10-11)</p> <p>Number of CTE completers who achieved that status anytime during the cohort time frame and were designated as such at the time of the reporting year. (AY: 09-10, 08-09, 07-08)</p>	<p>Employment and Wage Record (AY: 12-13, 11-12, 10-11, 09-10, 08-09, 07-08)</p> <p>State Developed Surveys (AY: 12-13, 11-12, 10-11, 09-10, 08-09, 07-08)</p>	<p>B: 76.00% (AY: 12-13, 11-12, 10-11, 09-10, 08-09, 07-08)</p>	L:	L: 77.00%	L: 78.00%	L: 79.00%	L: 85.00%	L: 86.00%
				A:	A: 86.57%	A: 85.26%	A:	A:	A:

Column 1	Column 2	Column 3	Column 4	Column 5	Column 6	Column 7	Column 8	Column 9	Column 10
Core Indicator	Measurement Definition	Measurement Approach	Negotiated Baseline	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
				7/1/07-6/30/08	7/1/08-6/30/09	7/1/09-6/30/10	7/1/10-6/30/11	7/1/11-6/30/12	7/1/12-6/30/13
				<p>5P1 Nontraditional Participation</p> <p>Numerator:</p> <p>Number of CTE participants 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. (AY: 12-13, 11-12)</p> <p>Number of CTE participants 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. (AY: 10-11, 09-10, 08-09, 07-08)</p> <p>Denominator:</p> <p>Number of CTE participants 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. (AY: 12-13, 11-12)</p> <p>Number of CTE participants 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. (AY: 10-11, 09-10, 08-09, 07-08)</p>	<p>State Student Records (AY: 12-13, 11-12, 10-11, 09-10, 08-09, 07-08)</p>	<p>B: 16.50% (AY: 12-13, 11-12, 10-11, 09-10, 08-09, 07-08)</p>	<p>L: A:</p>	<p>L: 17.00% A: 22.41%</p>	<p>L: 17.20% A: 22.53%</p>

<p style="text-align: center;">5P2 Nontraditional Completion</p>	<p>Numerator:</p> <p>Number of CTE completers 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. (AY: 12-13, 11-12)</p> <p>Number of CTE completers 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. (AY: 10-11, 09-10, 08-09, 07-08)</p> <p>Denominator:</p> <p>Number of CTE completers 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. (AY: 12-13, 11-12)</p> <p>Number of CTE completers 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. (AY: 10-11, 09-10, 08-09, 07-08)</p>	<p>State Student Records (AY: 12-13, 11-12, 10-11, 09-10, 08-09, 07-08)</p>	<p>B: 10.50% (AY: 12-13, 11-12, 10-11, 09-10, 08-09, 07-08)</p>	<p>L: A:</p>	<p>L: 11.00% A: 14.66%</p>	<p>L: 12.00% A: 13.93%</p>	<p>L: 13.00% A:</p>	<p>L: 14.50% A:</p>	<p>L: 15.00% A:</p>
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APPENDIX A2

Secondary Statements for FY12-13 FAUPL Changes

1S1 Academic Attainment – Reading*

Minnesota uses the MCA10 Reading assessment as required under NCLB testing requirements. It is the timing of this assessment that causes major issues for CTE students. The assessment is given during the spring for students in grade 10. Most career and technical education students (CTE) do not take CTE courses until grade 11. This means that the test is taken prior to any CTE influence, thus it is only a test taken by students who will, by grade 12 when they become concentrators, be identified and their grade 10 score pulled from the archives and used for this report. Timing of this particular assessment provides no or very little correlation regarding CTE programming.

Data rationale: Since CTE has no impact on the reading assessment as described above; we are requesting that our scores remain the same with no increase for FY12 and FY13 (70% for both years).

1S2 Academic Attainment – Mathematics*

Again, like the 1S1 MCA10 Reading assessment that is used for NCLB reporting, the Minnesota 1S2 assessment is the MCA 11 Mathematics assessment given during the spring of grade 11. This assessment's timing is slightly better than the MCA10 Reading in that CTE students have had, at most, on year of any CTE program/courses. They will NOT become concentrators until Grade 12 so; again, using the "snapshot/census test" used for NCLB, the timing is the issue (too early in the student's coursework to be influenced by any CTE course/program).

*The NCLB testing in Minnesota is represented, in part, by the MCA10 and MCA11 tests. These 'snapshot/census' tests provide data that is current only to the point where the students are measured on the knowledge gathered to the point of testing (reading spring of grade 10 and mathematics spring of grade 11). The NCLB assessments are used for measurement of school progress, not individual student progress. Minnesota students in grades 9 and 10 don't have room for electives in their schedules to take CTE courses and cannot become completers until grade 12. The snapshot is then measuring what they learned in academic courses only (with no CTE influence).

There are two parts of the test that the student will take during the testing window. Part one of the MCA 10 or 11 are those questions that a student takes as part of the NCLB measurement.

Students are scored on this NCLB portion and results sent to determine if schools (not students) are meeting Annual Yearly Progress (AYP). The second part of the assessment is considered the “GRAD” portion of the test. A student, in Minnesota, must pass the GRAD portion of the assessment in order to graduate from a Minnesota High School. If a student does NOT pass the GRAD portion of the MCA10 or 11 assessments, they are allowed to take the GRAD portion over until they meet the satisfactory level of attainment. Interventions are established during the last years of high school to help those students who do NOT meet the GRAD in either Reading (1S1) or Mathematics (1S2). When we measure 3S1 School Completion, this provides complete information on CTE students. First, you have the results of the GRAD portion of the NCLB/MCA10 or 11 assessments as passed (or successfully passing the course necessary to meet the requirements for completion). Secondly, you know that the students have completed all the necessary requirements for graduation or to receive a high school diploma (coursework, attendance, and credits).

It is Minnesota’s desire to use the GRAD portion of the MCA10 or 11 assessments as the yardstick for measuring the 1S1 Academic Attainment - Reading and 1S2 Academic Attainment – Mathematics since this is really an individual student measurement and is the requirement for high school graduation.

Data rationale: Since CTE has no impact on the mathematics assessment as described above; we are requesting that our scores revert to the FY10 negotiated target with no increase for FY12 and FY13 (44% for both years).

2S1 Technical Skill Attainment

Minnesota will be using the definition for this core indicator to read (as approved in the FY11 state revision submitted 3/30/10):

Numerator: Number of Secondary CTE Concentrators within Programs of Study selected by the state for which state-approved technical skill assessment instruments have been identified who attain a passing score in any if those identified technical skill assessment instruments pertinent to the Program of Study which concentrator status is obtained.

Denominator: Number of CTE Concentrators within Programs of Study selected by the state for which state-approved technical skill assessment instruments has been identified who attempt any of those identified technical skill assessment instruments pertinent to the Program of Study in which concentrator status is obtained.

Data rationale: Since we are changing our entire system for the technical skill assessment; we are requesting that our negotiated targets, with no increase for the two years (FY12 and FY13) (50% for both years). It is expected that our numbers will drop significantly as this measure is

significantly different than our previous proxy measure for this core indicator, students who have passed two CTE courses. Please understand that we have no baseline data to determine if this is reasonable or not.

3S1 School Completion

CTE students in Minnesota graduate at a higher rate (FY10 - 98.38%) than the general population of students (85% in Minnesota). This core indicator shows is that CTE is working in Minnesota because the student was a CTE concentrator and we feel that CTE has helped with the passing of the GRAD portion of the required testing for graduation (or the mathematics course) CTE integrated with Academics, and has passed the credit requirements for graduation including electives in CTE. It is this indicator that we use to show success of CTE in Minnesota.

Data rationale: We continue to use the same definitions for this indicator but expect that there will be a decline in the number of CTE programs available throughout the state due to cuts in programs at the secondary level. We propose a slight increase for the two years (FY12 – 78.00% and FY13 – 80.00%).

4S1 Student Graduation Rates (NCLB Comparisons)

Our data is always 1 year behind due to the data not being received in a timely manner from the federal NCLB offices

Data rationale: We continue to use the same definitions for this indicator. As this is NCLB data, we always have a 1-year lag in the data reporting. We propose a slight increase for the two years (FY12 – 84.00% and FY13 – 85.00%).

5S1 Placement

In FY10 we used, for the first time, a data transfer with our Minnesota Office of Higher Education (MOHE). We have been able to work out some of the issues with this type of data transfer.

1. We are only able to obtain data on students who leave high school and go on to a Minnesota postsecondary institution.
2. We did not specify in FY 10 (using FY09 completer data) the need for disaggregated data for gender, ethnicity, and special populations. We will be including the fields for these categories with the FY10 completer data in the FY 11 reporting year.
3. We are still unable to identify those students who leave Minnesota to go to postsecondary institutions in other states.
4. We are still unable to identify those students who enter employment or military service.

5. We are still unable to identify those students who do not enter any postsecondary institution, employment, or military but chose to go into other activities.

We will continue to review this system of data collection and make the necessary improvements to reach a statistically reliable measure.

Data rationale: Since we changed the entire system for the Placement indicator and have been unable to gain access to employment data; we are requesting that our negotiated targets, be set with no increase for the two years (FY12 and FY13) (50% for both years) and based only on postsecondary participation.

6S1 Nontraditional Participation

We have modified our data tables to include all of the program areas identified by the OVAE as nontraditional by gender. As we move to a common course catalogue we will review the nontraditional identifiers to ensure that we are still using the appropriate categories. We have changed the data to collect duplicated counts to ensure a more accurate picture of nontraditional participation.

Data rationale: We have changed the definition for this indicator. We propose a slight increase for the two years based on our actual percentage reported in FY10 (FY12 – 49.50% and FY13 – 50.00%).

6S2 Nontraditional Completion

We have changed the data to collect duplicated counts to ensure a more accurate picture of nontraditional completion.

Data rationale: We have changed our definition for this indicator to gain a truer count of student completion. With the change in data collection, we propose a slight increase for the two years based on our actual percentages reported in FY10 (FY12 – 33.50% and FY13 – 34.00%).

**OFFICE OF VOCATIONAL AND ADULT EDUCATION
PERFORMANCE AND ACCOUNTABILITY BRANCH**

Data Validation and Verification Worksheet

OVERVIEW

1. *State:* Minnesota
2. *Data Owner* (i.e., State, clearinghouse, etc.): **State**
3. *Measure Number* (as in FAUPL, ie.6P1): 1S1 and 1S2
4. *Program Area* (i.e., secondary, postsecondary, tech prep): Secondary
5. *Old Measurement Definition or Approach:*
See Appendix A submitted with the State Plan FY12.

6. *New Measurement Definition or Approach:*

We are requesting a minor change in the measurement approach to use the GRAD portion of the MCA Tests to determine the success of CTE student. The GRAD is the portion of the test that is required for students to pass for high school completion, and may be retaken if not successfully passed on the first attempt (as is the case for the MCA tests given at grades 10 or 11).

7. *General description of the change:*

1S1 Academic Attainment – Reading*

Minnesota uses the MCA10 Reading assessment as required under NCLB testing requirements. It is the timing of this assessment that causes major issues for CTE students. The assessment is given during the spring for students in grade 10. Most career and technical education students (CTE) do not take CTE courses until grade 11. This means that the test is taken prior to any CTE influence, thus it is only a test taken by students who will, by grade 12 when they become concentrators, be identified and their grade 10 score pulled from the archives and used for this report. Timing of this particular assessment provides no or very little correlation regarding CTE programming.

1S2 Academic Attainment – Mathematics*

Again, like the 1S1 MCA10 Reading assessment that is used for NCLB reporting, the Minnesota 1S2 assessment is the MCA 11 Mathematics assessment given during the spring of grade 11. This assessment's timing is slightly better than the MCA10 Reading in that CTE students have had, at most, one year of any CTE program/courses. They will NOT become concentrators until Grade 12 so, again, using the "snapshot/census test" used for NCLB, the timing is the issue (too early in the student's coursework to be influenced by any CTE course/program).

*The NCLB testing in Minnesota is represented, in part, by the MCA10 and MCA11 tests. These „snapshot/census“ tests provide data that are current only to the point where the students are measured on the knowledge gathered to the point of testing (reading spring of grade 10 and mathematics spring of grade 11). The NCLB assessments are used for measurement of school progress, not individual student progress. Minnesota students in grades 9 and 10 have little room for electives in their schedules (to take

CTE courses) and cannot become completers until grade 12. The snapshot is then measuring what they learned in academic courses only (with no CTE influence).

There are two parts of the test that the student will take during the testing window. Part one of the MCA 10 or 11 are those questions that a student takes as part of the NCLB measurement. Students are scored on this NCLB portion and results sent to determine if schools (not students) are meeting Annual Yearly Progress (AYP). The second part of the assessment is considered the “GRAD” portion of the test. A student, in Minnesota, must pass the GRAD portion of the assessment in order to graduate from a Minnesota High School. If a student does NOT pass the GRAD portion of the MCA10 or 11 assessments, they are allowed to take the GRAD portion over until they meet the satisfactory level of attainment. Interventions are established during the last years of high school to help those students who do NOT meet the GRAD in either Reading (1S1) or Mathematics (1S2). When we measure 3S1 School Completion, this provides complete information on CTE students. First, you have the results of the GRAD portion of the NCLB/MCA10 or 11 assessments as passed (or successfully passing the course necessary to meet the requirements for completion). Secondly, you know that the students have completed all the necessary requirements for graduation or to receive a high school diploma (coursework, attendance, and credits).

It is Minnesota’s desire to use the GRAD portion of the MCA10 or 11 assessments as the yardstick for measuring the 1S1 Academic Attainment - Reading and 1S2 Academic Attainment – Mathematics since this is really an individual student measurement and is the requirement for high school graduation.

8. *Rationale or justification for the change:*

1S1 Reading: Since CTE has no impact on the reading assessment as described above; we are requesting that our scores remain the same with no increase for FY12 and FY13 (70% for both years) until such time that the state is permitted to use GRAD scores for this measure.

1S2 Mathematics: Since CTE has no impact on the mathematics assessment as described above; we are requesting that our scores revert to the FY10 negotiated target with no increase for FY12 and FY13 (44% for both years) until such time that the state is permitted to use GRAD scores for this measure.

Answer each question. If unsure, answer no. If a question is answered no or n/a give justification.

DATA ASSUMPTIONS

- | | |
|--|---|
| 1. Does the objective align with the goal? | <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> n/a |
| 2. Does the measure tie to the objective? | <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> n/a |
| 3. Is the measure specific in that | |
| • Are specific units of the measure defined? | <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> n/a |
| • If there is a percentage increase (or decrease), have the baseline year and amount of increase or decrease been established? | <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> n/a |
| • If there is a percentage increase (or decrease), have the numerator and denominator been defined? | <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> n/a |
| 4. Is the measure measurable/quantifiable? | <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> n/a |
| 5. Is the target for the measure realistic given the history of the program? | <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> n/a |
| 6. Will the data for the measure be available in the established timeframe? | <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> n/a |
| 7. Is the selected data source reliable/credible? | <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> n/a |
| 8. Is the measure understandable to the lay person (i.e., is the terminology adequately defined)? | <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> n/a |
| 9. Will data from the measure be used in decision making about the effectiveness of the program? | <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> n/a |

DATA VALIDITY

- | | |
|---|--|
| 1. Is there a logical relationship between the program activity and what is being measured? | <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> n/a |
| 2. Were any known data collection problems identified and addressed (e.g., duplicate or inconsistent data)? | <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> n/a |
| 3. Are steps being taken to limit transcription errors? | <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> n/a |
| 4. Are steps being taken to correct known data errors? | <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> n/a |
| 5. Is there a plan to ensure data quality? | <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> n/a |
| 6. Are data quality assessment procedures documented? | <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> n/a |
| 7. Are data quality problems identified and addressed? | <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> n/a |

DATA RELIABILITY

- | | |
|--|--|
| 1. <i>Is a consistent data collection process used from year to year?
Updated to fulfill OVAE requirements</i> | <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> n/a |
| 2. <i>Is a consistent data collection process used from data source to data source?</i> | <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> n/a |
| 3. <i>Are there procedures in place for periodic review of data collection methods?</i> | <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> n/a |
| 4. <i>Are data collection procedures documented?</i> | <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> n/a |
| 5. <i>Are data analysis procedures documented?</i> | <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> n/a |
| 6. <i>Are data reporting procedures documented?</i> | <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> n/a |

DATA TIMELINESS

- | | |
|--|--|
| 1. Is a regular schedule for data collection in place to meet program management needs? | <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> n/a |
| 2. Are data available for reporting at the appropriate times in the GPRA planning and reporting cycle? | <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> n/a |
| 3. Are data reporting schedules adhered to? | <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> n/a |
| 4. Are data entry personnel trained in proper procedures for data entry into Visual Performance Suite (VPS)? | <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> n/a |
| 5. Are data entered into VPS according to established timelines? | <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> n/a |

DATA ACCURACY

- | | |
|--|--|
| 1. Is there a method for detecting missing, duplicate, or inconsistent data? | <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> n/a |
| 2. Are data checked by comparing them with original source information after data entry? | <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> n/a |
| 3. Are data verified by rechecking calculations? | <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> n/a |

DATA INTEGRITY

- | | |
|---|--|
| 1. Has there been or is there planned a review of the data outcomes? | <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> n/a |
| 2. Does the data security follow the IT security protocols established for the Department?
http://connected.ed.gov/document_handler.cfm?id=3569 | <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> n/a |
| 3. Are program evaluations scheduled that may impact the performance measure outcomes? | <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> n/a |
| 4. Are data sources documented? | <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> n/a |
| 5. Are data definitions consistent? | <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> n/a |
| 6. Are data collection protocols and methods documented? | <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> n/a |
| 7. Is supporting documentation maintained? | <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> n/a |

DATA NOT AVAILABLE

- | | |
|---|--|
| 1. Do you document why data are not available for this measure? | <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> n/a |
| 2. Do you document what actions are to be taken to collect and report the missing data? | <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> n/a |
| 3. Do you document when the data will be available? | <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> n/a |

DATA LIMITATIONS

- | | |
|--|--|
| 1. Do you make an overall assessment of the quality of the data? | <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> n/a |
| 2. Are data limitations defined? | <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> n/a |
| 3. Are methods for estimating the data defined? | <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> n/a |
| 4. Is there a timeframe established for finalizing incomplete or preliminary data? | <input type="checkbox"/> Yes <input type="checkbox"/> No <input checked="" type="checkbox"/> n/a |
| 4. Are anomalous data compared with data from similar measures? | <input type="checkbox"/> Yes <input type="checkbox"/> No <input checked="" type="checkbox"/> n/a |
| 5. Do you offer explanations for anomalous data? | <input type="checkbox"/> Yes <input type="checkbox"/> No <input checked="" type="checkbox"/> n/a |

- | | |
|--|---|
| 6. What are the limitations of the data for reporting purposes for this measure? | Answer: The current measure is used for school accountability and does not show actual student performance at the time they become CTE concentrators. The use of the GRAD will show student performance. |
| 7. Given the level of control over the data, what actions will be taken to address data limitations for the measure? | Answer: We will have no limitation measures regarding the use of the GRAD test as it is taken by all students. |

DATA CERTIFICATION

1. For each reporting period, are the data certified as accurate by senior officials? Yes No n/a

- | | |
|---|--|
| 1. Are all CTE concentrators included in this measurement approach? | <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> n/a |
| 2. Is the data for the current reporting year? | <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> n/a |
| 3. Is this a state approved assessment process? | <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> n/a |
| 4. Is the assessment aligned with the curriculum (validity)? | <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> n/a |
| 5. Is there an indication of consistent scoring (reliability)? | <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> n/a |
| 6. Is the measure, instrument, or item(s) standardized (administration, grading, reporting, etc.) throughout the district, state? | <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> n/a |
| 7. Are the results meaningful and timely to improve instruction, inform policy, or administrative decisions at the school, district and/or state level? | <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> n/a |

Additional comments:

**OFFICE OF VOCATIONAL AND ADULT EDUCATION
PERFORMANCE AND ACCOUNTABILITY BRANCH**

Data Validation and Verification Worksheet

OVERVIEW

1. *State:* Minnesota Secondary
2. *Data Owner* (i.e., State, clearinghouse, etc.): **State**
3. *Measure Number* (as in FAUPL, ie.6P1): 2S1
4. *Program Area* (i.e., secondary, postsecondary, tech prep): Secondary
5. *Old Measurement Definition or Approach:*
See Appendix A submitted with the State Plan FY12
6. *New Measurement Definition or Approach:*
2S1 Technical Skill Attainment
Minnesota will be using the definition for this core indicator to read (as approved in the FY11 state plan revision submitted 3/30/10):
Numerator: Number of Secondary CTE Concentrators within Programs of Study selected by the state for which state-approved technical skill assessment instruments have been identified who attain a passing score in any of those identified technical skill assessment instruments pertinent to the Program of Study in which concentrator status is obtained.
Denominator: Number of CTE Concentrators within Programs of Study selected by the state for which state-approved technical skill assessment instruments have been identified who attempt any of those identified technical skill assessment instruments pertinent to the Program of Study in which concentrator status is obtained.
7. *General description of the change:*
We will be using actual student performance on state approved technical skill assessments rather than the proxy measure of students passing 2 CTE courses.
8. *Rationale or justification for the change:*
Data rationale: The state has undertaken a process to define core skills at the secondary and postsecondary levels in programs of study, and assessments that will measure those core skills. Minnesota has no state curriculum, so the process the state determined to meet the requirements of this performance indicator has been to focus on core skills and measurement of attainment of those cores skills. Since we are changing our entire system for the technical skill assessment, we are requesting that we be allowed to set our negotiated targets at 50% for two years (FY12 and FY13). This will give the state time to establish baseline data for this indicator.

Answer each question. If unsure, answer no. If a question is answered no or n/a give justification.

DATA ASSUMPTIONS

- | | |
|--|---|
| 1. Does the objective align with the goal? | <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> n/a |
| 2. Does the measure tie to the objective? | <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> n/a |
| 3. Is the measure specific in that | |
| • Are specific units of the measure defined? | <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> n/a |
| • If there is a percentage increase (or decrease), have the baseline year and amount of increase or decrease been established? | <input type="checkbox"/> Yes <input type="checkbox"/> No <input checked="" type="checkbox"/> n/a |
| • If there is a percentage increase (or decrease), have the numerator and denominator been defined? | <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> n/a |
| 4. Is the measure measurable/quantifiable? | <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> n/a |
| 5. Is the target for the measure realistic given the history of the program? | <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> n/a |
| 6. Will the data for the measure be available in the established timeframe? | <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> n/a |
| 7. Is the selected data source reliable/credible? | <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> n/a |
| 8. Is the measure understandable to the lay person (i.e., is the terminology adequately defined)? | <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> n/a |
| 9. Will data from the measure be used in decision making about the effectiveness of the program? | <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> n/a |

DATA VALIDITY

- | | |
|---|--|
| 1. Is there a logical relationship between the program activity and what is being measured? | <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> n/a |
| 2. Were any known data collection problems identified and addressed (e.g., duplicate or inconsistent data)? | <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> n/a |
| 3. Are steps being taken to limit transcription errors? | <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> n/a |
| 4. Are steps being taken to correct known data errors? | <input type="checkbox"/> Yes <input type="checkbox"/> No <input checked="" type="checkbox"/> n/a |
| 5. Is there a plan to ensure data quality? | <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> n/a |
| 6. Are data quality assessment procedures documented? | <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> n/a |
| 7. Are data quality problems identified and addressed? | <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> n/a |

DATA RELIABILITY

- | | |
|--|--|
| 1. <i>Is a consistent data collection process used from year to year?
Updated to fulfill OVAE requirements</i> | <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> n/a |
| 2. <i>Is a consistent data collection process used from data source to data source?</i> | <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> n/a |
| 3. <i>Are there procedures in place for periodic review of data collection methods?</i> | <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> n/a |
| 4. <i>Are data collection procedures documented?</i> | <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> n/a |
| 5. <i>Are data analysis procedures documented?</i> | <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> n/a |
| 6. <i>Are data reporting procedures documented?</i> | <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> n/a |

DATA TIMELINESS

- | | |
|--|--|
| 1. Is a regular schedule for data collection in place to meet program management needs? | <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> n/a |
| 2. Are data available for reporting at the appropriate times in the GPRA planning and reporting cycle? | <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> n/a |
| 3. Are data reporting schedules adhered to? | <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> n/a |
| 4. Are data entry personnel trained in proper procedures for data entry into Visual Performance Suite (VPS)? | <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> n/a |
| 5. Are data entered into VPS according to established timelines? | <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> n/a |

DATA ACCURACY

- | | |
|--|--|
| 1. Is there a method for detecting missing, duplicate, or inconsistent data? | <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> n/a |
| 2. Are data checked by comparing them with original source information after data entry? | <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> n/a |
| 3. Are data verified by rechecking calculations? | <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> n/a |

DATA INTEGRITY

- | | |
|---|--|
| 1. Has there been or is there planned a review of the data outcomes? | <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> n/a |
| 2. Does the data security follow the IT security protocols established for the Department?
http://connected.ed.gov/document_handler.cfm?id=3569 | <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> n/a |
| 3. Are program evaluations scheduled that may impact the performance measure outcomes? | <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> n/a |
| 4. Are data sources documented? | <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> n/a |
| 5. Are data definitions consistent? | <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> n/a |
| 6. Are data collection protocols and methods documented? | <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> n/a |
| 7. Is supporting documentation maintained? | <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> n/a |

DATA NOT AVAILABLE

- | | |
|---|--|
| 1. Do you document why data are not available for this measure? | <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> n/a |
| 2. Do you document what actions are to be taken to collect and report the missing data? | <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> n/a |
| 3. Do you document when the data will be available? | <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> n/a |

DATA LIMITATIONS

- | | |
|---|---|
| 1. Do you make an overall assessment of the quality of the data? | <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> n/a |
| 2. Are data limitations defined? | <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> n/a |
| 3. Are methods for estimating the data defined? | <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> n/a |
| 4. Is there a timeframe established for finalizing incomplete or preliminary data? | <input type="checkbox"/> Yes <input type="checkbox"/> No <input checked="" type="checkbox"/> n/a |
| 4. Are anomalous data compared with data from similar measures? | <input type="checkbox"/> Yes <input type="checkbox"/> No <input checked="" type="checkbox"/> n/a |
| 5. Do you offer explanations for anomalous data? | <input type="checkbox"/> Yes <input type="checkbox"/> No <input checked="" type="checkbox"/> n/a |
| 6. What are the limitations of the data for reporting purposes for this measure? | Answer: The current measure was collected on students passing two CTE classes. We propose to use the approved technical skill assessments for the measure as those assessments are identified. |
| 7. Given the level of control over the data, what actions will be taken to address data | Answer: We will have no limitation measures that we can foresee regarding the use of the TSA tests as it will |

limitations for the measure?

be imbedded within the approved POS.

DATA CERTIFICATION

1. For each reporting period, are the data certified as accurate by senior officials? Yes No n/a

1. **Are all CTE concentrators included in this measurement approach?** I would answer, “no.” Because the state’s definition of CTE concentrator does not align with the state’s definition of a Program of Study, some CTE concentrators may not have had sufficient coursework within a program of study to be assessed. The state’s plan is to place assessments within the course structure of the program of study and to assess all CTE students who reach that point. Yes No n/a

1. **Is the data for the current reporting year?** Yes No n/a

2. **Is this a state approved assessment process?** Yes No n/a

3. **Is the assessment aligned with the curriculum (validity)?** Yes No n/a

4. **Is there an indication of consistent scoring (reliability)?** Yes No n/a

5. **Is the measure, instrument, or item(s) standardized (administration, grading, reporting, etc.) throughout the district, state?** Yes No n/a

6. **Are the results meaningful and timely to improve instruction, inform policy, or administrative decisions at the school, district and/or state level?** Yes No n/a

Additional comments:

**OFFICE OF VOCATIONAL AND ADULT EDUCATION
PERFORMANCE AND ACCOUNTABILITY BRANCH**

Data Validation and Verification Worksheet

OVERVIEW

1. *State:* Minnesota Secondary
2. *Data Owner* (i.e., State, clearinghouse, etc.): **State**
3. *Measure Number* (as in FAUPL, ie.6P1): 5S1
4. *Program Area* (i.e., secondary, postsecondary, tech prep): Secondary
5. *Old Measurement Definition or Approach:*
See Appendix A submitted with the State Plan FY12
6. *New Measurement Definition or Approach:*
5S1 Placement

In FY10 we used, for the first time, a data transfer with our Minnesota Office of Higher Education (MOHE). We have been able to work out some of the issues with this type of data transfer.

1. We are only able to obtain data on students who leave high school and go on to a Minnesota postsecondary institution.
2. We did not specify in FY 10 (using FY09 completer data) the need for disaggregated data for gender, ethnicity, and special populations. We will be including the fields for these categories with the FY10 completer data in the FY 11 reporting year.
3. We are still unable to identify those students who leave Minnesota to go to postsecondary institutions in other states.
4. We are still unable to identify those students who enter employment or military service.
5. We are still unable to identify those students who do not enter any postsecondary institution, employment, or military but chose to go into other activities.

We will continue to review this system of data collection and make the necessary improvements to reach a statistically reliable measure.

7. *General description of the change:*
We will be using a third party for the data matching for Minnesota postsecondary schools. We will continue to make every effort to collect postsecondary data for schools outside of Minnesota, the data from the Department of Employment and Economic Development (employment), and the military data.
8. *Rationale or justification for the change:*
Data rationale: Minnesota has tried numerous approaches to survey secondary completers in regards to their postsecondary activities, but any such survey attempt has produced very poor response rates. Under Minnesota's restrictive data privacy statutes, the state gained approval from the Minnesota legislature to match data from the Minnesota Department of Education with data from the Minnesota

State Colleges and Universities and University of Minnesota to ascertain progress of CTE concentrators into postsecondary education in the state. Since we changed the entire system for the Placement indicator and have been unable to gain access to employment data, we are requesting that our negotiated targets be set at 50% for two years (FY12 and FY13) and based only on postsecondary participation. This will allow the state to establish a new baseline for this performance indicator.

Answer each question. If unsure, answer no. If a question is answered no or n/a give justification.

DATA ASSUMPTIONS

- | | |
|--|---|
| 1. Does the objective align with the goal? | <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> n/a |
| 2. Does the measure tie to the objective? | <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> n/a |
| 3. Is the measure specific in that | |
| • Are specific units of the measure defined? | <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> n/a |
| • If there is a percentage increase (or decrease), have the baseline year and amount of increase or decrease been established? | <input type="checkbox"/> Yes <input type="checkbox"/> No <input checked="" type="checkbox"/> n/a |
| • If there is a percentage increase (or decrease), have the numerator and denominator been defined? | <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> n/a |
| 4. Is the measure measurable/quantifiable? | <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> n/a |
| 5. Is the target for the measure realistic given the history of the program? | <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> n/a |
| 6. Will the data for the measure be available in the established timeframe? | <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> n/a |
| 7. Is the selected data source reliable/credible? | <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> n/a |
| 8. Is the measure understandable to the lay person (i.e., is the terminology adequately defined)? | <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> n/a |
| 9. Will data from the measure be used in decision making about the effectiveness of the program? | <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> n/a |

DATA VALIDITY

- | | |
|---|--|
| 1. Is there a logical relationship between the program activity and what is being measured? | <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> n/a |
| 2. Were any known data collection problems identified and addressed (e.g., duplicate or inconsistent data)? | <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> n/a |
| 3. Are steps being taken to limit transcription errors? | <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> n/a |
| 4. Are steps being taken to correct known data errors? | <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> n/a |
| 5. Is there a plan to ensure data quality? | <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> n/a |
| 6. Are data quality assessment procedures documented? | <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> n/a |
| 7. Are data quality problems identified and addressed? | <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> n/a |

DATA RELIABILITY

- | | |
|---|--|
| 1. <i>Is a consistent data collection process used from year to year?</i>
Updated to fulfill OVAE requirements | <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> n/a |
| 2. <i>Is a consistent data collection process used from data source to data source?</i> | <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> n/a |
| 3. <i>Are there procedures in place for periodic review of data collection methods?</i> | <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> n/a |
| 4. <i>Are data collection procedures documented?</i> | <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> n/a |
| 5. <i>Are data analysis procedures documented?</i> | <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> n/a |
| 6. <i>Are data reporting procedures documented?</i> | <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> n/a |

DATA TIMELINESS

- | | |
|--|--|
| 1. Is a regular schedule for data collection in place to meet program management needs? | <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> n/a |
| 2. Are data available for reporting at the appropriate times in the GPRA planning and reporting cycle? | <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> n/a |
| 3. Are data reporting schedules adhered to? | <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> n/a |
| 4. Are data entry personnel trained in proper procedures for data entry into Visual Performance Suite (VPS)? | <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> n/a |
| 5. Are data entered into VPS according to established timelines? | <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> n/a |

DATA ACCURACY

- | | |
|--|--|
| 1. Is there a method for detecting missing, duplicate, or inconsistent data? | <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> n/a |
| 2. Are data checked by comparing them with original source information after data entry? | <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> n/a |
| 3. Are data verified by rechecking calculations? | <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> n/a |

DATA INTEGRITY

- | | |
|---|--|
| 1. Has there been or is there planned a review of the data outcomes? | <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> n/a |
| 2. Does the data security follow the IT security protocols established for the Department?
http://connected.ed.gov/document_handler.cfm?id=3569 | <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> n/a |
| 3. Are program evaluations scheduled that may impact the performance measure outcomes? | <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> n/a |
| 4. Are data sources documented? | <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> n/a |
| 5. Are data definitions consistent? | <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> n/a |
| 6. Are data collection protocols and methods documented? | <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> n/a |
| 7. Is supporting documentation maintained? | <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> n/a |

DATA NOT AVAILABLE

- | | |
|---|--|
| 1. Do you document why data are not available for this measure? | <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> n/a |
| 2. Do you document what actions are to be taken to collect and report the missing data? | <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> n/a |
| 3. Do you document when the data will be available? | <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> n/a |

DATA LIMITATIONS

- | | |
|--|--|
| 1. Do you make an overall assessment of the quality of the data? | <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> n/a |
| 2. Are data limitations defined? | <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> n/a |
| 3. Are methods for estimating the data defined? | <input type="checkbox"/> Yes <input type="checkbox"/> No <input checked="" type="checkbox"/> n/a |
| 4. Is there a timeframe established for finalizing incomplete or preliminary data? | <input type="checkbox"/> Yes <input type="checkbox"/> No <input checked="" type="checkbox"/> n/a |
| 4. Are anomalous data compared with data from similar measures? | <input type="checkbox"/> Yes <input type="checkbox"/> No <input checked="" type="checkbox"/> n/a |
| 5. Do you offer explanations for anomalous data? | <input type="checkbox"/> Yes <input type="checkbox"/> No <input checked="" type="checkbox"/> n/a |

6. What are the limitations of the data for reporting purposes for this measure?

Answer: The current measure was collected on student’s postcards with a very low return rate. We have the ability to get the data match for Minnesota postsecondary schools from a third party which will give a much more accurate picture of student postsecondary activities, but still will not address participation in employment, the military, or postsecondary education outside Minnesota.

7. Given the level of control over the data, what actions will be taken to address data limitations for the measure?

Answer: We will have no limitation measures that we can foresee regarding the use of the Minnesota postsecondary institutions and will continue to work with DEED for economic data and the military information.

DATA CERTIFICATION

1. For each reporting period, are the data certified as accurate by senior officials? Yes No n/a

1. Are all CTE concentrators included in this measurement approach? Yes No n/a

2. Is the data for the current reporting year? Yes No n/a

3. Is this a state approved assessment process? Yes No n/a

4. Is the assessment aligned with the curriculum (validity)? Yes No n/a

5. Is there an indication of consistent scoring (reliability)? Yes No n/a

6. Is the measure, instrument, or item(s) standardized (administration, grading, reporting, etc.) throughout the district, state? Yes No n/a

7. Are the results meaningful and timely to improve instruction, inform policy, or administrative decisions at the school, district and/or state level? Yes No n/a

Additional comments:

**OFFICE OF VOCATIONAL AND ADULT EDUCATION
PERFORMANCE AND ACCOUNTABILITY BRANCH**

Data Validation and Verification Worksheet

OVERVIEW

1. *State:* Minnesota Secondary
2. *Data Owner* (i.e., State, clearinghouse, etc.): **State**
3. *Measure Number* (as in FAUPL, ie.6P1): 6S1 and 6S2
4. *Program Area* (i.e., secondary, postsecondary, tech prep): Secondary
5. *Old Measurement Definition or Approach:*
See the attached document for each of the core indicators – FAUPL submitted with the State Plan FY12
6. *New Measurement Definition or Approach:*
We will be reviewing duplicate counts rather than unduplicated counts as we feel this would provide a more accurate representation of nontraditional participation and completion.
7. *General description of the change:*
We have modified our data tables to include all of the program areas identified by the OVAE as nontraditional by gender. As we move to a common course catalogue we will review the nontraditional identifiers to ensure that we are still using the appropriate categories. We have changed the data to collect duplicated counts to ensure a more accurate picture of nontraditional participation. We will look at the data to collect duplicated counts to ensure a more accurate picture of nontraditional completion.
8. *Rationale or justification for the change:*
We have not changed our definition, but have modified our data collection system for this indicator to gain a truer count of student participation and completion.

Answer each question. If unsure, answer no. If a question is answered no or n/a give justification.

DATA ASSUMPTIONS

- | | |
|--|---|
| 1. Does the objective align with the goal? | <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> n/a |
| 2. Does the measure tie to the objective? | <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> n/a |
| 3. Is the measure specific in that | |
| • Are specific units of the measure defined? | <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> n/a |
| • If there is a percentage increase (or decrease), have the baseline year and amount of increase or decrease been established? | <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> n/a |
| • If there is a percentage increase (or decrease), have the numerator and denominator been defined? | <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> n/a |
| 4. Is the measure measurable/quantifiable? | <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> n/a |
| 5. Is the target for the measure realistic given the history of the program? | <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> n/a |
| 6. Will the data for the measure be available in the established timeframe? | <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> n/a |
| 7. Is the selected data source reliable/credible? | <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> n/a |
| 8. Is the measure understandable to the lay person (i.e., is the terminology adequately defined)? | <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> n/a |
| 9. Will data from the measure be used in decision making about the effectiveness of the program? | <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> n/a |

DATA VALIDITY

- | | |
|---|--|
| 1. Is there a logical relationship between the program activity and what is being measured? | <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> n/a |
| 2. Were any known data collection problems identified and addressed (e.g., duplicate or inconsistent data)? | <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> n/a |
| 3. Are steps being taken to limit transcription errors? | <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> n/a |
| 4. Are steps being taken to correct known data errors? | <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> n/a |
| 5. Is there a plan to ensure data quality? | <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> n/a |
| 6. Are data quality assessment procedures documented? | <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> n/a |
| 7. Are data quality problems identified and addressed? | <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> n/a |

DATA RELIABILITY

- | | |
|--|--|
| 1. <i>Is a consistent data collection process used from year to year?
Updated to fulfill OVAE requirements</i> | <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> n/a |
| 2. <i>Is a consistent data collection process used from data source to data source?</i> | <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> n/a |
| 3. <i>Are there procedures in place for periodic review of data collection methods?</i> | <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> n/a |
| 4. <i>Are data collection procedures documented?</i> | <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> n/a |
| 5. <i>Are data analysis procedures documented?</i> | <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> n/a |
| 6. <i>Are data reporting procedures documented?</i> | <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> n/a |

DATA TIMELINESS

- | | |
|--|--|
| 1. Is a regular schedule for data collection in place to meet program management needs? | <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> n/a |
| 2. Are data available for reporting at the appropriate times in the GPRA planning and reporting cycle? | <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> n/a |
| 3. Are data reporting schedules adhered to? | <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> n/a |
| 4. Are data entry personnel trained in proper procedures for data entry into Visual Performance Suite (VPS)? | <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> n/a |
| 5. Are data entered into VPS according to established timelines? | <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> n/a |

DATA ACCURACY

- | | |
|--|--|
| 1. Is there a method for detecting missing, duplicate, or inconsistent data? | <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> n/a |
| 2. Are data checked by comparing them with original source information after data entry? | <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> n/a |
| 3. Are data verified by rechecking calculations? | <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> n/a |

DATA INTEGRITY

- | | |
|---|--|
| 1. Has there been or is there planned a review of the data outcomes? | <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> n/a |
| 2. Does the data security follow the IT security protocols established for the Department?
http://connected.ed.gov/document_handler.cfm?id=3569 | <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> n/a |
| 3. Are program evaluations scheduled that may impact the performance measure outcomes? | <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> n/a |
| 4. Are data sources documented? | <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> n/a |
| 5. Are data definitions consistent? | <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> n/a |
| 6. Are data collection protocols and methods documented? | <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> n/a |
| 7. Is supporting documentation maintained? | <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> n/a |

DATA NOT AVAILABLE

- | | |
|---|--|
| 1. Do you document why data are not available for this measure? | <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> n/a |
| 2. Do you document what actions are to be taken to collect and report the missing data? | <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> n/a |
| 3. Do you document when the data will be available? | <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> n/a |

DATA LIMITATIONS

- | | |
|--|--|
| 1. Do you make an overall assessment of the quality of the data? | <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> n/a |
| 2. Are data limitations defined? | <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> n/a |
| 3. Are methods for estimating the data defined?
I would respond "yes" since the state has a history of GRAD performance that can be used to make a reasonable estimate. | <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> n/a |
| 4. Is there a timeframe established for finalizing incomplete or preliminary data? | <input type="checkbox"/> Yes <input type="checkbox"/> No <input checked="" type="checkbox"/> n/a |
| 4. Are anomalous data compared with data from similar measures? | <input type="checkbox"/> Yes <input type="checkbox"/> No <input checked="" type="checkbox"/> n/a |
| 5. Do you offer explanations for anomalous data? | <input type="checkbox"/> Yes <input type="checkbox"/> No <input checked="" type="checkbox"/> n/a |

- | | |
|--|---|
| 6. What are the limitations of the data for reporting purposes for this measure? | Answer: The current measure uses unduplicated counts and we are proposing to use duplicated counts to obtain a truer data set. |
| 7. Given the level of control over the data, what actions will be taken to address data limitations for the measure? | Answer: We will have no limitation measures regarding the use of the duplicated counts. |

DATA CERTIFICATION

- | | |
|---|--|
| 1. For each reporting period, are the data certified as accurate by senior officials? | <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> n/a |
|---|--|

- | | |
|---|--|
| 1. Are all CTE concentrators included in this measurement approach? | <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> n/a |
| 2. Is the data for the current reporting year? | <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> n/a |
| 3. Is this a state approved assessment process? | <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> n/a |
| 4. Is the assessment aligned with the curriculum (validity)? | <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> n/a |
| 5. Is there an indication of consistent scoring (reliability)? | <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> n/a |
| 6. Is the measure, instrument, or item(s) standardized (administration, grading, reporting, etc.) throughout the district, state? | <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> n/a |
| 7. Are the results meaningful and timely to improve instruction, inform policy, or administrative decisions at the school, district and/or state level? | <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> n/a |

Additional comments:

APPENDIX A3

Postsecondary Explanation for FY12-13 FAUPL Changes

1P1 Technical Skill Attainment

The proposed targets of 70.00% in both FY12 and FY13 are slightly lower than the negotiated level for FY11 (73.33%) and below the actual using our proxy measure of licensure exam pass rates (86.80% in FY10). Minnesota has been moving forward on the implementation of a new system for the technical skill assessment indicator. Although we will continue to include licensure exams as approved assessments, we will now begin to also incorporate additional assessments. It is expected that as these new assessments are added, the overall pass rate will decrease from the high rates that tend to be observed for licensure data alone.

2P1 Credential, Certificate, or Degree

Minnesota was not able to meet the 2010 target and expect that we will have difficulty meeting the 2011 target as well. Although the proposed targets of 48.40% in FY12 and 49.4% in FY13 are slightly below our target level for FY11 (50.0%) they do represent a 1% increase each year over the most recent actual data (47.39%).

Note: In the cohort model that Minnesota uses for postsecondary reporting, the same number (total concentrators) is used as the denominator in both 2P1 and 3P1 reflecting a total student success rate.

3P1 Student Retention or Transfer

Preliminary data indicate that there will likely be a slight decrease in retention and transfer in 2011. Based on this, we propose that the 2012 reflect the 2011 target and that the 2013 target reflect a 0.5% increase. We are proposing 29.00% for FY12 and 29.50% for FY2013.

Note: In the cohort model that Minnesota uses for postsecondary reporting, the same number (total concentrators) is used as the denominator in both 2P1 and 3P1 reflecting a total student success rate.

4P1 Student Placement

Use of a cohort means the impact from the economic downturn began to show up in the 2010 reporting year but will be felt most in the next reporting year or two. Other non-cohort system placement data show a decrease in placement into employment (-3.8% for 2009 grads as compared to 2008 grads). Based on these factors, we are proposing a target of 80.00 in FY2012 and 81% in FY2013.

5P1 Nontraditional Participation

We are proposing targets of 23.00% in FY12 and 23.50% in FY2013. We have exceeded our targets in the last few years and these new targets are more in line with our actual performance. The targets represent a one-half percent increase each year over the most recent actual of 22.53%.

5P2 Nontraditional Completion

We are proposing targets of 14.50% in FY12 and 15.00% in FY2013. We have slightly exceeded our targets in the last few years and these new targets are more in line with our actual performance. The targets represent a one-half percent increase each year over the most recent actual of 13.93%.

PART D: APPENDICES

Appendix A:

Perkins Career and Technical Education Meeting State Plan Advisory Task Force January 18, 2007

General

Q: Where can we find information about the State Plan?

- The website for Minnesota Career and Technical Education is www.cte.mnscu.edu.

Q: What about the communication strategies that are being undertaken to publicize the State Plan?

- An online guestbook was created to collect comments from the public. Emails received from the public were reviewed and responded to individually.
- Invitation letters were sent to several organizations (see Section I) inviting them to the public hearings.
- Presentations about the development of the State Plan were made to several state agencies and other interested groups
- Meetings were conducted with officers of some Career Technical Student Organizations (CTSO) to inform them about the CTE State Plan for Minnesota and solicited input from these students about their perceptions about the direction of CTE in Minnesota.

Guiding Principles

Q: Is it right to assume that work and college ready skills are one of the same, as stated in the Guiding Principles?

- College and work readiness as being one and the same is of the seven guiding principles that Minnesota has put forward as a basis for developing the State CTE Plan. This particular guiding principle emerged from ongoing discussions with CTE leadership in Minnesota, who were being asked to be engaged more fully in the P-16 discussion on college readiness that was already under way.
- The fact that CTE was not separately and exclusively preparing high school students for work without due consideration to further postsecondary education led to the belief that college and work readiness were the same.
- At the same time, even while being and college work ready can be assumed to be the same, there is no doubt that the skill preparation required under each is different despite some overlap. The program of study/career pathway models being developed within the 26 local CTE local consortia in Minnesota will move to integrating academic and technical programs at the high school level, and student support services and academic and occupational programs at the postsecondary level.

Special Populations

Q: How will the State Plan distinguish between strategies that are specific for Special Population groups, and the application of common strategies that are applicable to all CTE students, including Special Population groups?

- The Perkins Law has traditionally and historically always distinguished between strategies that are specific for Special Populations and the application of common strategies that applicable to all students, including Special Populations groups. Specifically the separate strategies for Special Populations groups has been based on using State and Federal laws, policies and guidelines to ensure complete access and the widest opportunity permissible for these particular groups.
- Under Perkins IV, both the State and local recipients must develop strategies around high-skill, high-wage or high-demand occupations particularly targeting Special Populations groups, thereby ensuring that there is a movement away from setting aside dual strategies, one for Special Populations groups, and the other for those not in these groups.
- With the dominant focus of Perkins IV on programs of study/career pathways, each local consortium, within its local application plan, must indicate how it would include Special Populations groups in the formation, development, and implementation of programs of study/career pathways within their consortium. Additionally, the goal of developing a continuum of services within and across consortia must be for all students, including Special Populations groups.

Accountability

Q: Clarify the use of the term “negotiations” and how it is related to performance across consortia, programs, and sub-indicator groups?

- Perkins IV specifies that a local recipient must meet the state level of performance or negotiate a different level of performance. The State CTE Plan suggests that baseline data will be gathered and used as the starting point for negotiations with different local consortia at the secondary and at the postsecondary levels.
- As part of the negotiation process, separate improvement levels for each year, and for each indicator, has to be part of the negotiation process.
- For consortia with either more than one school district in a consortium (the likely case), or more than one college (for two consortia), the negotiations will be at the consortium level. However, detailed information will provided at the district or college level so that this information can be used for continuous improvement within and across consortia, particularly as it relates to sub-indicators.
- The principles of negotiation that are being applied at the state to local level are the same that have existed under Perkins III at the federal to state level.

Q: Will each district be held accountable for meeting the negotiated level of performance for all indicators or will the accountability be determined at the consortium level?

- See Above

Q: How will the State Plan address continuous improvement in general, and what will be policy once a 95% benchmark is attained?

- Continuous improvement will be the hallmark of federal and state Perkins IV accountability even while reporting requirements have become more complex and more detailed, along with a review process that now has higher levels of scrutiny not only at the indicator level but the sub-indicator level as well.
- The flexibility to negotiate on each accountability indicator raises wider opportunities to concentrate on those that are “under-performing” and away from those that are “doing well,” particularly when the latter indicators is above the 90% threshold. Specifically, once this threshold is reached, focusing on performance improvement is not necessary, but however, care must be taken to see that these high levels are maintained, while at the same time low- and non-performing indicators and sub-indicators are being targeted.

Q: What is the standard to which the state is held accountable?

- Minnesota and each local consortium will be held to the accountability provisions as outlined in the Perkins IV Law. See also the discussion on continuous improvement above.

Q: How will the State Plan address student progress from secondary to postsecondary?

- Minnesota is exploring a variety of options to connect secondary and postsecondary CTE data keeping in mind that the State Privacy Law is quite stringent about such transfer of data.
- Currently there exist provisional ways in which secondary to postsecondary transfer of data that are being utilized for reporting requirements under Perkins III.

Q: How will the data requirements change under new consortium structure?

- Minnesota does not anticipate any major changes in data collection to meet the accountability requirements under Perkins IV.

Technical Skill Attainment

Q: How does the State Plan address technical skill attainment, particular in reference to distinguishing between the secondary and postsecondary levels, with particular in reference to: the language “if available and appropriate;” changing student career plans; and, validity and reliability?

- Minnesota has requested the US Department of Education a phase-in process of developing, implementing a technical skill assessment process and give consideration to interim methods for meeting the technical skill accountability indicator requirements.
- Local consortia are being asked to indicate in their local plan how they will intend to develop and implement technical skill assessments, particularly around programs of study development and implementation.
- Seek the help of program advisory committees to guide local consortia to optimally design a technical assessment process that focuses on third-party industry-recognized skill assessments.
- By linking skill assessments to the program of study plan, rather than individual student's plans, it is likely to mitigate the impact of changing student career plans.
- Wherever possible, Minnesota will take into consideration the fact that technical skill assessments must be consistent across consortia ensuring that the assessments are based on regional and state standards, and at the same time, keeping mind that content standards for CTE are developed locally..
- Reliability and validity exist for each area of accountability, including technical skill attainment.

Career Guidance and Counseling

Q: How does the State Plan address career guidance and counseling at the high school and college levels?

- Both at the federal level, and at the state level, does not require or mandate career guidance and counseling, its role as a critical component to programs of study/career pathways cannot be understated.
- The State Plan has in it strategies to include ISEEK and MCIS in the program of study/career pathway process by seeking their assistance in developing electronic tools to communicate information.
- For those that have limited or no access to electronic tools, Minnesota is developing print material to help these groups to understand programs of study/career pathways.
- With the direct and explicit engagement of secondary teachers and postsecondary faculty in the development of programs of study/career pathways, they become a new avenue by which students are able to receive career guidance and counseling.

Funding and Finance

Q: How does the State Plan intend to address alternative funding mechanism that address those programs that were allowable in Perkins III under Tech Prep, including funding of programs that are directed at lower grades (below grade 9)?

- Minnesota believes that many of the activities conducted under Tech Prep can now operate under Perkins IV and all Tech Prep activities currently being undertaken in Minnesota must be incorporated into the local application planning process, including exploring dual enrollment and articulation strategies.

- Perkins Law, including the current one, has always permitted the use of funds for grades below grade nine, which, in Minnesota was primarily conducted through the use of Tech Prep funds. With the increased importance of programs of study/career pathways under Perkins IV, targeting funds towards activities such as information dissemination, program awareness, and professional development must be encouraged for those seeking to increase knowledge about CTE in lower grades, among academic teachers, and within student support services.

Q: How does the State Plan the use of Reserve Funds?

- As specified in the Law, Minnesota has allocated 10% of all funds that the 26 consortia will receive to address the imbalance between the Twin Cities metro area and outstate areas of Minnesota, where distance and geography predominates.
- Hence, Minnesota will base the 10% Reserve Allocation as follows: 50% is based on geography and the other 50% based on CTE participation, and each consortium being allocated a share. The total allocation for each consortium is divided using the 58%-42% distribution between postsecondary and secondary.

Q: How does the State Plan take into account the 10% collaborations funds under Perkins III?

- The old requirement for 10% for collaboration under Perkins II now is 100% is for collaboration under Perkins IV.

Q: How does the State Plan address the alignment of Perkins funding rules and guidelines to those established within the Minnesota State Colleges and Universities System and within the Minnesota Department of Education?

- Minnesota has developed a common set of fiscal guidelines for uses of funds at the local consortium level under Perkins IV.

Q: What is Minnesota's decision regarding Tech Prep funding under Perkins IV

- Minnesota will combine Tech Prep with the Basic Grant for funding purposes.
- To approximate the previous allocation under Tech Prep, Minnesota is using the 10% reserve to ensure that small and rural high schools and colleges continue to operate activities that were previously funded under Tech Prep

Programs of Study

Q: How many programs of study is Minnesota expecting to develop under the State Plan?

- There is no set limit to the number of programs of study that Minnesota expects to be developed under the State Plan.
- As part of their local application plan, due in May 2007, each consortium will indicate at

least one program of study they intend to build, develop and implement.

- In general, Minnesota expects the program of study to be developed at the career pathways level, with at least a majority of the career clusters being addressed.
- It is Minnesota's expectation that a program of study will start no later than grade 11 and will continue for at least two years of postsecondary studies.

Q: How does the State Plan address the sharing of the different locally-developed programs of study across the different consortia?

- The logical starting point must be local consortia programs of study that are now being identified within each consortium application plan.
- Minnesota is pursuing a wide variety of methods for disseminating information, including hard copy and electronic tools, about programs of study/career pathways. A case in point is the Program of Study "Wheel", which is the organizational framework for how programs of study will be implemented in Minnesota.

Q: How does the State Plan distinguish between courses, programs and programs of study?

- Starting with the Program of Study "Wheel", the 26 local CTE consortia will put in place an incremental strategy to develop programs of study that expand student involvement and coverage.
- In many cases, programs of study will be a blending of existing secondary and postsecondary courses and programs, filling in gaps where necessary. Also see above.

Q: How does the State Plan address the fact that many high school CTE programs are targeted towards baccalaureate preparation?

- Perkins IV has expanded its definition of career and technical education to include as an element the linkage from high school or two-year college CTE programs to the four-year baccalaureate preparation.
- In programs where the four-year baccalaureate program is the traditional path from high school, then how two-year programs connect this path must be explored.
- Alternatively, in CTE programs which only led from high school to two-year college, how the linkages to four-year baccalaureate programs within a given career path must be included in any program of study/career pathway development.

Q: How does the State Plan address the systematic development of programs of study and at the same time ensuring access for all students?

- See above. Also see the section under Special Populations.

Q: How does the State Plan address the promotion and use of program of study in the counselor and career guidance community?

- See above. Also see the section under Career Guidance and Counseling.

Q: How will the State Plan address the relationship between programs of study, and existing secondary and postsecondary policies and procedures, particularly with regard to program approval, state standards, and regional and state workforce development?

- Program approval within either the Minnesota Department of Education or the Minnesota State Colleges and Universities system addresses “programs” as defined through rule, policy, and procedure, and will not change as a result of the program of study requirement under Perkins IV.
- Nevertheless, a “program” and a “program of study” are not synonymous. See above.

Q: How does the State Plan address situations when student want to use the learning they have acquired within a program of study and want to receive credit for that learning outside of the consortium in which initial learning took place?

- There is no presumption on the part of Minnesota that every consortium must have all the components necessary for student engagement, achievement and transition. Hence, as part of the local application planning process, each consortium must address as a separate goal the *continuum of service provision* within and across consortia.
- In particular, with reference to programs of study, the same articulation and dual enrollment strategies that were in place under Perkins III, specifically under Tech Prep, must continued forward and become part of what links the *program of study* goal and the *continuum of service provision* goal. Specifically, local, regional and state labor market information must be used highlighting the linkages between the two goals.
- The intent of Perkins is to improve the CTE program. Regardless of the extent to which individual members of a consortium is able to participate in CTE programming or not, the benefits to students across a consortium should come through other forms of participation such as professional development, student support strategies, and promotion of career and technical student organizations.

New Consortium Structure

Q: How was the determination made to set the secondary/postsecondary split of funds at 42:58, and for how long will this split be in place and how will it move forward under the new consortium structure?

Minnesota Rule 3505.1700 states:

3505.1700 ALLOTMENT AVAILABILITY OF FEDERAL FUNDS.

A cooperative agreement between the commissioner of education and Minnesota State Colleges and Universities will annually provide for the distribution of federal funds between secondary and postsecondary vocational programs. Distribution to local education agencies must be determined by state and federal law.

As a practicality, staffs from the Minnesota Department of Education and from the Office of the Chancellor annually recommend a split of funds to the Commissioner and to the Chancellor who both would agree to the recommendation or send staff back for additional negotiations. Both Commissioner Seagren and Chancellor McCormick were advised of the recommendation for a 42:58 split of funds for 2008-2009 and concurred with the decision.

As described in the narrative portion of this Plan and summarized here below, the criteria by which the split of funds between secondary and postsecondary CTE is as follows:

- In Minnesota's state plan under Perkins III factors were identified that determined the secondary/postsecondary split of funds. These factors were based on participation of students in career and technical education programs as follows:
 - 50% on the basis of full-year equivalent participation in career and technical education programs
 - 10% on the basis of participants with disabilities
 - 15% on the basis of participants who are economically disadvantaged
 - 10% on the basis of participants with limited English proficiency
 - 5% on the basis of nontraditional participants
 - 10% on the basis of single parent status

In many discussions involving leadership and staff from the Minnesota Department of Education and the Office of the Chancellor, it was recommended that these same factors be used for determining the secondary/postsecondary split of funds in the state plan developed for Perkins IV. The recommendation stemming from these discussions also recognized the importance of building the new consortium structure under Perkins IV in Minnesota, and how these consortia would be best developed and sustained where members brought similar resources to a common table. As such, the recommendation on the secondary/postsecondary split included a provision by which 20% of the available local funds would be evenly split between secondary and postsecondary partners. Applying these factors to 2006 data calculated a funding split where 42% of funds would be distributed among secondary consortia and 58% of funds would be distributed among postsecondary consortia.

While the secondary/postsecondary split has been determined as listed above, Minnesota has granted considerable flexibility to local consortia to use their funds at either the secondary or postsecondary levels as determined in the local plan.

Q: How is leadership addressed in the State Plan, particularly in reference to the new consortium structure?

- Leadership under the new consortium structure must first include those key informants who have been instrumental in providing input in the planning activities that preceded the state plan development.
- Additionally, teachers, faculty and counselors must be part of the leadership structure as they will be critical to the Program of Study/Career Pathway development under Perkins IV.

- Finally, senior high school and college administrators must be integral to moving CTE policy forward in Minnesota if the implementation of the CTE State Plan is to be successful.

Q: Who are considered to be members of the consortium?

- All school districts, including charter schools, and two-year colleges within the Minnesota State Colleges and Universities system are eligible to be member of a CTE consortium.
- Since allocation of Perkins funds locally is based on total population, not participation in career and technical education programs, a charter school is eligible to be included as a member of a consortium.
- No district HAS to participate, but the Minnesota has determined that if a charter school has an approved program it must be invited to participate in the consortium.

Q: How will the State Plan address students that are not traditionally part of the high school to college transition model?

- Perkins IV does emphasize the development of strategies that smooth the direct transition of high school students to postsecondary education.
- Nevertheless, the tactic all consortia can adopt to meet the five goals of the local application planning process is to develop a general objective, from which specific strategies are formulated to address the different targeted populations that are included within CTE, and then develop corresponding measures to assess the effectiveness of the strategies in addressing the goal from the perspective of the different population groups.

Q: How will Minnesota foster collaboration under the new consortium structure?

- Each consortia needs to put in practice collaborative structures that suit their local needs.
- A set of questions like, “how do we make decisions?” or “how do we hold accountability?” must be undertaken very early in the collective decision-making process.
- Decisions that undertaken collaboratively must have at least some regional focus since each consortium will be continuing and building relationships with other consortia.

Q: May Perkins funds be used for credit-bearing professional development that helps teachers qualify for CTE licensure under the new consortium structure?

- Language was proposed in the state’s fiscal guidelines that would have allowed consortia to use Perkins funds for credit-bearing professional development as long as a) such use was specified in the local consortium plan, and b) such professional development did not qualify the individual for salary advancement. The proposed language was shared with practitioners at regional meetings and other venues and received widely mixed response. As such, the state has decided not to move forward on using Perkins funds for credit-bearing professional development at this time.

Appendix B:
Perkins Career and Technical Education Public Hearings
Questions and Responses
February, 2007

The response from the Task Force and at the face-to-face public hearings was positive and lent support for the construct of the Plan. Some samples follow.

Q What is the grade span for students served by Perkins IV?

A Minnesota Rules define a secondary CTE student as being in grades 10-12, though these rules may change to allow 9-12. Postsecondary CTE students are enrolled in the state's community and technical colleges. The Perkins Act allows expenditures as early as grade 7.

Q Is each school within the Perkins consortium required to develop one program of study next year?

A Each consortium must develop at least one Program of Study to implement by the 2009-2010 school year. It is a consortium decision about how many schools will offer components of this Program of Study.

Q Are programs required to offer a sequence of courses? Is one course seen as a program? Does the number of programs impact funding?

A Minnesota has not required locals to include more than one course in a recognized secondary CTE program, but would expect a sequence of both academic and technical courses to be identified within a Program of Study.

Q Is “high-skill, high-wage” for all students or just for special populations?

A References in the Act to “high-skill, high-wage or high-demand” occupations are associated with special populations to ensure that members of special populations are not relegated to lesser programs. All Minnesota CTE programs should address high skill, high wage, or high demand occupational opportunities.

Q How will Perkins dollars be used for remediation at either the secondary or postsecondary levels?

A Programs of Study may include prerequisites but Perkins funds may not be used for remedial courses. Local consortia are encouraged to work with other remedial efforts in high school or with Adult Basic Education providers to ensure students have necessary academic skills.

Q How will brokering of services work?

A In its early stages, the Continuum of Service Provision (Brokering of Services) may focus on awareness of regional CTE offerings at both the high school and college levels. Eventually consortia will be expected to build communication channels with other consortia throughout the state to assist students to make transitions within their selected programs of study.

Q What will staff development look like under the new plan? In the past, one-day workshops have been permitted. Will this be allowed?

A Minnesota is interpreting the federal prohibition on one-day workshops to mean that short-term professional experiences without follow up will not be supported. One-day or short-term workshops will be allowed if there is action to show that the learning carries forward and impacts student learning.

Q Are the members of the Perkins consortium required to submit a secondary budget and a postsecondary budget for approval?

A Yes.

Q What will the Perkins \$20 million do over the next five years and will anything really change?

A State education leaders expect that the relationships formed through the consortium structure will set a new pattern of alignment of coursework from secondary to postsecondary, and are watching us to see how similar structures may be promoted for other areas of education.

Q The president did not include Perkins in his budget. What should we do?

A While the lack of administration support is disappointing, Perkins has received overwhelming support in Congress. Our best action is not to panic but to continue to provide high quality career and technical education, and to work throughout the period of Perkins IV to demonstrate our accomplishments through student success.

Besides the questions that were raised at the public hearings, Perkins staff was able to provide more detailed answers to questions on the satellite broadcast. These are provided below.

Q Explain what is meant by career development outreach starting at grade seven.

- The starting point in developing strategies around career development outreach gets back to the concept of programs of study and our use of the career fields, career clusters, and career pathways chart. We have said that what we would like is to have students start doing their career planning early in their career. Perhaps as early as grade seven.

- Now, we know that while this occurs, the funds for career and technical education under the Perkins Act really are to promote the career and technical education programs, and we have stated in Minnesota that these funds must go where we have state-approved programs and appropriately licensed teachers.
- However, we also know that funds for professional development and other supportive activities under your local plan can go to other, you know, functions as long as those functions are leading to participation in high-quality career and technical education programs.
- Career development is certainly a key component under the Perkins Law. So what we are asking you to do is give thought to how career and technical education and career planning will occur starting at grade seven, or that range, and how that leads to participation in quality career and technical education programs at the high school and postsecondary level.

Q Define what professional development means for academic staff. Who is academic?

- Academic at the college level means faculty who are teaching in the liberal arts and sciences fields. It could be anything from English to math to science to fields -- any of the liberal arts and science fields are considered academic. So, professional development can be provided for academic faculty as well as our career and technical education faculty at both the high school and the college levels.
- When we are looking at academic and career and technical education programs at the secondary level, we generally think of career and technical education as being a fairly well-defined set of programs. And, yet, we also know that under programs of study it's essential that we form partnering relationships with the teachers of academic subjects in our schools, our math teachers, our science teachers, our English teachers and such. So, what we are asking here is that you consider in your professional development how to include those teachers of academic subjects at the secondary level so that their work will make the career and technical education student performance better and the career and technical education program stronger.

Q When concentrators change to AA Degree or other non-Perkins career and technical education majors, how do we remove them from a Perkins cohort?

- The rationale is a concern for the success of a student in a non career and technical education major rather than a career and technical education program. When we define concentrator in the Perkins accountability system, we define concentrators very narrowly. Narrowly in the sense that they have to belong to one of the 16 career clusters as defined by the CIP codes, and also be majoring in one of the four awards; certificate, diploma, A.A.S., and A.S.
- The A.A. student is not included within the Perkins accountability system. Please keep in mind that this is a Perkins accountability system. The success of A.A. students will be documented in other accountability measures and success measures that at least on the postsecondary side are being developed within the whole system measures of accountability.

- As far as removing the A.A. student from the accountability measure, what we are looking at is a three-year cohort. We look backwards, and when we look backwards and find out that a student is an A.A. student, we not only remove them from the numerator of the calculation of the success measure, we remove them from the denominator as well and that student is not part of the measurement.

Q The question is regarding funding. What's the difference between areas with high percentages of career and technical education students and areas with high numbers of career and technical education students?

- Coming right out of the law, it gave three reasons why the 10% reserve funds could be distributed under a different formula. We already have mentioned that we were addressing rural needs of the state with part of that redistribution.
- When it comes to the concept of high percentages of career and technical education students rather than high numbers, we know that there are cases where schools might be set with a specific programmatic focus that has many of their students participating in career and technical education and that nationally this may be done in more states than it is within our state.
- When giving thought to the factors that could go into the distribution under the 10% reserve, it was more important to consider programs that are attracting high numbers of students on the understanding that students gravitate to quality programs. Rather than do a comparison where we questioned how many of our students were in career and technical education as a ratio to the student population as a whole within a school or a region, we thought that we would focus on the participation itself within the programs.

Q When tech prep is rolled in, how will you ensure that secondary best practices will continue?

- No doubt, we think there certainly was a lot of question in Minnesota, when we looked at tech prep and whether it should continue to operate it as a separate program or if we wanted to merge it with the basic grant program in Minnesota. We think that our decision in deciding to merge it was, in part, the fact that much of what we were already doing under the basic grant program looked like tech prep.
- We think more critically is that our expectation in the local plan that tech prep and the good things we have done under tech prep will still be a required element in that local plan. As local plans are received and approved by the state, we will be looking carefully to see that you are continuing to do those activities that promote academic and technical integration, that promote movement from high school to college, that promote outreach to students at earlier grades, all of the things that have been a mainstay under tech prep in the state.
- If you look at how tech prep had operated in Minnesota under Perkins III, we have always looked at it as a research and development process in terms of developing good, high-quality career and technical education program.
- There are three things that need to be highlighted:

- One is the experience of tech prep in building secondary and postsecondary collaborations, and we expect to see that within this new consortium structure.
- The second is developing the articulation agreements that are already in place within tech prep, and using them in programs, and then expanding that throughout the consortium as well and beyond the consortium, particularly through the brokering of services goal that we have in our local application plan.
- The third area in which tech prep has been innovative is in developing regional and local data systems that have allowed in terms of measurement of students moving from secondary to postsecondary and essentially be able to know how many tech prep students have received certificates and be able to count those in their success measure.

So, we have these three best practices out there that tech prep has had in place for quite some time, and we expect to see them used much more within the new consortium structure.

Q: What is brokering of services?

- Again, this concept of brokering of services came out of the idea of how do we help students to continue in a program of study when the secondary and postsecondary components were not available locally.
- We thought that what we really wanted to do was have folks give an emphasis at the local level of the career planning process that students are undertaking and have recognition of where opportunities were available anywhere in the state for students to continue their work.
- As such, what we have asked the locals to do is have an awareness of where programs are available throughout the secondary and postsecondary systems of Minnesota and how to help students continue that work by being aware of the location of the programs, being aware of the requirements of programs, and finding ways to make that happen.
- One good starting point is the "Going Places" document that is available from the Minnesota State Colleges and Universities which will help counselors and others give good guidance to students because this says where the programs exist in Minnesota.

Q In the outcomes focus, how will individual student progress or continuation be followed when they participate in multiple colleges online or on-site courses and work?

- Within the Minnesota State Colleges and Universities system, we have a data system that we call Integrated Student Record System (ISRS). In that data system, we have information about students both in terms of their engagement in career and technical education programs, we have in terms of their achievement of career and technical education programs, and we also have information about now, because of our relationships both with the department of economic -- employment and economic development and through the national student clearing house, we have information about the transition of those students.
- So, we actually can, at different levels, talk about these measures as part of the

accountability measure. Not only do we have to report on graduation, but we will also be reporting on transfer as well as retention. In that sense we will be able to follow these students as they progress through a career and technical education program. • The one other thing that we have done under Perkins III is to set up a Perkins data base system that colleges have access to that they can use for their continuous improvement planning, and we expect that within this new consortium structure that data base will be useful not only for the postsecondary side but also provide information to our secondary partners as some of their students look forward into going into programs, career and technical education programs at the postsecondary level.

Q Our next question is focused on adult learners. The major focus of the current state plan is on high school -- has been on high school to college transitions as part of the new state plan focus. What provisions are made for adult learners under the new plan?

- One of the important parts of this plan, as you've heard discussed tonight, is the whole concept of programs of study, which is a continuous sequence of courses and programs that are aligned, that fit together so a student can start at any point in that sequence of programs and move in and out of the system.
- So, actually the program of study concept is as important, or perhaps more important, for the adult learner than it is for the high school student because the high school student will leave high school and then move into our college and our university programs. Once they are there, they will have many options to move in and out of the system in terms of the new structure that we are trying to put in place called programs of study that align certificates and diplomas and associate degree programs in components or subcomponents, if you will.
- The adult learner, once that learner gets into the college setting, can move in and out of our programs as they see fit and as their needs require, they can move into the workforce, they can come back to college. Actually the program of study concept is a critical component for meeting the needs of the adult learner in our system. After they finish college programs, they can be prepared to move on to four-year or baccalaureate programs, which are also part of the program of study concept and we are working hard to align appropriate baccalaureate programs with the two-year college programs, the certificates and the diplomas and the work skill certificate programs also.
- The thing that we have to keep in mind about the program of study framework that we discuss tonight is that there is the program of study itself and there is the student that engages within that program of study. That program of study should be developed for all – for students of all ages. How that student uses that program of study will be dependent on where they will enter that program of study and in what manner they enter that program of study, and the consortium will then have to customize that program of study to meet the needs of the student. Keep in mind that one is developing these programs of study to meet the needs of students at the secondary, at the postsecondary level, whatever the age.
- We are looking at students that move from secondary to postsecondary, students that move in and out of the postsecondary education system, and we are looking at students that move from education and employment, and all of those three elements must be

incorporated as you move forward in developing programs of study. Again, the adult learner has not been left out of our plan.

- It is true that often in education laws we see a fairly common perception that people are moving on a continuous path from high school into college and then completing. We know, looking at our students, that that is clearly not always the case. Obviously we are hoping that with earlier efforts in career planning and the information that could be disseminated about good opportunities for students, it will help them make good choices earlier and get into the collegiate programs at an earlier age.
- We also have clearly made it an explicit part of the plan that students exit and enter education at many points. In that local plan, the idea of multiple exit and entry points need to be included so that students can continue in their programming when they are ready, not based on some perception of how students should be working their way through a collegiate study.
- To reinforce this, the program of study is the educational structure. It is our responsibility to put that in place so that it is a set of aligned programs that can start at the high school level and can continue to the baccalaureate level or even beyond. How a student, whether that student is a high school student or a college student, wishes to access that aligned set of programs is, of course, up to the learner. I think that is one of the distinctions and one of the differences we need to make quite clear.
- We are not tracking students. We are not saying, you can only come in at this point or exit at this point. We are trying to put together a sequence of aligned programs that provide a continuum of opportunities for students so that when a student or learner wishes to access our programs and our courses, they can do so in a coordinated, aligned way without any duplication, we hope, of content from one level to the other.

Q Could you explain the reporting of performance for accountability? Is reporting at the district or college level or consortium level?

- We know that as the State is gathering information for the purposes of accountability under Perkins, we are gathering information at the school district level. Each school district is providing much information to the state through our MARSS system, through our star system, through our UFARS and all the various systems we have from reporting from school districts from the State of Minnesota. For the purposes of accountability, however, the accountability provisions will be set at the level of the consortium. While we will be providing information to each school district about the performance of their students under these accountability measures, we will hold the consortium responsible so that there will be averaging among all the schools within a consortium so that it is at the consortium level that the accountability provisions will be applied.
- On the college side, the same would apply. In the new consortium structure that we have in Minnesota, there are two consortia in which there are more than one college in those consortia and for those sets of colleges, we will be looking at the consortium level but they will know their individual college performance information and it will be the consortium that decides how they will meet those accountability indicators at the consortium level. Remember that we have to negotiate with each consortium on all of the

14 indicators and, so, clearly, we will have to develop a system here within our state agencies to make sure that we have a system that essentially looks at and follows this and is able to monitor and evaluate and provide technical assistance to all of you in the event that those performance targets are not met.

Q What will staff development look like under the new plan? In the past, one-day workshops were permitted, how will this change?

- One of the things that the new law has stressed, for whatever reasons, is that they want professional development to be longer than a single-day event. In the past we were able to conduct professional development activities that were single-day events. Now what we must be able to do is, if they are one-day events, they must be part of a series of multiple-day events. We think that that will meet the intent and the letter of the law.
- I believe that Congress was concerned that too much of the Perkins funds were being used for short-term professional development that had no long-term impact on student success. In crafting Perkins IV, Congress did put in provisions that said short-term professional development will not be allowed. This does not mean the teachers cannot participate in a one-day workshop. What it means is that from that workshop there have to be ongoing activity that show that the information that was gained through that effort actually do have impact on student learning and that there will be follow-up activities so that the professional development has a greater impact.

Q What do you mean by technical assistance and who will provide technical assistance?

- Under the Perkins law, under Perkins IV, technical assistance from the state level is a required activity at the state level. We are expected at the state level to provide, in this case, local consortia with technical assistance. Clearly, those will be focused on the new elements within the Perkins IV, within what we discuss tonight, but basically in terms of programs of study, in terms of professional development, and, more importantly, we think, that we need you to let us know how to provide – what kinds of technical assistance that need to be provided from the state, and we have been listening to you and that is the reason why we've been developing a lot of workshops as we go through this process starting from the local application development plan and moving forward into programs of study and beyond.

Q We do have a question about Project Lead The Way. Is Project Lead The Way a career and technical education program?

- There has been a great deal of emphasis on project lead the way in Minnesota. Project lead the way, for those who are not familiar, is a program primarily involved in pre-engineering course work at the middle school and high school level. Our decisions around project lead the way in Minnesota are that it is a very good curriculum and something we wish to support. In and of itself, it does not meet our definition of career and technical education. That has a broader involvement of industry, has many other factors that are connected with work-based learning and some other activities. It may or

may not be built into a project lead the way course. What we have stated is that project lead the way could be a component of a career and technical education program of study. Most likely in the area of manufacturing, possibly in the area of transportation, but that it should be considered a very solid component within a program, but in and of itself it does not meet our criteria of career and technical education.

Q The next question we have is about technical skill attainment. What is technical skill attainment, and how will it be measured, or how will consortia measure it?

- Under the new law there has been much concern about being able to assess how much and what career and technical education students have learned in terms of actual technical skills. In the past, we were able to use the proxy of graduation, at least at the college level, as sort of a proxy for technical skill attainment. That has satisfied either the U.S. Office of Education and certainly has not satisfied the Congress, which is one reason that in the new law there is a major focus on technical skill attainment and finding ways to measure it.
- What this means is that for all the students who graduate or leave our career and technical education programs, both at the high school and the college level, we will need to find some method of measuring what they've learned in terms of technical skills. This is not an easy task and one that all states are grappling with to come up workable measures. We are working on plans right now, but we do not have a clear-cut plan in place.
- What we do know is that there needs to be some – what the U.S. Office of Education is focusing on – some sort of third-party assessment process that is used to assess how much a student has actually learned in terms of the technical skills that are intended to be part of a specific career and technical education program. At the high school level, we expect that that will take a different focus perhaps than it will at the college level where the college level student is exposed to a great deal more technical content than a student can be exposed to at the high school level.
- Again, we are working on plans for this. We do not have our plans clearly worked out. We have some potential structures that we are beginning to put in place and with the help of the local consortia and various advisory committees, we are hoping that by the end of first year we will have better in this upcoming year of tackling this topic.
- The National State Directors of Career and Technical Education are also working on this issue in concert with the U.S. Office of Education to try to assist states so that there isn't a great deal of duplication of effort and so that we can sort of combine our efforts in trying to find some coordinated ways of assessing this particular accountability measure.
- As you look at the new Perkins law, clearly there was an emphasis in the Perkins act on relationships with business and industry and having business and industry provide a great deal of input into identifying the specific technical skills that were to be gained within career and technical education programs. As we move forward, we will be working with our business and industry partners to help us develop valid and reliable instruments for measuring the attainment of technical skills.
- At the secondary level, while clearly we are not preparing students to the same degree of technical performance we would expect at our postsecondary levels, we need to see

alignment in our technical skill assessments at the secondary level with the programs of study that are continuing at the postsecondary level. We will want to include in our work how our technical skill assessments will be aligned between secondary career and technical education and collegiate career and technical education.

- When you go and look at the plan, we are proposing a phased-in process, and we are actually looking five years down the road that we will be trying to increase both student coverage and program coverage as we develop these technical skill assessments systems. The thing that we have to keep in mind, and I think the confusion not only within ours in Minnesota but nationally, is a distinction between attainment and assessment. The assessment is what we are working on right now, but what we do have to report on immediately is attainment as well, and that is our dilemma. We proposed a phased-in process looking forward that we will reach some sort of an equilibrium rate in Minnesota in five years and we will assure the U.S. Department of Education that in the meantime we are increasing both student coverage and program coverage as well.

Q Is each school within a consortium expected to develop or implement a program of study next year?

- We are expecting each consortium to develop a program of study. Now that program of study will be in a certain program field, and every high school within that consortium may or may not have technical courses that are related to that particular program of study. So, it is possible, certainly in year one and maybe in year two, that a high school involved in a consortium structure may not have the specific career and technical education courses that are needed to align with the program of study. That simply may not be possible in all areas.
- What each consortia needs to do, as they begin to decide which program of study they will select first, and we should say that each consortium is expected to have at least one program of study in place by the end of 2009, again, it may not be possible, that that first program of study will incorporate career and technical education courses in every high school that is engaged in that particular consortium structure.
- As each year passes, and this is a five-year law, we expect that each consortium will be adding and developing programs of study each year, and some consortium may have certainly more than one program of study in year one. It depends on how many and how much work they have already done to begin to align their courses and their programs. It may not be possible for every high school to have the particular courses that would align with the program of study in the first year for sure.
- The other thing that we will mention here that can tie the program of study back to what we were just talking about, technical skill attainment, in this first year and for each program of study that each consortia develops you need to also begin to look immediately at how you will assess the technical skill attainment of students in that beginning program of study that you are selecting.
- Now, we will be working on providing assistance and providing hopefully some model activities and some pilot activities that can assist all of us with technical skill attainment issue, but it is something you need to think about in relationship to the first program of study that is developed within each consortium.

- It is also true that as we look at the whole idea of programs of study and who will be offering what within a program of study, each of our consortia will clearly be working on one program of study to begin with and more programs as the years continue. We also believe that this concept of programs of study within a consortium should open up opportunities for students to access programming more than just within their own high school. Whether we are looking at distance learning or we are looking at shared teaching or whatever it takes, it is now highly possible that within a consortium thought will be given to how do we make instruction available so that students can enter into a program of study even if they do not have a full program in place in their local school.

Q The next question is on budgeting. Are the Perkins consortia expected to submit a secondary budget and a postsecondary budget for approval?

- The answer is pretty simple. Yes and yes. I think in the local application plan, we will be asking budgets on the secondary side and the postsecondary side, but we would also be hoping to look at a consortium budget that essentially ties those two together in some way through the budget narrative or through some way of identifying as we have said that the plan is what is going to drive the different activity, but we need to sort of say how those funds are being expended on either side and for what, and that should be indicated within the budget narrative.

Q A couple of the questions here are focused on special populations. The first one is how will special populations of students be supported in the programs of study? And the second one relates to how the emphasis on high-skill, high-wage and high-demand occupations for all students or just the members of special populations?

- The emphasis in the law when focusing on special populations and the connections to high-skill, high-wage, high-demand, is not to say that that is only for the members of special populations, but to see that we are not promoting programming within the state that sets some lesser program opportunity for the members of the special populations.
- The intent is to focus on high-skill, high-wage, and high-demand occupations across the board and to make sure that the members of special populations can be successful in our programs and enter high-skill, high-wage, and high-demand employment.
- As such, it means that within the local plan it will be necessary to identify the supports that will be necessary and the supports that we'll be providing so that the members of special populations can be successful in our high-quality career and technical education programs.

Q If we were to pick one program of study, how should we prioritize the funding needs of other career and technical education programs?

- The first thing is that when you pick the program of study, we assume that you will be picking programs of study, what we are calling the low-hanging fruit, that exists on both secondary and postsecondary side.
- Clearly, while the program of study will be a focus, we are not expecting you to abandon

all of the other career and technical education programs at the secondary and postsecondary side that you already have in place and are moving forward towards programs of study.

- There are other states that have done much more in programs of study than we have. We know that what we want folks to do is take the programs of study that are most developed as their starting point so that they get comfortable with this new way of thinking, of academic and technical partnering, of secondary to postsecondary transitions as one cohesive effort. Having done that in one program of study and building a comfort level within that one program of study, which the local consortia then can expand into new areas and make more opportunities available for students.

Q Can Perkins funds support counseling activities and can you provide examples? It doesn't say whether this is high school or college, but we could address both.

- Again, the whole idea of providing career guidance is an essential component under the Perkins law. While Perkins funding is specifically dedicated to providing high-quality career and technical education programs, it is clearly an element within the Perkins Act that career guidance is provided.
- Specifically, as mentioned, as an allowable activity for professional development work under Perkins is to make sure that career guidance and academic counseling are both provided to students to help them move towards and complete programming leading to high-wage employment.
- We would look skeptically at funds that were going heavily into the cost of staffing around guidance, but we would certainly be supportive of the guidance activities that are necessary to help students move into high-quality career and technical education programs.

Q Given the small percentage of funds -- of Perkins funds when compared to the overall education budget in Minnesota, can Perkins really impact career and technical education or education as a whole in Minnesota?

- It is a small amount of money within the big picture. Twenty (\$20) million is not a lot of money. The primary focus of this new law is on this new concept, really, not a new concept, but it's a new framework for some people, programs of study. We think that if there is one thing we can impact, it is the development of programs of study. Through programs of study we can do a much better job of aligning high school courses and programs with college courses and programs and on into four-year baccalaureate programs than we have ever done, and we think this particular concept alone can be a huge advantage to all learners in the state, high school as well as college and adult learners, because it will force us to do a better alignment of programming than we have ever done in the past. We have certainly done some of this at the college level, but this will require a concerted, focused effort to look at aligning courses and programs in a coordinated fashion so that the learners can access them in the best way possible.
- I think as we look at the plan that we put before you, we have to admit, we are excited about the plan that we have in front of us tonight. We think that, clearly, Minnesota has

taken a direction that no other state has taken in putting together formal working consortia of secondary and postsecondary partners. And, yet, this builds so well upon the collaboration efforts we have had under Perkins III that really started the discussion between secondary career and technical education and postsecondary. We have heard from many folks that say that this new arrangement of secondary and postsecondary folks working together for the planning of programming that spans what used to be this gap that occurred at grade 12 will be a new direction for much of what we do in education in this state. So, is it much money? No. We wish we could give you more. But, at the same time, we know that what we're doing here in bringing secondary and postsecondary people together to help students progress from high school into college and beyond is really a wonderful challenge we have before us.

- We also would say that when the reauthorization of Perkins began three or four years ago, there was a lot of discussion separately on issues around high school reform, around American competitiveness, about transitions from high school to college and between education and employment. What we feel in the plan that we have developed in Minnesota that we are addressing all of those three simultaneously. An indication for that is we have been approached by others outside the high school and the college environment, to see whether they' can become part of this new consortium structure. The answer we have given is, we want to take this slow and develop this process as a model for the State of Minnesota for not only building collaborations from high school and college but also building collaborations with our workforce development partners as well as community-based organizations and, clearly, we have a model that we will test out as we go forward under Perkins IV.

Appendix C:
**Perkins IV Uses of Funds: Matrix Relating Minnesota Broad Goals to Federal and State-Defined
 Required and Permissible Activities**

The twelve required goals under Perkins III have been re-categorized under the five broad goals established for Minnesota career and technical education. Consortia are expected to address each of these goals in their local application plan. Each local consortium must address all **required uses of funds** and may address any of the **permissible** uses of funds, as described under Perkins IV Section 135. Additionally, Minnesota has made one permissible activity required and has added continuum of service provision (brokering) as a required activity. In fact, in Minnesota, the brokering required activity is also a goal within the application that all local consortia need to address.

- (R) – *Required activities under Perkins IV have been “categorized” under the following goal headings in blue text and numbered 1-11. Required activities may appear in more than one goal (in italics)*
- (P) - *Permissible activities have been included in green text and numbered 1-20. (in italics)*
- (MNR) – *Minnesota Required uses of funds (in italics)*
- *Examples of activities are highlighted in red.*

G-1: Programs of Study G-4: Continuum of Service Provision (Brokering)	G-2: Employer, Community & Educational Partnerships	G-3: Services to Special Populations	G-5: Consortium of Secondary and Postsecondary Institutions
<p>(R1) –strengthen the academic and CTE skills of students participating in CTE programs through the integration of academics with CTE programs.</p> <p>(R1)- strengthen academic and CTE components through sequence of courses such as CTE programs of study</p> <p>Examples:</p> <ul style="list-style-type: none"> • Maintain a variety of programs which facilitate a smooth transition from secondary to post secondary or employment • Conduct POS workshops, writing sessions, and individual conferences with secondary and postsecondary faculty and staff • Program review and frameworks for integration of academics in CTE programs • Infusing general education curriculum in CTE programs 	<p>(R3)- student experience in and understanding of all aspects, which may include work-based learning experiences</p> <p>Examples:</p> <ul style="list-style-type: none"> • Offer Educator In the Workplace Institute (EIWI) for secondary and post - secondary instructors to understand “all aspects of the industry. • Organize a joint advisory committee with broad representation of labor and business organizations, community representation; • Involve advisory committees in the development of programs of study and in the development of technical skill assessments • Participation of consortium representation with employers, community organizations, and other education providers 	<p>(R6)- <i>develop and implement evaluations of the CTE programs carried out with funds under this title, including assessment of how the needs of special populations are being met</i></p> <p>Examples:</p> <ul style="list-style-type: none"> • Develop and pilot at least one unique supplementary or supportive service for students engaged in POS • Expose students to employers and transition activities through participation in Work Skills Day • Pilot early alert system for nontraditional and other special population students in POS courses • Implement survey to better address effectiveness of services to special populations • Pre- or early semester remedial classes for those students scoring below assessment thresholds 	<p>(R4)-<i>develop, improve, or expand use of technology in CTE</i></p> <p><i>a. - training of career and technical education teachers, faculty, and administrators to use technology, which may include distance learning</i></p> <p>(R5)- <i>support of education programs for teachers of career and technical education in public schools and other public school personnel who are involved in the direct delivery of educational services to career and technical education students, to ensure that such teachers and personnel stay current with all aspects of an industry.</i></p> <p>Examples:</p> <ul style="list-style-type: none"> • Professional development for best practices on serving diverse student populations • Faculty & staff in-service to increase skills (assessment, use of technology, diverse student needs) • Provide collaboration experience for secondary special educators and postsecondary staff

Appendix C:

Perkins IV Uses of Funds: Matrix Relating Minnesota Broad Goals to Federal and State-Defined Required and Permissible Activities

<p>G-1: Programs of Study G-4: Continuum of Service Provision (Brokering)</p>	<p>G-2: Employer, Community & Educational Partnerships</p>	<p>G-3: Services to Special Populations</p>	<p>G-5: Consortium of Secondary and Postsecondary Institutions</p>
<p><i>(R2)- link CTE at secondary and postsecondary levels including offering relevant elements of not less than one CTE program of study described in Section 122(c)(1)(A)</i></p> <p><i>(R4)- develop, improve, or expand the use of technology in career and technical education, which may include</i> <i>b.- providing career and technical education students with the academic and career and technical skills (including the mathematics and science knowledge that provides a strong basis for such skills) that lead to entry into the technology fields</i></p> <p><i>(R6)- develop and implement evaluations of the CTE programs carried out with funds under this title, including assessment of how the needs of special populations are being met</i></p> <p><i>Examples:</i></p> <ul style="list-style-type: none"> • Establish professional learning communities in schools, departments, and programs for secondary and postsecondary students • Identify and implement effective transition programs for students and their families for high school to college and for postsecondary student success • Provide contextual learning experiences that combines hands-on training and technology 	<p>Examples (cont.)</p> <ul style="list-style-type: none"> • Provide learning opportunities for students to understand all aspects of industry through business and community partnerships • Engage the community to support special population learners and their families through career exploration and work experience opportunities • Promote and enroll underrepresented high schools students in summer bridge program for academic and career preparation, planning and assessment of skills • Improve the workplace readiness of special needs students in a collaborative effort with appropriate community-based organizations • Partner with workforce service area to improve the readiness and employability of learners through increasing learning opportunities, strategy planning for special populations that are underprepared for college transition. 	<p><i>(R9)- provide activities to prepare special populations, who are enrolled in CTE programs for high skill, high wage or high demand occupations that lead to self-sufficiency</i></p> <p>Examples:</p> <ul style="list-style-type: none"> • Work with STEM initiative to ensure opportunities for special populations • Increase strategies to improve nontrad student enrollment in high skill / wage / demand courses • Ensure access to career pathway information for nontraditional students • Provide special population students opportunities to learn about high skill, high demand occupations via the Equity Integration Program • Provide career exploration and learning opportunities for ELL and based on IEPs for disabled students • Award mini grants to provide career assessment for special population students • Provide transition and retention programs: TEAM; PACE ESL/ELL bridge program; summer CTE experiential learning courses • Pre-enrollment summer tech camps for nontraditional students • Implement and evaluate Smart Start program • Intrusive advising services to monitor student success 	<ul style="list-style-type: none"> • Provide collaboration experience for secondary special educators and postsecondary staff <p><i>(R6)- develop and implement evaluations of the CTE programs carried out with funds under this title, including assessment of how the needs of special populations are being met – Sec 135(B)(6)</i></p> <p>Examples:</p> <ul style="list-style-type: none"> • Utilize achievement gap data to develop programs that meet the needs of underperforming special populations • Evaluate CTE programs using the AQUIP process, joint advisory and program evaluation system • Assess academic needs of diverse student populations using success evaluation survey <p><i>(R7) Initiate , improve, expand, and modernize quality CTE programs, including relevant technology</i></p> <p><i>(R8) Provide services and activities that are of sufficient size scope and quality to be effective</i></p> <p>Examples:</p> <ul style="list-style-type: none"> • Develop a marketing and recruitment plan for program of study roll out • Increase the number of online CTE College in the Schools course offerings to high school students • Provide contextual learning experiences that combines hands-on training and technology • Prepare students for high wage, high skill jobs through improved curriculum design and professional development

Appendix C:

Perkins IV Uses of Funds: Matrix Relating Minnesota Broad Goals to Federal and State-Defined Required and Permissible Activities

G-1: Designing Programs of Study G-4: Continuum of Service Provision (Brokering)	G-2: Employer, Community & Educational Partnerships	G-3: Services to Special Populations	G-5: Consortium of Secondary and Postsecondary Institutions
<p><i>(R11) With a focus on initiatives for high school and college graduates to gain course credit at the next level of education, develop initiatives that facilitate the transition of sub-baccalaureate career and technical education students into baccalaureate degree programs, including articulation agreements, dual enrollment programs...</i></p> <p>Examples:</p> <ul style="list-style-type: none"> • Articulation agreements high school to college and college to university • PSEO concurrent enrollment courses in core and CTE courses • Other forms of early college credit <p><i>(MNR) Brokering or a continuum of services to students</i></p> <p>Examples</p> <ul style="list-style-type: none"> • Collaborate with other consortia, as needed, to assist learners in locating programs of study that meet their career interests and aspirations. • Assist learners in locating appropriate preparatory courses or learning activities not available locally to prepare for a program of study. 			<p><i>(MNR) Brokering or a continuum of services to students</i></p> <ul style="list-style-type: none"> • Collaborate with other consortia, as needed, to assist learners in locating programs of study that meet their career interests and aspirations. • Assist learners in locating appropriate preparatory courses or learning activities not available locally to prepare for a program of study. • Develop a calendar of Advisory Meetings so the CTE Director can support the joint participation of staff at the shared advisory meetings

Appendix C:

Perkins IV Uses of Funds: Matrix Relating Minnesota Broad Goals to Federal and State-Defined Required and Permissible Activities

Permissible Use of Funds	Additional Examples
<p>(P1) involve parents, businesses, and labor, in the design, implementation and evaluation of CTE programs</p> <p>(P2) provide academic and career guidance counseling that improves graduation rates, career planning and assistance to adult students who are updating skills</p> <p>(P3) for local education and business partnerships-- providing work-experiences to students, adjunct faculty arrangements and industry experiences for teachers</p> <p>(P4) Providing programs for special populations</p> <p>(P5) Assisting career and technical student organizations</p> <p>(P6) mentoring and support services</p> <p>(P7) Leasing, purchasing, upgrading, or adapting equipment, including instructional aids and publications (including support for library resources) designed to strengthen and support academic and technical skill achievement.</p> <p>(P8)- for teacher preparation programs that address integration of academic and CTE</p> <p>(P9)- to develop and expand postsecondary program offerings at times and in formats that are accessible for students, including working students</p> <p>(P10) develop initiatives that facilitate the transition of sub-baccalaureate CTE students into baccalaureate degree programs, including articulation agreements, dual enrollment programs, <i>[moved to state required activity, R10]</i> academic and financial aid counseling or other initiatives to overcome barriers and encourage enrollment and completion.</p>	<ul style="list-style-type: none"> • “College for Working Adults” program • Intrusive academic and career counseling • CTSOs develop leadership and skill attainment within the student organization activities • Partner with CTSOs related to POS areas to explore offering CTE camp/activities • In-services for best practices in teaching and learning • In-service for faculty on issues concerning special populations • CTSOs develop leadership and skill attainment within the student organization activities • Provide targeted professional development for counselors to better prepare all students for postsecondary opportunities • College faculty will have access to summer industry-based internships • Provide opportunities for instructional staff to tour and shadow businesses and industries or participate in business and industry exchange opportunities, attend industry-specific conferences and join industry-related professional organizations • Establish professional learning communities in schools, departments, and programs for secondary and postsecondary students • Career Exploration and work experience activities are enhanced at alternative schools, transition programs and with adult learners

Appendix C:
Perkins IV Uses of Funds: Matrix Relating Minnesota Broad Goals to Federal and State-Defined Required and Permissible Activities

Permissible Use of Funds	Examples
<p>(P11)- provide activities to support entrepreneurial education and training of the adults and school dropouts</p> <p>(P12)- improving or developing CTE courses including the development of programs of study to prepare students for high skill, high wage occupations and dual or concurrent enrollment</p> <p>(P13)- develop and support career-themed learning communities</p> <p>(P14)- provide support to family and consumer sciences</p> <p>(P15) provide CTE programs for adults and school dropouts to complete secondary education or upgrade of technical skills</p> <p>(P16)- to provide assistance to individuals who have participated in services and activities under this Act in continuing their education or training or finding an appropriate job, such as through referral system (i.e. workforce center)</p> <p>(P17) Support training and activities (such as mentoring and outreach) in nontraditional fields</p> <p>(P18) Provide support for training programs in automotive technologies</p> <p>(P19)- pooling a portion of such funds for innovative initiatives, which may include establishing, enhancing, or supporting systems for—</p> <ul style="list-style-type: none"> - accountability data collection and reporting - implementing CTE programs of study - implementing technical assessments <p>... or for improving the initial preparation and professional development of career and technical education teachers, faculty administrators, and counselors</p> <p>(P20)- to support other career and technical education activities that are consistent with the purpose of this Act</p>	

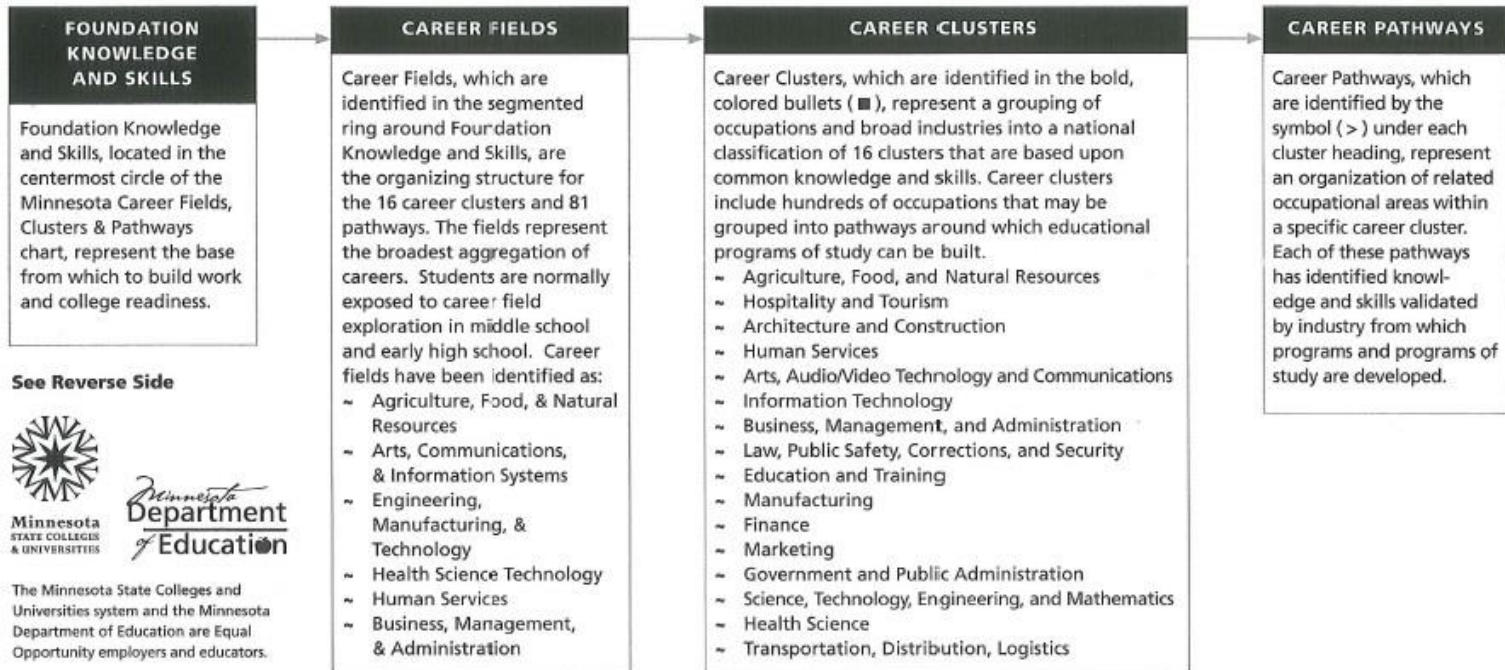
Appendix D:

Organizational Framework for Programs of Study in Minnesota

Minnesota Career Fields, Clusters & Pathways



Minnesota Career Fields, Clusters & Pathways Chart Explanation



Minnesota Programs of Study

The Minnesota Career Fields, Clusters & Pathways chart, on the reverse side, graphically depicts the organizing framework of the foundation knowledge and skills, career fields, career clusters, and career pathways that Minnesota will use for developing programs of study in career and technical education. Once developed, learners at various levels (high school, collegiate, or workforce training level) will then be able to choose from several individual programs within a program of study in order to attain the specific knowledge, skills and abilities needed to pursue a career of their choice.

Programs of study are sets of aligned programs and curricula that begin at the high school level and continue through college and university certificate, diploma and degree programs. The following are some of the key elements that underlie the definition:

- ~ Competency based curricula tied to industry expectations and skill standards;
- ~ Sequential course offerings that provide strategic entry and exit points as needed throughout a lifetime - this leads to manageable "stepping stones" of skill building, high school graduation and postsecondary education completion;

- ~ Flexible course and program formats convenient for learner segments;
- ~ Course portability for seamless progression;
- ~ Multiple entry and exit points to support continuing education, returning adults, and dislocated workers;
- ~ Connections between high school and postsecondary education, skill progression, and career opportunities that align academic credentials with job advancement in high-skill, high-wage or high-demand occupations.

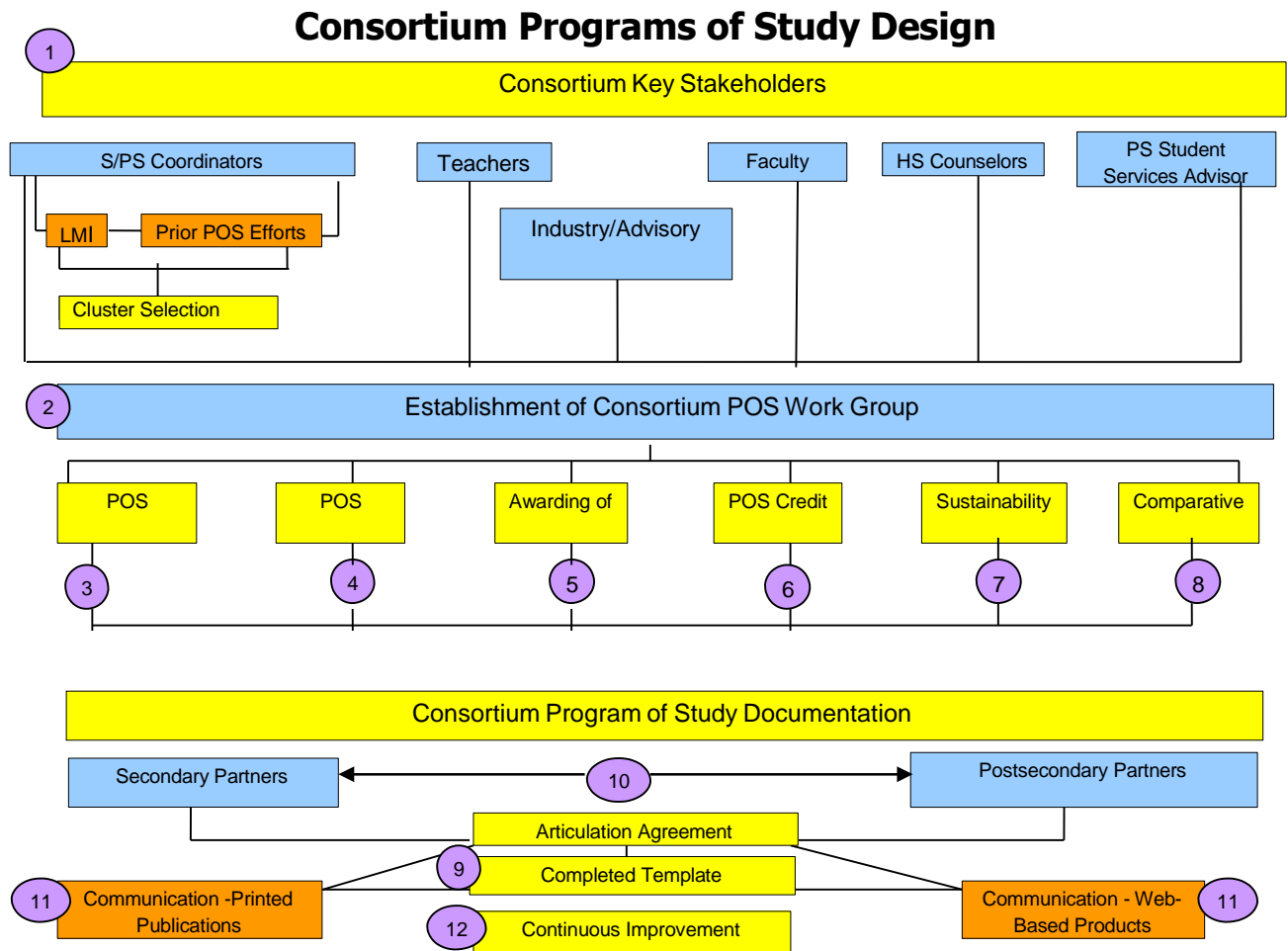
Appendix E-1

Minnesota Programs of Study (POS) Process Guidelines

Carl D. Perkins Act of 2006

Revised 3-17-09

Explanation of the processes for designing and implementing programs of study follow the twelve (12) steps in the Consortium Program of Study Design chart and are described below. Following these processes should enable a consortium to design and implement programs of study that will benefit students of all ages, as they explore career options and plan an educational program. Successful POS will be seamless from secondary to postsecondary, have a logical sequence of courses, opportunities for college credit, multiple entry and exit points throughout the programs.



In the following Steps, *D=Design Phase and I=Implementation Phase*

Step 1 (D) Consortium Key Stakeholders Involvement

- Key stakeholder groups should support the concept and be included in the design of programs of study: secondary and postsecondary Perkins and POS coordinators, teachers, faculty, high school counselors, postsecondary student services advisors, industry, and program advisory committees.
- Stakeholders identify the career cluster using various data sources (LMI for high skill, high-wage, or high demand careers), prior POS efforts, and existing early college credit opportunities, consortium needs and regional needs.

Step 2 (D) Establishment of a Consortium Program of Study (POS) Work Group

- Select members of a Programs of Study Work Group. The Work Group may be developed around all programs of study or be developed around individual career fields or clusters. The Work Group should oversee the development to maintain consistency of design and implementation and provide expertise.
- Members should represent stakeholders and industry as illustrated in the Program of Study Process Design graphic.
- Strong consortium partner relationships are critical to the successful design and implementation of POS.

Step 3 (D) Program of Study Identification

POS are structured around the *Minnesota Career Fields, Clusters, & Pathways* organizing framework. Elements that should be considered, when deciding which program of study to design first, are as follows.

- Similar to Step 1, program of study identification requires review of LMI data prior POS efforts, and existing early college credit opportunities, consortium needs and regional needs for pathway careers within a career cluster.

Step 4 (D) Program of Study Design

- Consortia may choose to work with locally or with others to develop one or more regional programs of study. Resources available for that endeavor are the MnSCU *GO Places* and a MnSCU program inventory that has college and university programs identified by career fields, clusters, and pathways. For secondary programs and courses, MDE has a [CTE Table C](#). These documents are available at the [Minnesota Programs of Study](#) website. It is anticipated that as consortia use the electronic web tool for POS documentation, continuous improvement review will enable the adaptation of the tool to reflect more information across the state.

- The high school and college POS programmatic structure should provide entry and exit points for students to better access programs resulting in certificates, diplomas, and degrees. When developing new certificates, it is essential that high schools work with the [CTE Program Approval Requirements](#) with the Minnesota Department of Education and colleges work within the Minnesota State Colleges & Universities Academic [Program Policy 3.36](#) and [Procedures 3.36](#).
- Programs of study may include industry skill certification opportunities.
- Faculty and teachers must be involved in aligning high school and college curricula.
- High school required courses will contain Minnesota academic standards and career and technical courses will incorporate industry standards.
- Work-based, workplace, college preparation and student organization enhanced learning opportunities should be considered when designing programs of study.

Step 5 (D&I) Awarding of Credit for Programs of Study

Awarding of credit includes high school diploma, G.E.D, and industry certifications. Early college credit includes opportunities for high school students to gain various types of dual enrollment, PSEO, concurrent enrollment, or Tech Prep College Credit (TPCC). College awards include certificates, diplomas, and degrees, industry certifications, and licensure.

Within a Program Of Study, consider

- Identification of various high school credit awards for the program of study.
- Identification various college credit awards for the program of study.
- Types of early college credit appropriate for the program of study
- When developing Tech Prep College Credit (TPCC) Articulation Agreements, use the Minnesota TPCC Articulation Guidelines, available at the [Minnesota Programs of Study](#) website.

Step 6 (I) Programs of Study Credit Transfer

The acceptance of credit transfer is determined by the receiving institution of higher education. It is critical that high school and college educators and staff are informed and trained about credit transfer requirements and processes so that students are well informed about what they may expect when they attempt to transfer various types of dual enrollment programs.

- College academic faculty and administration, student services registrars and staff communicate the existence and maintenance of early college credit opportunities within the institution and at student admission events: Tech Prep College Credit, dual enrollment and PSEO (concurrent enrollment) opportunities
- Perkins Coordinators, POS Coordinators, high school counselors and teachers communicate high school college credit opportunities to students

- The MN Transfer web site has resources for teachers and students. The main site is <http://www.mntransfer.org/> and a link specifically for students is <http://www.mntransfer.org/orientation/students/stepone.html>

Step 7 (I) Sustainability

- Flexible scheduling and diverse delivery opportunities should be considered and planned in high school and college to assure that students have access to the program of study.
- POS professional development has been planned or provided for the consortium partners or stakeholders.
- Identify or consider third-party assessments that demonstrate technical skill attainment for POS at the high school and college levels.
- “Brokering” or a continuum of services should be considered during the implementation phase for the POS. Examples: regional or statewide programs of study or college credit, regional or statewide articulation for college credit, etc.

Step 8 (I) Comparative Analytics

Data in this step should provide information that is helpful to the consortium in the continuous improvement process. It is possible that the Office of Vocational and Adult Education may want to have this type of data at some point in the future, as well.

- Number of students are enrolled in the POS
- Number of students who concentrated in a particular POS and moved on to postsecondary
- Number of students in the POS who graduated
- Number of students that are non-traditional by gender in POS

Step 9 (D) Program of Study Template

- Reflect the decisions made about a POS on the POS Template. (Instructions and checklist available on the [Minnesota Programs of Study](#) website)

Step 10 (D & I) Articulation Agreement

- A Tech Prep College Credit articulation agreement is developed for the program of study, when appropriate, following the Tech Prep College Credit Guidelines.
- The college president(s) and district superintendent(s) or their designees sign each articulation agreement.

Step 11 (D & I) Communication System & Products

- Integrate programs of study into communication systems for parents, students, teachers, faculty, counselors, and administrators.
- Professional development should be provided for consortium partners and key stakeholders

- Counselors, teachers, advisors should be involved in helping students use the program of study as a link to career exploration and educational planning.

Step 12 (I) Continuous Improvement

- Consortium programs of study processes should be reviewed and evaluated on an annual basis for the purposes of program improvement.

Rev 3-17-09

The Minnesota State Colleges and Universities System and the Minnesota Department of Education are
Equal Opportunity employers and educators.

Appendix E-2
The Process Programs of Study Design and Implementation (POS)
Self- Checklist 3-19-09
As part of the Perkins Career & Technical Education Act of 2006

Check each item addressed in the local program of study

✓	Description
	Step 1: Consortium Key Stakeholder Involvement
	<ul style="list-style-type: none"> • Gained stakeholder support
	<ul style="list-style-type: none"> • Career Clusters were selected using the Minnesota Career Fields, Clusters, & Pathways framework, conducting a review of high school and college programs and courses available, and consideration of existing articulation agreements, industry needs, and high skill, high wage, or high demand occupations.
	Step 2: Establishment of a Program of Study (POS) Work Group
	<ul style="list-style-type: none"> • Selected members of a Programs of Study Work Group. The Work Group oversees ____all POS or____POS in specific career fields or clusters. (Check one) • Members include stakeholders and industry representatives.
	Step 3: Program of Study Identification
	<ul style="list-style-type: none"> ▪ LMI data, current high school and college programs, industry needs, and local consortium needs were considered in identifying the POS to be developed.
	<ul style="list-style-type: none"> • Programs of study begin in high school by at least grade 11 (beginning by grade 9 recommended) and continue through completion of college and/or university education.
	Step 4: Programs of Study Design
	<ul style="list-style-type: none"> • Industry provided input into the design of the program of study. • Faculty and teachers were involved in aligning high school and college curricula. • Work Group considered the addition of entry and exit points to increase access. • Current industry skill certification opportunities were identified. • High school required courses contain Minnesota academic standards and career and technical courses incorporate industry standards, where available. • Work Group considered various learning enhancement opportunities. • Identified current technical skill assessment of learners (3rd party, industry certification, licensure, or industry validation).
	Step 5: Awarding of Credit for Programs of Study
	<ul style="list-style-type: none"> • Work Group identified all existing awards for high school and college related to the POS • The POS has opportunities for high school students to earn college credit while in high school and/or earn university credit while in college
	Step 6: Programs of Study Credit Transfer
	<ul style="list-style-type: none"> • Work Group, high school teachers and administration within the consortium has received in-service concerning acceptance of credits by colleges and universities. • Credit transfer information has been identified for communication to students.

Process for Program of Study Design
Revised Draft 3-17-09

Step 7: Sustainability	
	<ul style="list-style-type: none"> Developed plans to provide professional development for awareness, understanding and support of programs of study for various audiences
	<ul style="list-style-type: none"> Aligned programs of study professional development with other efforts in the consortium or regional levels.
	<ul style="list-style-type: none"> Considered of joint faculty and teacher teams professional development to support interdisciplinary integration academics in technical programs
	<ul style="list-style-type: none"> Third-party assessments that demonstrate technical skill attainment for POS at the high school and college levels ___ has been ___ is being explored, or ___ completed for the POS. (check one).
	<ul style="list-style-type: none"> “Brokering” or a continuum of services has been considered during the implementation phase for the POS.
Step 8: Comparative Analytics	
	<ul style="list-style-type: none"> Developed local consortia data systems to measure and analyze the student participation, retention and concentration in a POS or related career clusters, matriculation of high school graduates to college, student participation, retention, concentration, and completion of a program specialty area in the POS.
Step 9: Program of Study Template	
	<ul style="list-style-type: none"> POS Template has been completed using the POS Template Instructions.
	<ul style="list-style-type: none"> POS Template was completed using the ___ MN electronic template ___ was not completed with the electronic template (check one).
Step 10: Articulation Agreement	
	<ul style="list-style-type: none"> A signed articulation agreement has been completed for the POS using the Tech Prep College Credit Guidelines.
Step 11: Communication System & Products	
	<ul style="list-style-type: none"> Programs of study have been integrated into communication systems for parents, students, teachers, faculty, counselors, and administrators.
	<ul style="list-style-type: none"> Counselors, teachers, advisors are involved in helping students use the program of study as a link to career exploration and educational planning.
Step 12: Continuous Improvement	
	<ul style="list-style-type: none"> Developed continuous improvement processes for implementation and evaluation of programs of study.

Appendix E-3
Approval for Programs of Study
Carl D. Perkins - Minnesota
 January 2009 Revised

Description:

Consortia programs of study will need to be reviewed and approved by state staff at the Office of the Chancellor, Minnesota State Colleges & Universities and the Minnesota Department of Education after their design. Each consortium will submit a narrative (Part I) and POS documentation (Part II) using the Minnesota POS template. Steps 1, 2, 3, 4, and 9, must be addressed at minimum when submitting a program of study for approval.

Part I: Narrative.

Consortium Name =

Field =

Cluster =

Pathway(s) =

Schools asking for approval =

Master =

Provide an explanation for how your consortium has addressed the following areas:

- Consortium key stakeholders (Step 1)
- Establishment of consortium POS Working Group (Step 2)
- POS Identification and Design (Steps 3 & 4)
- A completed template (Step 9)

If a consortium is submitting several programs of study, one narrative describing each program of study completed may be submitted but it will be necessary to specify the difference when processes were applied differently for any of the programs of study.

If a consortium has completed local template pages for multiple high schools as a part of the POS, submit the template that most commonly reflects those completed for the high schools for the purposes of approval. Since course titles may be interpreted in several ways, there should be a notation in Step 9 explaining course titles that do not readily relate the course subject area. For example, Introduction to Technology could in actuality be a course that equated to Intro to Computer, Intro to Manufacturing, or Intro to Information Technology.

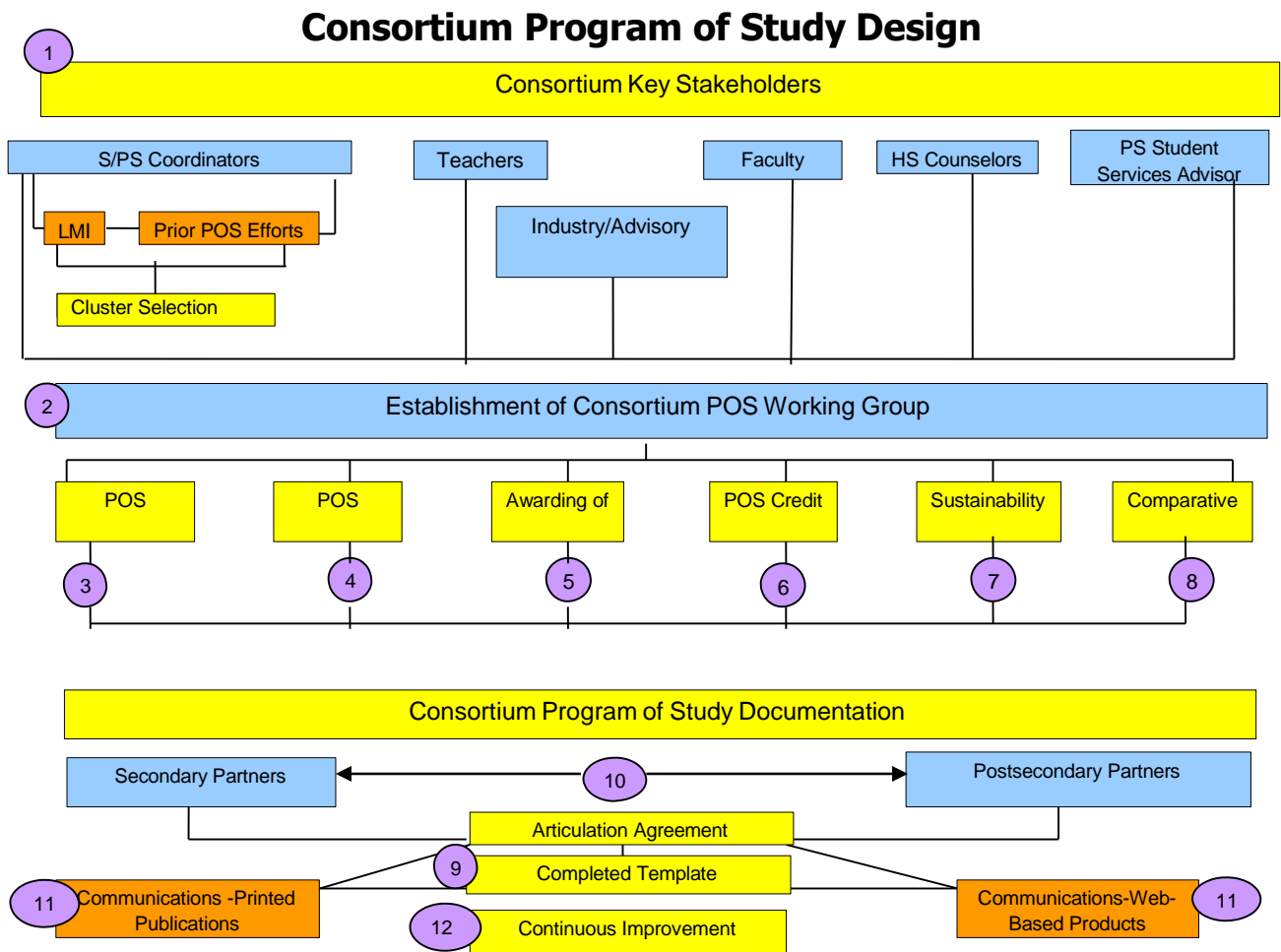
Part II: POS Documentation Template

- Include a completed Program of Study Template, which will be used for the purpose of state approval. If you have used the electronic POS Template & Web tool, please so indicate and include the high school name(s) so that the review team can access the document. At the time of submission, provide an explanation in the narrative about any area not completed on the template.

- The college section of the consortium template will need to include program titles consistent with the college course catalog and with the MnSCU program inventory.

Signatures for the submission will be submitted with the next occurring annual application that will include a list of a consortium’s approved programs of study. Additional information may be requested, as needed, to facilitate the review and approval process. Approval will occur within 30 days of submission or when all information requested is received.

Please send the narrative and template, electronically, to perkins@so.mnscu.edu by February 1, 2009. Consortia may begin submitting their programs of study immediately.



Programs of Study Approval Narrative

Use this narrative format to address each of the steps the consortium has completed. It is required that you minimally address Steps 1-4 and 9. Steps 5-8 and 10-12 will need to be documented in the local application,

In the following Steps *D=Design Phase and I=Implementation Phase*

Step 1 (D) Consortium Key Stakeholders

- What stakeholder groups have been included in the selection of the career cluster and design of this program of study?

Step 2 (D) Establishment of the Consortium Program of Study (POS) Advisory Work Group

- What is the composition by position of the POS Advisory Work Group?
- How is the consortium building or maintaining strong partner relationships with the consortium members and industry partners for this program of study?

Step 3 (D) Program of Study Identification

- How did the consortium select the POS?

Step 4 (D) Program of Study Design

- How were faculty and teachers involved in aligning high school and college curricula?
- Are academic and industry standards incorporated into the high school and college curricula? If yes, are the industry standards national or local?
- What work-based, workplace and enhanced learning opportunities were considered in the design of this program of study?

Step 5 (D&I) Awarding of Credit for Programs of Study

- What high school credit awards are available?
- What college credit awards are available?
- How was early college credit considered for this program of study?

Step 6 (I) Programs of study Credit Transfer

- How do college academic faculty and administration, student services registrars, and staff communicate the existence and maintenance of early college credit

opportunities: Tech Prep College Credit, dual enrollment and PSEO (concurrent enrollment) opportunities?

- How do high school counselors and teachers communicate high school college credit opportunities, especially Tech Prep College Credit and Concurrent Enrollment?

Step 7 (I) Sustainability

- What flexible scheduling and diverse delivery opportunities have been developed or are planned for students in high school and college for this program of study?
- What POS professional development has been planned or provided for the consortium partners or stakeholders?
- What third-party assessments that demonstrate technical skill attainment are included or were considered for this program of study at the high school and college levels?
- What types of “brokering” will the consortium attempt? Examples: regional or statewide programs of study or college credit, regional or statewide articulation for college credit, etc.

Step 8 (I) Comparative Analytics

Data in this step should provide information that is helpful to the consortium in the continuous improvement process. It is possible that the Office of Vocational and Adult Education may want to have this type of data at some point in the future as well.

- How many students are enrolled in the POS?
- How many students concentrated in a particular POS and matriculated to postsecondary after graduation?
- How many students in the POS graduated?
- How many students were non-traditional by gender in each of the above questions?

Step 9 (D) Programs of Study Template

- As you reflect on the process, what lessons were learned?
- What will you change during the next design?

Step 10 (I) Articulation Agreement Development and Review

- Has a Tech Prep College Credit articulation agreement been developed for the program of study?
- How often will the consortium review the articulation agreement?
- Have they been signed by the college president and district superintendent?

Step 11 (D&I) Communication

- Are programs of study integrated into communication systems for parents, students, teachers, faculty, counselors, and administrators?
- What professional development has been planned or provided for the consortium partners or stakeholders?
- How will counselors, teachers, advisors help students use the program of study as a link to career exploration?
- What career exploration resources are available for students that link to programs of study?

Step 12 (D & I) Continuous Improvement

- How should consortium programs of study processes be improved as a result of review and evaluation?

Appendix E-4

MnSCU/MDE CTE Position on Technical Skill Assessments

Minnesota has established a process for identification of technical skill assessments that relies on:

1. utilizing working teams of teacher and faculty subject matter experts to determine core skills to be assessed
2. having those core skills reviewed, modified and validated by a wider group of teachers and faculty
3. having a final list of core skills validated by business/industry/labor partners
4. identifying assessment instruments that meet state requirements for validity and reliability and are consistent with the state-approved lists of core skills

Five pilot programs of study were selected to have completed this process by Spring 2010:

- Business, Financial Management and Accounting
- Network Systems
- Health Therapeutic Services
- Law Enforcement
- Plant Systems
-

Beginning in 2010-2011, consortia implementing any of the five programs of study involved in the pilot work will utilize a state-approved assessment to determine attainment of technical skills for the purpose of Perkins accountability, and will report results on the selected assessment for all CTE concentrators in each of those programs of study.

During the 2010-2011 year, MnSCU and MDE will coordinate activities with lead consortia to implement the above technical skill assessment process for five to seven additional programs of study, with the intent to identify core skills and valid/reliable assessment tools for those programs of study to utilize in 2011-2012. MDE and MnSCU will also coordinate activities with a lead consortium to identify work readiness core skills and appropriate assessments to be incorporated into all programs of study beginning in 2011-2012.

Beginning in 2010-2011, Minnesota will modify its reporting of technical skill attainment for Perkins accountability at the secondary level to use in the numerator the count of CTE concentrators who passed one of the appropriate assessments in the five programs of study listed above, and in the denominator the count of CTE concentrators who took one of the appropriate assessments in the five programs of study listed above. These data will replace any process used by the state for reporting through 2009-2010. As assessments are selected for additional programs of study, those assessments will be included in accountability reporting beginning with each effective year.

A similar process will be used at the postsecondary level, with the exception that the timing of assessments (end of course/end of program) and the use of a three year cohort model for

reporting will necessitate the continued inclusion of some licensure exam pass rate information. As data on state approved technical skill assessments within specific programs of study become available for students in the reporting cohort, that data will replace the aggregate licensure pass rate data currently used for this indicator.

Minnesota Programs of Study Template

Revisions 9-22-09

1. Deleted the Title of POS from the Heading row of the table
2. Deleted “Optional” from the “Enhanced Learning” section, p. 3.
3. In the “College Credit Options Legend” section, p. 2. Added IB=International Baccalaureate and CLEP=College Level Examination Program (8-31-09)
4. Underline the changed text in template criteria and checklist table

Appendix F-1

Minnesota Programs of Study Template

9-22-09

(Download Version)

Consortium Name				
Career Field	_____		Career Cluster	_____
Career Pathway				
<i>The selection of a program of study is a cooperative effort involving students, parents, teachers, and counselors. Learners should explore career fields and pathways that blend their interests and abilities.</i>				
DISTRICTS & HIGH SCHOOLS				
District No.	District Name	High School Name		g. No.
			BI	
High School Courses				
Subject	9th Grade	10th Grade	11th Grade	12th Grade
Language Arts	_____			

Math				
Science				
Social Studies				
Other Requirements				
College Credit Career & Technical Electives				
Other Career & Technical Education Electives				
Other Suggested Electives				

College Credit Options Legend: TC=Technical Concurrent, ACC=articulated college credit, GEC=General Education Concurrent, AP=Advanced Placement, IB=International Baccalaureate, CLEP=College Level Examination Program				
Enhanced Learning		High School	Community & Technical College	
Work-based Learning				
Service Learning				
College Preparation				
Career & Technical Student Organizations				
College/University Programs				
			Related Program(s)	
College Name(s)	Program Name	University Name(s)	Bachelor (Master optional)	
Short-term Training Certification Options				

	High School	Community and Technical College
Industry Certifications		
Licenses		
Third-party Assessments		

Minnesota Occupations Related to the Pathway & Training Levels

Apprenticeship	Community & Technical College Diploma or Associate Degree	University Bachelor Degree	University Master Degree

Appendix F-2

Programs of Study Template Instructions

Revised 09-22-09

Note the changes to instructions are underscored.

Overview

As each Minnesota Perkins IV consortium completes the design process for Programs Of Study (POS), it is important that they capture consistent information. It is strongly recommended that you use the Minnesota Programs of Study online template available at www.mnpos.com. High schools and colleges within Consortia are to contact pos@sctc.edu to register and acquire administrative passwords.

A consortium may use an alternative template provided for download under “Forms” at www.cte.mnscu.edu. Consortia using the alternative template are required to follow the same guidelines, and provide the same programs of study data to the Perkins Unit in the Office of the Chancellor and the Minnesota Department of Education.

By using the online web tool Minnesota will provide or enhance

- Consistent information for students to use in planning their education
- Brokering and a continuum of educational program services among consortia
- Communication by having web-based options available for consortia, high school and college.
- Information and links for ISEEK and MCIS, MNCareers and individual college and high school career guidance systems to use as Minnesota strives to keep educational and career planning current for education and workforce learners.
- A commonality in process development and data collection that enables the sharing of promising practices in programs of study

The instructions for completing the template are also available in the Perkins IV Operational Handbook and at www.cte.mnscu.edu. Instructions for completing the online tool are available under “Resources” at www.mnpos.com. Required fields are described for each section of the template. Resources and updates useful in programs of study design, implementation, and template completion are available at www.cte.mnscu.edu. Local feedback from consortia about successes and suggestions for improvement is important for continuous improvement. To provide feedback for the online template, e-mail pos@sctc.edu.

FY10 Updates

- A discussion group on how to better include adults in pathways is addressing how to include adult pathways and possible template or template additions.
- Each consortium is to have a Perkins IV total of 6 approved POS by the end of FY2010.

- The POS narrative is to address all guideline processes and elements when preparing the POS submission for approval.

The Minnesota State Colleges and Universities System and the Minnesota Department of Education are Equal Opportunity employers and educators.

Template Fields and Checklist Note that underlined items are new

POS Template Criteria & Checklist

All criteria must be addressed in the template or have an explanation for their exclusion in the narrative. Items new to FY11 are underscored.

	Electronic Web Template		Downloadable Template Version
√ when done	Programs of Study Basic Information	√ when done	Programs of Study Basic Information
	1) Consortium Name: <u>This fills in automatically on the electronic template.</u>		1) Consortium Name: Enter the Perkins Consortium name in the title section
	2) Career Field: Enter the title of career field for the pathway. Resource: <i>Minnesota Career Fields, Clusters, and Pathways Framework.</i>		2) Career Field: Enter the title of career field for the pathway. Resource: <i>Minnesota Career Fields, Clusters, and Pathways Framework.</i>
	3) Career Cluster: Enter the title of the career cluster in which the pathway is located. Resource: <i>Minnesota Career Fields, Clusters, and Pathways Framework.</i>		3) Career Cluster: Enter the title of the career cluster in which the pathway is located. Resource: <i>Minnesota Career Fields, Clusters, and Pathways Framework.</i>
	4) Career Pathway: Enter the pathway title as listed under the career cluster. Resource: <i>Minnesota Career Fields, Clusters, and Pathways Framework.</i>		4) Career Pathway: Enter the pathway title as listed under the career cluster. Resource: <i>Minnesota Career Fields, Clusters, and Pathways Framework.</i>
	Districts & High Schools		Districts & High Schools
	5) District Number and Name auto-fill. Enter High School Name and building number involved in the program of study.		5) Enter in the District Number(s), District Name(s), High School Name <u>and building number</u> involved in the program of study.

High School Courses	High School Courses
<p>6) High School Required Courses: Enter core (required) courses in <u>Language Arts, Math, Science, Social Studies</u> by grade level. <u>You may want to flag *Recommended core courses in the header box and then add another (*) asterisk in front of the course name.</u> Resources: <i>MN academic standards, high school and college course descriptions and course outlines, and industry and college faculty input</i></p>	<p>6) High School Required Courses: Enter core (required) courses in <u>Language Arts, Math, Science, Social Studies</u> by grade level. <u>You may want to flag *Recommended core courses that are crucial preparation for the college portion of the pathway.</u> Resources: <i>MN academic standards, high school and college course descriptions and course outlines, and industry and college faculty input</i></p>
<p>7) Other Requirements: Enter the course titles of other core courses required for program completion or high school graduation. Ex.: <u>Phy. Ed.; Health; Arts, etc.</u></p>	<p>7) Other Requirements: Enter the course titles of other core courses required for program completion or high school graduation. Ex.: <u>Phy. Ed.; Health; Arts, etc.</u></p>
<p>8) College Credit Career & Technical Electives: Enter the career and technical course titles <u>available in the program of study</u> that qualify for college credit. <u>Select the appropriate abbreviation from the drop-down list to show what type of college credit option is available: If this section has no data entered, please explain on the narrative.</u> TC=Technical Concurrent, ACC=articulated college credit, GEC=General Education Concurrent, AP=Advanced Placement, IB=International Baccalaureate, CLEP=College Level Examination Program</p>	<p>8) College Credit Career & Technical Electives: Enter the career and technical course titles <u>available in the program of study</u> that qualify for college credit. <u>Select the appropriate abbreviation from the drop-down list to show what type of college credit option is available: If this section has no data entered, please explain on the narrative.</u> TC=Technical Concurrent, ACC=articulated college credit, GEC=General Education Concurrent, AP=Advanced Placement, IB=International Baccalaureate, CLEP=College Level Examination Program</p>
<p>9) Other Career and Technical Education (CTE) Electives: Enter other technical course titles available in the program of study. (CTE courses only), Ex.: <u>Family Life; Child Care; Consumer Foods & Nutrition; Accounting; Business Law; Financial Systems; Computer Applications)</u></p>	<p>9) Other Career and Technical Education (CTE) Electives: Enter other technical course titles available in the program of study. (CTE courses only), Ex.: <u>Family Life; Child Care; Consumer Foods & Nutrition; Accounting; Business Law; Financial Systems; Computer Applications)</u></p>
<p>10) Other Suggested Electives: Enter the course titles that would be of added value for the pathway programs at the</p>	<p>10) Other Suggested Electives: Enter the course titles that would be of added value for the pathway programs at the</p>

<p>community and technical college(s).</p>	<p>community and technical college(s).</p>
<p>11) College Credit Options Legend: <u>this section auto-fills and displays as abbreviations are attached to a course.</u></p> <p>TC=Technical Concurrent, ACC=articulated college credit, GEC=General Education Concurrent, AP=Advanced Placement, IB=International Baccalaureate, CLEP=College Level Examination Program.</p>	<p>11) College Credit Options Legend: <u>Provide abbreviations from the legend, below to indicate the types college credit available in high school.</u></p> <p>TC=Technical Concurrent, ACC=articulated college credit, GEC=General Education Concurrent, AP=Advanced Placement, IB=International Baccalaureate, CLEP=College Level Examination Program.</p>
<p>Enhanced Learning</p>	<p>Enhanced Learning</p>
<p>12) <u>Each section (high school and college) contains 8 boxes. Enter data in at least one box. If that is not possible, please comment in your narrative.</u> Enter types of enhanced learning opportunities in the curricula of the program of study available for high school and college students. Examples: <u>Work-based learning-- internships, e-mentoring; Service Learning--Tutoring services for elementary students; Student Orgs--SkillsUSA, BPA, Phi Delta Epsilon, PAS, DECA, FFA; College Preparation—PLA, EXPLORE, ASVAB, ACT, Accuplacer; Career Expo, Knowledge Bowl.</u> Note: In the POS Online Web Tool there are enhanced learning sections under High Schools and under Colleges/Universities.</p>	<p>12) Enter types of enhanced learning opportunities in the curricula of the program of study available for high school and college students. <u>Examples: Work-based learning-- internships, e-mentoring; Service Learning--Tutoring services for elementary students; Student Orgs--SkillsUSA, BPA, Phi Delta Epsilon, PAS, DECA, FFA; College Preparation—PLA, EXPLORE, ASVAB, ACT, Accuplacer; Career Expo, Knowledge Bowl;.</u> <u>If no data is entered, please explain in your narrative.</u></p>

	College/University Programs		College/University Programs
	13) College(s): Select the college name(s) participating in the program of study		13) College(s): Enter the college name(s) participating in the program of study
	14) Program Name(s): Enter the program name(s) that are consistent with the Minnesota State Colleges & Universities Program Inventory. Resource: <i>MnSCU Program Inventory</i>		14) Program Name(s): Enter the program name(s) that are consistent with the Minnesota State Colleges & Universities Program Inventory. Resource: <i>MnSCU Program Inventory</i>
	15) University: Select the university name(s) that have a program(s) related to the program of study.		15) University: Enter the university name(s) that have a program(s) related to the program of study. Resource: <i>MnSCU Program Inventory</i>
	16) Related Program(s) - Bachelor: Enter the names of university bachelor program(s) related to the programs of study. Master programs may be added where related.		16) Related Program(s) - Bachelor: Enter the names of university bachelor program(s) related to the programs of study. Master programs may be added where related.
	Short-Term Training Certification Options		Short-Term Training Certification Options
	17) Enter the high school and college industry certifications, licenses, and third-party program assessments in high schools and community and technical colleges for the program of study, if available. <u>Ex.: CPR; First Responder; CNA; Fork Lift Driver; MOS; AYES</u>		17) Enter the high school and college industry certifications, licenses, and third-party program assessments in high schools and community and technical colleges for the program of study, if available. <u>Ex.: CPR; First Responder; CNA; Fork Lift Driver; MOS; AYES</u>
√ when done	Related Occupations Sample	√ when done	Related Occupations Sample
	18) Minnesota Occupations: A sampling of related occupations will self-fill. <u>The POS administrator has the ability to ADD and EDIT additional listings.</u>		18) Minnesota Occupations: Enter sample occupations available in Minnesota that relate to the program of study in the columns for: <ul style="list-style-type: none"> • <u>Apprenticeship</u> • Community and Technical Colleges (Diploma, Associate

			<p>Degree)</p> <ul style="list-style-type: none">• Universities (Bachelor) and (Master) <p>Resource: Minnesota <i>Occupations by Pathway and Education/Training Level</i> or see regional <i>Occupations in Demand</i> information at http://www.deed.state.mn.us/lmi/tools/oid/default.aspx</p>
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Appendix G:

Identification of High-Skill, High-Wage or High-Demand Career Pathways in Minnesota July 2007

Overview

As part of the overall effort to develop a work plan for Minnesota around programs of study, a major requirement under the 2006 Carl D. Perkins Career and Technical Education Act (Perkins IV), staff within the Minnesota State Colleges and Universities Office of the Chancellor (OOC) conducted an empirical analysis by combining Minnesota labor market information (LMI) with trend data of student participation in, concentration in, and completion of, career and technical education (CTE) programs. The study began with national developed career clusters framework that have identified 16 clusters and 81 pathways, from which several lists of clusters and pathways have been identified once specific demand and supply criteria have been applied. The information that follows is a summary of the study results.

Study Description

The following steps described the methodology used in the study:

- Determine selection of in-demand career pathways (IDCP) by including only those occupations where the training level requirements for each occupation in the pathway is no more than associate degree and/or require medium- and long-term on-the-job training
- Analyzing LMI data at the occupational level for the IDCP ranking and basing the ranking on three elements:
 - projected employment growth rate 2006-2016
 - projected annual openings/employment 2006-2016
 - median wage
- Create a composite IDCP ranking from the individual rankings of each of the above three elements. The number of IDCP is 58 career pathways in all 16 career clusters.
- Develop an overall sustained student interest in pathways (SSIP)¹ ranking using longitudinal (2002-2006) postsecondary CTE data by examining the patterns of retention in CTE majors and award completion of three cohorts of students who enter in specific fiscal years. The number of SSIP is 46 career pathways in all 16 career clusters.
- Produce a list of career pathways that are in both the CPID and the SSIP rankings
- Compare CPID Ranking with SSIP Ranking and categorize the pathways in four groups according to the following:
 - Above Median HDP Rank / Above Median SSIP Rank
 - Above Median HDP Rank / Below Median SSIP Rank
 - Below Median HDP Rank / Above Median SSIP Rank
 - Below Median HDP Rank / Below Median SSIP Rank
- The combined CPID and SSIP rankings are referred to as the programs of study pathways (POSP). The number of POSP is 41 career pathways in all 16 career clusters.

¹ Sustained Student Interest in Pathways (SSIP) is defined as students succeeding in a particular pathway, where success has been defined as the sum of graduation and retention, expressed as a percentage of the number of students in a particular cohort who attain concentrator status anytime during a three-year period. The concentrator definition is defined as a student who majors in a CTE cluster and declares a CTE award.

- Further narrow the POSP list by using the following criteria:
 - the Minnesota Department of Employment and Economic Development (DEED) definition of high demand occupations²
 - SSIP career pathway must have a rank above the SSIP median ranking
- Three separate approaches to determining a marketable program of study pathway (MPOSP) have been identified:
 - Must meet the minimum median wage definition (M_1)
 - Must meet the minimum median wage definition, and, meet either the minimum growth rate or the minimum annual share of openings in total employment (M_2)
 - Must meet the median wage definition, and, meet either the minimum growth rate or the minimum annual share of openings in total employment, and, must have an above median SSIP rank (M_3)

Career Pathways that meet any of the above criteria are referred to as marketable program of study pathway (MPOSP). The table below indicates the number of MPOSP is equal to 16 in nine different clusters.

Which Career Pathways are Marketable? A Case Study From Minnesota		
ClstrNo	Cluster Name	Pathway
1	Agriculture/Natural Resource	PowerStructuraland TechnicalSystems
1	Agriculture/Natural Resource	Natural Resources Systems
2	Architecture & Construction	Construction/Maintentance
2	Architecture & Construction	Design/Pre-construction
3	Manufacturing	Production
3	Manufacturing	Production Design, Operations, and Maintenance
4	Transportation, Distribution, & Logistics	Facility and Mobile Equipment Maintenance
5	Information Technology	Interactive Media
5	Information Technology	Programming and Software Development
8	Hospitality & Tourism	Traveland Tourism
9	Business & Administration	Human Resources
10	Health Science	Diagnostics Services
10	Health Science	Therapeutic Services
12	Arts, A/V Technology & Communication	Audio and Video/Printing/Telecommunications
13	Law & Public Safety	Legal Services Pathway
16	Government & Public Administration	Public Management and Administration

² For an occupation to be defined as a high demand occupation, the following conditions must prevail:

- Median wage must be at or above the median wage for all occupations and this is \$16.48
- Projected employment growth rate must meet a minimum threshold of 3,515 jobs in the occupation
- Projected number of annual openings/employment must be at least 3.6% annually

Observations, Considerations and Issues

Each set of career pathways listed above lead to different actionable steps. When undertaking such steps, the following must be taken into account:

- Consider also the mix of industry and occupation focus among and within pathways
- If no electronic tool for matching is available, use federal and state labor market information (LMI)
- Read behind the ranking to understand what might be happening within the pathway
- Note that overall rankings are always sensitive to the choice of ranking components

This report is being updated and will be completed in July 2008.



Appendix H 1-3 MINNESOTA PERKINS IV FY11 APPLICATION

Carl D. Perkins Career and Technical Education Act of 2006

Section 1: Timeline and Instructions
Section 2: Consortium Applications
Section 3: Resources

The Minnesota State Colleges & Universities system and the Minnesota Department of Education are Equal Opportunity educators and employers.

Upon request, this publication is available in alternative formats by calling one of the following:

General Number (651) 296-8012

Toll-free (888) 667-2848

TTY (651) 282-2660

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FY12 Timeline

(July 1, 2011- June 30, 2012)

September 20, 2010	{	FY11 Accountability Workshop Alexandria Community and Technical College, Rooms 405-208 (1-4 PM)
OR		
September 27, 2010		FY11 Accountability Workshop Wells Fargo Place, Rooms 3304-3354 (9-noon)
October 15, 2010		Local Consortium Response on Negotiated Targets Due
November 8, 2010		Fiscal Training for Financial Managers Hennepin Technical College, Brooklyn Park Campus (1-4 PM)
November 9, 2010		Statewide Fall Perkins Meeting for FY12 Hennepin Technical College, Brooklyn Park Campus <ul style="list-style-type: none"> • FY11-12 Local Application Presentation
November 10, 2010		Pathways, Partnerships and Perkins (Best Practices) – Radisson Hotel and Conference Center, Plymouth
November 15, 2010		Local Consortium Target Negotiations Completed
January 10, 2011		Secondary FY10 Data Available (notification will be sent out)
<i>March-April 2011</i>		<i>FY12-14 State Performance Targets Negotiated with OVAE</i>
April 2011		FY12 Tentative Consortium Budgets sent out
May 4, 2011		FY12 Local Perkins IV Consortium Application Plan due
May 12-June 10, 2011		Consortium Presentation of FY12 Local Perkins Application (Select one of the following: 90 minute Interview at MDE or WFP, WebEx, or ITV) Contact Florence Newton with desired <u>date and method of presentation</u> (florence.newton@so.mnscu.edu)
July 20, 2011		Perkins Consortia Notified of FY12 Application and Budget Approval Note: FY12 Expenditures may ONLY occur after official letter approval from the Office of the Chancellor
October 14, 2011		Perkins Consortium FY11 Local Annual Performance Report (APR) due; Secondary Cumulative Equipment Inventory (equipment purchased with Perkins Funds) due with APR.
October/November 2011		Statewide Perkins FY13 and Best Practices Conferences - location TBA
December 1, 2011		Secondary FY11 Audited budgets due to MDE, including a completed Excel budget sheet and the one-page Statement of Revenue/Expenditures for Accounting Period July 1, 2010-June 30 2011 Due for Finance Codes 428 and 475

Updating the Perkins Consortium Plan for FY12

The local application consists of a cover sheet, programs of study status report, consortium plan summary narrative; planning documents: goals which include objectives, strategies, outcomes, measures, a projected budget by objective, and required and permissible uses of funds; consortium budget narrative, secondary/postsecondary budgets; POS frameworks elements, Perkins funded position descriptions, Perkins reports/improvement plans forms, and Statement of Assurances & Certifications.

Perkins IV Consortium Goals

- Goal 1: Designing & Implementing Programs of Study
- Goal 2: Effectively Utilize Employer, Community, & Education Partnerships
- Goal 3: Improve Service to Special Populations
- Goal 4: Provide a Continuum of Service Provision for Enabling Student Transitions
- Goal 5: Sustain the Consortium of Secondary and Postsecondary Institutions

Reserve Funds

10% of the state's basic grant allocation is reserved and allocated to consortia on the basis of:

1. Geographical area
2. Participation

The consortia must plan for the uses of the Reserve Allocation (i.e. to address 1) geographical scarcity and inclusion or 2) high participation within programs of study), separately within any or all of the 5 goals, track and account for use of reserve funds separately secondary and postsecondary.

Programs of Study (POS)

POS submitted for approval must include a narrative of all guideline processes and elements. Each consortium is to design at least one program of study.

Submit POS throughout the year but no later than March 2, 2012. An appeal may be granted to lessen the requirement on a case by case basis if there is evidence of brokering programs of study between consortia.

Technical Skill Attainment (TSA)

As part of the POS, consortia are to develop assessments of core skills in high school and college CTE programs. TSA must be valid and reliable. To meet validity, assessments measure the content in the curriculum of the program of study. To meet reliability, the assessments measure consistently over time.

Due Date and Plan Submission

Signed FY12 local plans are due on or before **May 4, 2011, by 4:00 p.m.**

Your packet should include all of the following:

The original FY12 Local Application along with the various budget forms and containing all signatures in **blue ink.**

Send your documents to: JoAnn Simser
Minnesota State Colleges & Universities
Wells Fargo Place, 30 7th Street East, Suite 350
St. Paul, MN 55101-7804

E-mail an **electronic copy** to Florence Newton, florence.newton@so.mnscu.edu. Faxes will not be accepted.

The following must be included in the plan, upon submission, in order for it to be reviewed and approved.

- **Cover Sheet** that lists the secondary district and college members
- **Programs of Study Status Report** (www.mnpos.com site or its equivalent)
- **Consortium Plan Summary Narrative**
- **Planning Documents** include the following for each goal:
 - Narrative
 - Objectives, strategies, outcomes and measures
 - Projected budget **by objective**
 - Required and permissible uses of funds
 - To facilitate the recording of “Required and Permissible Uses of Funds” in the annual Perkins application, under each of the five goals, refer to Section III: Resources, Appendix B for a list of required and permissible uses of funds. Enter R (required) or P (permissible) followed by the item number and bolded title.
- **Consortium Budget Narrative** is an itemized description of how Perkins funding is used to address Each of the goals.
- **Secondary/Postsecondary Budgets** provide sufficient information to describe expenditures by goal.
- **Summary for Perkins-Funded Positions** provide enough information to describe each position.
- **Program of Study-Framework Supporting Elements** provide information relating to your POS activities and implementation status.
- **Perkins Reports/Written Improvement Plan** Complete the forms for those Core Indicators where the consortia did NOT meet its negotiated targets for FY11.
- **Statement of Assurances & Certifications** are to be signed by each college president and district superintendent.

Budget Notes and Reminders

Notes

- Postsecondary changes must be pre-approved by the Office of the Chancellor Perkins Unit if an objective changes by \$10,000.00 or more.
- Budget changes for secondary Perkins exceeding 10% of the total allocation must be pre-approved through SERVS.
- For secondary Perkins, any expenditure over \$1,000.00 and/or ANY equipment expenditure MUST receive prior approval from MDE.

Reminders

- Cost of funded personnel must be assigned, where appropriate, among the five (5) Perkins Application Goals.
- Federal Carl D. Perkins funds **supplement and do not supplant** funds from other sources.
- The Carl D. Perkins Education Act of 2006 requires *Personnel Activity Reports (PAR)* to be filled out on any personnel funded by Perkins resources or whose time is considered a match toward Perkins resources. PARs do not need to be sent to MnSCU/MDE, but do need to be kept and monitored at the local level.
- Each recipient shall not use more than five (5) percent of the funds for administrative costs (e.g., fiscal and data services).

Plan Review, Approval, and Notification

Local plans will be reviewed by Perkins staff from the Office of the Chancellor, Minnesota State Colleges and Universities and the Minnesota Department of Education. Notification of application plan approval and the allocation award will be made by June 30, 2011, or as soon thereafter as possible. Consultation on required plan revisions will occur as needed. Funding is subject to final plan approval and the affixing of all required signatures.

List of Resources

Resource A Technical Assistance Contact Information

Provides a list of the Minnesota State Colleges and Universities and the Minnesota Department of Education Carl D. Perkins technical assistance contacts for the application.

Resource B Required and Permissible Uses of Funds Application Shortcut

Provides a shortcut list of Perkins federal and state required and permissible activities for use when entering Uses of Funds information in the annual Perkins local application.

Resource C Uses of Perkins Funds - Legislation and Policy

Provides a list of federal and state legislation, Minnesota State Colleges and Universities Board of Trustees policy and Minnesota Department of Education policy specifically related to using Perkins funds.

Resource D Perkins IV Accountability Indicators

Provides a list of secondary and postsecondary accountability indicators to be used in the Consolidated Annual Report (CAR) which is submitted to OVAE December 31st of each year.

Resource E Fiscal & Expenditure Guidelines for Minnesota Perkins IV

Provides fiscal and expenditure guidelines that each local consortium needs to use when conducting budget planning for the local consortium application and secondary/postsecondary fiscal agent and coordinator requirements.

- **Appendix E-1 Minnesota Department of Education, State Educational Record View and Submission (SERVS) Financial System**
- **Appendix E-2 Minnesota State Colleges and Universities Grant Accounting Procedures**

Resource F Perkins Consortium Structure: An Overview

Describes the new consortium structure that Minnesota implemented in FY09.

Resource G State Levels of Performance for the Perkins IV Core Indicators (FAUPL)-Secondary Level

Provides secondary performance data from consortium relative to the accomplishment of predetermined performance levels for federal Perkins reporting.

Resource H State Levels of Performance for the Perkins IV Core Indicators (FAUPL)-Postsecondary Level

Provides postsecondary performance data from consortium relative to the accomplishment of predetermined performance levels for federal Perkins reporting.

Resource I Examples - Federal and State-Defined Required and Permissible Activities for Minnesota Perkins IV Goals

Provides examples of required activities in relationship to the Minnesota Perkins IV goals.

Resource J Personnel Activity Report (PAR) and Examples-Secondary and Postsecondary

Provides samples of the *Personnel Activity Report (PAR)* for use by secondary and postsecondary personnel.

Resource K FY11 Perkins IV Application Review and Approval

Reviewer instructions and approval scoring guide blank forms.

Resource L FY10 Annual Performance Report

Report format and forms for the FY10 APR for consortium use

Resource M Secondary Budget Summary Spreadsheet (in Excel)

The required SERVs budget form for secondary Perkins FY10 (to be included with the FY10 APR)

Resource N Negotiations Letter and Form for Consortia

Resource O List of Web Site Links

Consortium Plan Summary Narrative

1. Describe how the career and technical education programs will be carried out with the funds received. [Sec.134 (b)(1)]

2. Describe how career and technical education activities supported by Perkins funds will assist the consortium in meeting State and local adjusted levels of performance. [Sec. 134 (b)(2)]

3. Describe how students participating in CTE, are provided programs of sufficient size, scope and quality that include academic and technical education components through a coherent sequence of courses with rigorous content aligned with challenging standards, and that CTE students are taught to the same challenging academic standards expected for all students. [Sec. 135 (b)(8)]

4. Describe how students are provided with strong experience in, and understanding of, all aspects of the industry. [Sec.134 (b)(3)(C)]

5. Describe how comprehensive professional development for appropriate personnel promotes integration of standards as described in Item 3, above. [Sec.135 (c)(8)]

6. Describe efforts to improve the recruitment and retention of technical teachers, faculty, counselors (including individuals in groups underrepresented in the teaching profession) and the transition to teaching from business and industry. [Sec.135 (b)(5)(A-D)]

7. Describe the data analysis and process that will be used to evaluate student performance and continuously improve programs. List technical skill assessments you have chosen to use for each state-approved program of study for which assessments have been identified. [Sec.134 (b)(7)]

8. Describe how evaluation of the POS process affects the planning outcomes. [Sec. 135 (b)(1)]

Goal 1: Designing & Implementing Programs of Study: Goals, Objectives and Strategies

Topics Required for Inclusion

Program of Study (POS) Design and Implementation – It is recommended that each consortia have at least 1 POS in each career field. POS are encouraged to be developed in high-skill, high-wage, or high-demand occupations [State requirement; Sec 134 (b) (3) and (b)(8C)]		
Secondary teacher and postsecondary faculty and counselor involvement [State requirement; Sec. 134 (b) (5)]		134 (b) (3)
Professional development needs of teachers and faculty in POS as well as other programs [Sec. 134 (b) (4)]		e that use valid mong students)
Addressing the needs of adult learners through adult basic education and/or non-credit training in Adult Career Pathways [State Plan; Sec. 135 (c)]		

Goal 1 Narrative:

Objective(s)	Strategies	Outcomes and Measures (FY12)	Projected Budget by Objective
1. <i>[Duplicate as needed]</i>			
2.			

Use of Funds: Highlight or Bold the required and permissible activities addressed above (“**R**” for required and “**P**” for permissible).

Required

- R1 Academic Integration
- R2 Programs of Study
- R3 All Aspects of an Industry
- R4 Develop/Improve/Expand the use of Technology
- R6 Assessment
- R7 Initiate/Improve/Modernize Technology
- R8 Size/Scope/Quality

- R9 Special Populations
 - R10 Collaboration
 - R11 Articulation
- Permissible
- P1 Advisory Committees
 - P2 Counseling
 - P3 Work-Based Experiences

- P4 Additional Special Populations
- P5 Student Organizations
- P6 Mentoring/Support Services
- P7 Equipment Leasing/Purchasing/Upgrading
- P8 Teacher Preparation
- P9 Alternative Formats
- P10 Student Transition
- P11 Entrepreneurship

Goal 2: Effectively Utilize Employer, Community, and Education Partnerships

Topics Required for Inclusion

All Aspects of the Industry, including <i>work-based experiences</i> and <i>internships</i> [Sec. 134 (b) (3 C.)]	Program advisory committees that are involved in continuous program improvement and are established consortium-wide, where feasible, including movement to joint secondary-postsecondary advisory committees [Sec. 134 (b)(5)]
Program advisory committees involved in identifying high-skill, high-wage, or high-demand occupations within the region [Sec.134. (b)(8 C.)]	Partnerships with other initiatives or providers that support transitions for high school and adult students. Examples: ABE, business, labor, WorkForce Centers, customized training, programming conducted under NCLB, and alternative high school programs (Area Learning Centers, alternative high schools, charter schools, etc.) [Sec. 135 (b)(5)]
Collaboration that leads to improving CTE programs (e.g., WorkForce Center, non-profits, service organization, Chambers) [Sec.134. (b) (5)]	

Goal 2 Narrative:

Objective(s)	Strategies	Outcomes and Measures (FY12)	Projected Budget by Objective
1. <i>[Duplicate as needed]</i>			
2.			

Use of Funds: Highlight or Bold the required and permissible activities addressed above (“**R**” for required and “**P**” for permissible).

Required

- R1 Academic Integration
- R2 Programs of Study
- R3 All Aspects of an Industry
- R4 Develop/Improve/Expand the use of Technology
- R6 Assessment
- R7 Initiate/Improve/Modernize Technology
- R8 Size/Scope/Quality

- R9 Special Populations
- R10 Collaboration
- R11 Articulation
- Permissible
- P1 Advisory Committees
- P2 Counseling
- P3 Work-Based Experiences

- P4 Additional Special Populations
- P5 Student Organizations
- P6 Mentoring/Support Services
- P7 Equipment Leasing/Purchasing/Upgrading
- P8 Teacher Preparation
- P9 Alternative Formats
- P10 Student Transition
- P11 Entrepreneurship

Goal 3: Improve Service to Special Populations

Topics Required for Inclusion

Access to and success of students in programs of study nontraditional by gender [Sec. 134 (b) (10)]		port 34 (b)
Identification and adoption of strategies and outcomes to overcome barriers for special populations and increase rates of access and success in CTE programs. [Sec. 134 (b) (8 A.) and [Sec. 134 (b) (8 B.)]		d
High-Skill, High-Wage or High-Demand occupations that lead to self-sufficiency [Sec. 134 (b) (8 C.)]		nd

Goal 3 Narrative:

Objective(s)	Strategies	Outcomes and Measures (FY12)	Projected Budget by Objective
1. <i>[Duplicate as needed]</i>			
2.			

Use of Funds: Highlight or Bold the required and permissible activities addressed above (“**R**” for required and “**P**” for permissible).

Required

- R1 Academic Integration
- R2 Programs of Study
- R3 All Aspects of an Industry
- R4 Develop/Improve/Expand the use of Technology
- R6 Assessment
- R7 Initiate/Improve/Modernize Technology
- R8 Size/Scope/Quality

- R9 Special Populations
 - R10 Collaboration
 - R11 Articulation
- Permissible
- P1 Advisory Committees
 - P2 Counseling
 - P3 Work-Based Experiences

- P4 Additional Special Populations
- P5 Student Organizations
- P6 Mentoring/Support Services
- P7 Equipment Leasing/Purchasing/Upgrading
- P8 Teacher Preparation
- P9 Alternative Formats
- P10 Student Transition
- P11 Entrepreneurship

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

Topics Required for Inclusion

Flexibility in scheduling and formats that provide access for students [Sec. 135 (c) (9)]		edit
Student services that enhance student transition [State Plan]	Transition of adult learners into the workforce [Sec. 135 (c) (9)]	
Continuum of Service Provisions/Brokering with other consortia [State Plan]		

Goal 4 Narrative:

Objective(s)	Strategies	Outcomes and Measures (FY12)	Projected Budget by Objective
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1.
[Duplicate as needed]

2.

3.

Use of Funds: Highlight or Bold the required and permissible activities addressed above (“**R**” for required and “**P**” for permissible).

Required

- R1 Academic Integration
- R2 Programs of Study
- R3 All Aspects of an Industry
- R4 Develop/Improve/Expand the use of Technology
- R6 Assessment
- R7 Initiate/Improve/Modernize Technology
- R8 Size/Scope/Quality

- R9 Special Populations
- R10 Collaboration
- R11 Articulation
- Permissible
- P1 Advisory Committees
- P2 Counseling
- P3 Work-Based Experiences

- P4 Additional Special Populations
- P5 Student Organizations
- P6 Mentoring/Support Services
- P7 Equipment Leasing/Purchasing/Upgrading
- P8 Teacher Preparation
- P9 Alternative Formats
- P10 Student Transition
- P11 Entrepreneurship

Goal 5: Sustain the Consortium of Secondary and Postsecondary Institutions

Topics Required for Inclusion

Self-assessment of consortium systems and operations, including fiscal and administration [Sec 135 (c) (20)]	Use of data for evaluation of student success and continuous program improvement [Sec. 134 (b) (2 & 7) and Sec.135 (c) (19)]
Shared responsibility among all partners for collaboration and accountability for success [State Plan]	Collaborative budget development [State Plan]
Collaborative initiatives between the consortium and stakeholders [Sec. 13 4 (b) (5)]	Promotion of consortium CTE vision [State Plan]

Goal 5 Narrative:

Objective(s)	Strategies	Outcomes and Measures (FY12)	Projected Budget by Objective
1. <i>[Duplicate as needed]</i>			
2.			

Use of Funds: Highlight or Bold the required and permissible activities addressed above (“**R**” for required and “**P**” for permissible).

Required

- R1 Academic Integration
- R2 Programs of Study
- R3 All Aspects of an Industry
- R4 Develop/Improve/Expand the use of Technology
- R6 Assessment
- R7 Initiate/Improve/Modernize Technology
- R8 Size/Scope/Quality

- R9 Special Populations
- R10 Collaboration
- R11 Articulation
- Permissible
- P1 Advisory Committees
- P2 Counseling
- P3 Work-Based Experiences

- P4 Additional Special Populations
- P5 Student Organizations
- P6 Mentoring/Support Services
- P7 Equipment Leasing/Purchasing/Upgrading
- P8 Teacher Preparation
- P9 Alternative Formats
- P10 Student Transition
- P11 Entrepreneurship

Budget Instructions

To complete the required application budgets, please submit the Excel budget summaries for postsecondary, secondary and the consortium budget narrative. These forms are available at www.cte.mnscu.edu in the Forms section (<http://www.cte.mnscu.edu/forms/index.html>). The file name is FY12 Budget Summaries.

Secondary applications must also complete the MDE budget summary available in the same section of the www.cte.mnscu.edu website.

SUMMARY FOR PERKINS-FUNDED POSITIONS

NOTE: Complete the space below as it pertains to individuals whose salaries are being paid either full time or part time using federal Perkins dollars. If no dollars are used for salaries, just indicate on the line below and submit with your local application.

_____ No Perkins dollars are being used for funding positions.

Yes, the following are Perkins Funded Positions:

1. **Position Title:**
Number of years this position has been paid out of federal Perkins dollars: _____
Dollars used to support this position: _____
Position Description:

2. **Position Title:**
Number of years this position has been paid out of federal Perkins dollars: _____
Dollars used to support this position: _____
Position Description:

3. **Position Title:**
Number of years this position has been paid out of federal Perkins dollars: _____
Dollars used to support this position: _____
Position Description:

[Duplicate as needed]

PROGRAMS OF STUDY FRAMEWORK SUPPORTING ELEMENTS

SECONDARY AND POSTSECONDARY

To support states in developing Programs of Study that address each of the required elements identified in *Perkins IV*, the U.S. Department of Education, Office of Vocational and Adult Education (OVAE), has issued a design framework to clarify and define the four statutory POS requirements in the Act. The POS framework contains 10 supporting elements that are viewed by CTE practitioners as instrumental for creating and implementing a high quality, comprehensive POS. Listed below are the 10 supporting elements of this framework with a subsequent question. **Please respond to each question by checking the box that best describes your progress to date. Add a brief description and/or justification in the space provided summarizing your work in FY11.**

Program of Study Supporting Elements	Not Being Considered	In the Planning Stage	Partially Implemented	Fully Implemented
<p>LEGISLATION AND POLICY: Has your consortium created a plan with formal procedures for maintaining and continually improving your Programs of Study (POS)?</p> <p>Narrative: <i>(Please briefly describe)</i></p>				
<p>PARTNERSHIPS: When developing your POS, do you have input from all partners including secondary, postsecondary, business/industry and community stakeholders?</p> <p>Narrative: <i>(Please briefly describe)</i></p>				
<p>PROFESSIONAL DEVELOPMENT: Has your consortium developed and implemented a POS professional development plan for secondary and postsecondary stakeholders?</p> <p>Narrative: <i>(Please briefly describe)</i></p>				
<p>ACCOUNTABILITY AND EVALUATION SYSTEMS: Does your consortium have systems & strategies to gather and examine qualitative & quantitative data focused on the effectiveness of HS to college transitions through programs of study and that provides information needed to engage in continuous improvement?</p> <p>Narrative: <i>(Please briefly describe)</i></p>				

Program of Study Supporting Elements	Not Being Considered	In the Planning Stage	Partially Implemented	Fully Implemented
<p>COLLEGE & CAREER READINESS: Do your Programs of Study include essential knowledge and skills for college and career readiness?</p>				
<p>Narrative: <i>(Please briefly describe)</i></p>				
<p>COURSE SEQUENCES: Does your process for developing course sequences in a POS ensure that students transition to postsecondary education without duplicating classes or requiring remedial coursework?</p>				
<p>Narrative: <i>(Please briefly describe)</i></p>				
<p>CREDIT TRANSFER AGREEMENTS: Are there opportunities in place for credit transfer to either 2- or 4-year colleges?</p>				
<p>Narrative: <i>(Please briefly describe)</i></p>				
<p>GUIDANCE COUNSELING AND ACADEMICS: Are the guidance counselors and academic teachers in your schools/ college advisors, counselors, and liberal arts faculty involved with POS development? Are the advisors, counselors, and liberal arts faculty in the college(s) involved with POS development and/or implementation?</p>				
<p>Narrative: <i>(Please briefly describe)</i></p>				
<p>TEACHING & LEARNING STRATEGIES: Do the college(s) & high schools in your consortium enable innovative instructional approaches where teachers integrate academic and technical instruction and students apply academic and technical learning to their POS coursework?</p>				
<p>Narrative: <i>(Please briefly describe)</i></p>				

PERKINS REPORTS/WRITTEN IMPROVEMENT PLAN

SECONDARY and POSTSECONDARY

DO NOT SUBMIT THIS PAGE WITH YOUR LOCAL APPLICATION.

REPORTS OR IMPROVEMENT PLANS ARE DUE WITH YOUR LOCAL APPLICATION - MAY 2012

Your consortium may have received notification if it was found to be out of compliance for any or all of the federal required core indicator(s). In that notification it stated that you would be required to either prepare a **Report** describing the indicator(s) where the consortium was noncompliant and identifying general strategies that will be used to improve performance or a **Written Improvement Plan** that requires more detailed actions used to improve performance. Review the notification letter that you were sent and, within this local application, respond to that notice of deficiency by completing the Improvement Report or Plan template that follows. Provide enough detail to clearly indicate how your consortia (secondary, postsecondary, or both) will improve/increase their core indicator scores to meet the negotiated targets.

A. Report (R):

If the consortium scored between 90 and 99% of their negotiated target for any indicator, they will be required to write a report describing how or what they will do to increase their scores. If more than one indicator requires documentation report, respond to each indicator separately on a new page (duplicating the template as needed).

B. Written Improvement Plan:

If the consortium scored below the 90% level of their negotiated target for any indicator, a written improvement plan will need to be submitted. If more than one indicator requires a plan, respond to each indicator separately in a separate page (duplicating the template as needed).

Perkins IV Local Improvement Report

A. Complete for REPORT & PLAN

Consortium Name: _____ *[Duplicate as needed for additional indicators]*

Indicator Not Met: _____	Negotiated Performance: _____	Actual Performance: _____
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General strategies planned to improve performance:

Comments or context for actual performance (optional):

Perkins IV Local Improvement Plan

B. Complete for IMPROVEMENT PLAN ONLY

Sub-populations or groups where gap exists (could be by demographic characteristic, school, program, other)				Describe any contextual factors that might contribute to this gap.
Action steps to improve the performance Identify the strategies/activities that will be taken to achieve the specified goal and improve the quality of CTE programs and core indicator performance	Resources Needed	Timeline	Person(s) Responsible Identify the person(s) who will oversee implementation of strategies and who determines or communicates significant dates or achievement points throughout the year	How will progress be documented? Identify how the strategies or activities will be evaluated to measure progress. These measures should be observable or quantifiable.
Describe stakeholders involved, process and sources of data used to determine strategies/action steps listed above:				

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 hour provisions of the Federal Fair Labor Standards Act, as they apply to hospital and educational institution employees of state and local governments.
10. The eligible sub-recipient shall establish safeguards to prohibit employees from using their positions for a purpose that is, or gives the appearance of being, motivated by a desire for private gain for themselves or others, particularly those with whom they have family, business, or other ties.

- 11. The eligible sub-recipient shall give the grantor agency or the Comptroller General through any responsible authority access and the right to examine all records, books, papers, or documents related to the awarding of these funds.
- 12. The consortium district and college administration assure that programs of study have been designed according to the process and document requirements and will serve all populations of learners.

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:

Consortium Name _____

College President Name-Print

Postsecondary Signature - College President _____
Date

College President E-mail _____

College President Phone Number: _____

District Name – Print _____
District Number/Type

Superintendent Name-Print

Secondary Signature - School Superintendent _____
Date

Superintendent E-mail _____

Superintendent Phone Number: _____

[Duplicate as needed]

Resource A
Technical Assistance Contact Information
Minnesota State Colleges & Universities and Minnesota Department of Education
 Carl D. Perkins Vocational and Technical Education Act of 2006

Postsecondary Contacts		
JoAnn Simser Interim System Director, Perkins Federal Grant, Minnesota CTE State Director	Minnesota State Colleges & Universities Wells Fargo Place, Suite 350 30 7 th Street East St. Paul, MN 55101-7804	Phone: (651) 201-1650 e-mail: joann.simser@so.mnscu.edu
Eva Scates-Winston Program Director, Perkins-Equity Liaison, Special Populations	Minnesota State Colleges & Universities Wells Fargo Place, Suite 350 30 7 th Street East St. Paul, MN 55101-7804	Phone: (651) 201-1680 e-mail: eva.scates-winston@so.mnscu.edu
Denise Roseland Senior Planning & Evaluation Director	Minnesota State Colleges & Universities Wells Fargo Place, Suite 350 30 7 th Street East St. Paul, MN 55101-7804	Phone: 651 201-1667 e-mail: denise.roseland@so.mnscu.edu
Ginny Karbowski Program Director, Career & Technical Education Pathways	Minnesota State Colleges & Universities Wells Fargo Place, Suite 350 30 7 th Street East St. Paul, MN 55101-7804	Phone: (651) 201-1661 e-mail: ginny.karbowski@so.mnscu.edu
Florence Newton Perkins Administrative Specialist	Minnesota State Colleges & Universities Wells Fargo Place, Suite 350 30 7 th Street East St. Paul, MN 55101-7804	Phone: (651) 201-1679 e-mail: florence.newton@so.mnscu.edu
Yingfah Thao Perkins Administrative Specialist	Minnesota State Colleges & Universities Wells Fargo Place, Suite 350 30 7 th Street East St. Paul, MN 55101-7804	Phone: (651) 201-1681 e-mail: yingfah.thao@so.mnscu.edu
For BRIO and ISRS Data Assistance*, contact: Michele Dorschner , System Developer, Federal Perkins-IT	Minnesota State Colleges & Universities Wells Fargo Place, Suite 350 30 7 th Street East St. Paul, MN 55101-7804	Phone: (651) 201-1418 e-mail: Michele.dorschner@csu.mnscu.edu
Secondary Contacts		
Dan Smith Education Supervisor for Adult and Career Education	Center for Postsecondary Success Minnesota Department of Education 1500 Highway 36 West Roseville, MN 55113-4266	Phone: (651) 582-8330 Fax: (651) 582-8493 e-mail: dan.smith@state.mn.us
Marlys J. Bucher Career & Technical Education Assessment/Evaluation, Perkins Coordinator	Center for Postsecondary Success Minnesota Department of Education 1500 Highway 36 West Roseville, MN 55113-4266	Phone: (651) 582-8315 Fax: (651) 582-8493 e-mail: marlys.bucher@state.mn.us
Debra Blahosky Perkins Administrative Specialist	Center for Postsecondary Success Minnesota Department of Education 1500 Highway 36 West Roseville, MN 55113-4266	Phone: (651) 582-8334 Fax: (651) 582-8493 e-mail: debra.blahosky@state.mn.us

Resource B

Required and Permissible Uses of Funds Application Shortcut

(For Entering Uses of Funds Information in the annual Perkins local application)

To facilitate the recording of “Uses of Funds” in the annual Perkins application, under each of the five goals, use this shortcut to reference the uses of funds. Enter R (required) or P (permissible), the number and bolded title. Example: **R 1. Academic Integration**.

Required Local Uses of Funds-Federal

1. **Academic Integration** - Strengthen the academic and career and technical skills of students participating in CTE programs through the integration of academics with CTE programs.
2. **Programs of Study** - Link CTE at the secondary level and the postsecondary level, including by offering the relevant elements of not less than one program of study described in Section 122(c)(1)(A).
3. **All Aspects of the Industry** - Provide students with strong experience in and understanding of all aspects of an industry, which may include work-based learning experiences.
4. **Technology** - Develop, improve, or expand the use of technology in CTE, which may include training to use technology, providing students with the skills needed to enter technology fields, and encouraging schools to collaborate with technology industries to offer internships and mentoring programs.
5. **Professional Development** - Provide in-service and pre-service professional development programs to teachers, faculty, administrators, and career guidance and academic counselors who are involved in integrated CTE programs, on topics including effective integration of academics and CTE, effective teaching skills based on research, effective practices to improve parental and community involvement, effective use of scientifically based research and data to improve instruction. Professional development should also ensure that teachers and personnel stay current with all aspects of an industry; involve internship programs that provide relevant business experience; and train teachers in the effective use and application of technology.
6. **Assessment** - Develop and implement evaluations of the CTE programs carried out with Perkins funds, including an assessment of how the needs of special populations are being met.
7. **Quality CTE Programs** - Initiate, improve, expand and modernize quality CTE programs, including relevant technology.
8. **Size** - Provide services and activities that are of sufficient size, scope and quality to be effective.
9. **Special Populations** - Provide activities to prepare special populations, including single parents and displaced homemakers who are enrolled in CTE programs, for high-skill, high-wage or high-demand occupations that will lead to self-sufficiency.

Required Local Uses of Funds-State

10. **Collaboration** - Collaboration/Brokering of services/Continuum of Service Provision

11. **Articulation** - Articulation, dual enrollment, concurrent enrollment, PSEO, and other recognized strategies

Permissible Local Uses of Funds-Federal

1. **Advisory Committees** - Involving parents, businesses and labor organizations, in the design, implementation and evaluation of CTE programs.
2. **Counseling** - Providing career guidance and academic counseling, which may include information described in Section 118, for students participating in CTE programs that improves graduation rates and provides information on postsecondary and career options, and provides assistance for postsecondary students and adults.
3. **Work-based** - Local education and business partnerships, including for work-related experiences for students, adjunct faculty arrangements for qualified industry professionals and industry experience for teachers and faculty.
4. **Additional Special Pops** - Providing programs for special populations.
5. **Student Organizations** - Assisting career and technical student organizations.
6. **M/S Services** - Mentoring and support services.
7. **Equipment** - Leasing, purchasing, upgrading or adapting equipment, including instructional aids and publications (including support for library resources) designed to strengthen and support academic and technical skill achievement.
8. **Teacher Prep** - Teacher preparation programs that address the integration of academic and CTE and that assist individuals who are interested in becoming CTE teachers and faculty, including individuals with experience in business and industry.
9. **Alt Formats** - Developing and expanding postsecondary program offerings at times and in formats that are accessible for all students, including through the use of distance education.
10. **Student Transition** - Developing initiatives that facilitate the transition of sub-baccalaureate career and technical education students into baccalaureate degree programs, including articulation agreements, dual enrollment programs, academic and financial aid counseling and other initiatives to overcome barriers and encourage enrollment and completion.
11. **Entrepreneurship** - Providing activities to support entrepreneurship education and training.

For a complete listing of required and permissible uses of funds, see Section 135 of the Perkins Act of 2006. The state has identified additional requirements beyond those required under the Act as specified below. Each local recipient receiving funds under Perkins may not use more than five percent for administrative purposes. This balance of the funds must be used to improve CTE programs at the secondary and postsecondary levels as described in the consortium local application plan by making sure that the activities indicated below align with the broad goals established under the Minnesota Career and Technical Education (CTE) State Plan.

Resource C

Use of Perkins Funds - Legislation and Policy

Carl D. Perkins Act of 2006

FY2008-2012

The use of funds under the Carl D. Perkins Career and Technical Education Act of 2006 (Perkins IV) are governed by various legislative documents at the Federal and State levels.

The Office of Management and Budget (OMB) is an office of the White House responsible for devising and submitting the president's annual budget proposal to Congress. OMB circulars provide instructions or information to Federal agencies. Applicable circulars include:

Costs deemed acceptable by the OMB are found in [OMB Circular A-87](#)

How to manage awards ([OMB Circular A-110](#)), including financial management and procurement standards, and

Responsibilities of those being audited are found in [OMB Circular A-133](#), describing requirements of inclusion of CFDA, award number and year, name of the agency, and name of the pass-through entity.

The Code of Federal Regulations (CFR) is a codification of the general and permanent rules published in the Federal Register by the executive departments and agencies of the federal government. The code is divided into 50 titles that represent broad areas subject to federal regulation. (Note 1 below) "**Title 34-Education**" is presently composed of three volumes (Parts 1-299, Parts 300-399, and Parts 400-End). *The U.S. Department of Education publishes an unofficial version a.k.a. "Education Department General Administrative Regulations (EDGAR)", codified at 34 CFR Parts 74-86 and 97-99.*

The U.S. Dept. of Ed's expectations within [EDGAR Part 74 Subpart C](#) include:

- Financial and program management standards,
- Cost sharing/matching requirements
- Equipment procurement and property management standards,
- Codes of conduct, and,
- Contract provisions.

The U.S. Dept. of Ed's expectations within [EDGAR Part 80 Subpart C](#) include:

- Financial management, including standard for reporting, accounting, internal control, allowable costs, source documents, and cash management, and
- Sub-grants, dictating the adherence to state law and procedures, and,
- Monitoring and reporting program performance of grant and sub-grant supported activities.

Minnesota State Law further guides fiscal responsibility of state agencies, specifically through statutes found through the Office of the Revisor of Statues:

Acquisitions, and the criteria for specific dollar thresholds are found in [MN Statute 16C.06 ACQUISITIONS](#), and

Professional/technical services, and criteria in general as well as projects over \$5,000 are found in [MN Statute 16C.08 PROFESSIONAL OR TECHNICAL SERVICES](#), and

Purchases and contract policies and procedures, and using designated businesses are found in [MN Statute 136F.581 PURCHASES AND CONTRACTS](#), including MnSCU's specific authority for professional/technical services in Subd.2, and Technical equipment use and development including coordination with OET is found at [MN Statute 136F.59 TECHNICAL EQUIPMENT](#), and The Uniform Municipal Contracting law [MN Statute 471.345 UNIFORM MUNICIPAL CONTRACTING LAW](#) and its affect on contracts/procurement.

Minnesota State Colleges and Universities System Board Policies reinforce statutes, and drive policy and procedure decisions. All Board Policies can be found at <http://www.mnscu.edu/board/policy/index.html>.

Administration policies under Chapter 5 include:

[Procedure 5.14.1 Computer Sales, Leasing and Support](#),
[Procedure 5.14.2, Consultant, Professional, or Technical Services](#), and
[Procedure 5.14.5, Purchasing](#).

Chapter 7 describes General Finance Provisions and includes:

[Board Policy 7.3 Financial Administration](#)

Resource D

Perkins IV Accountability Indicators-Secondary

Indicator & Citation	Measurement Definition
1S1 Academic Attainment – Reading/Language Arts 113(b)(2)(A)(i)	<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>
1S2 Academic Attainment - Mathematics 113(b)(2)(A)(i)	<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>
2S1 Technical Skill Attainment 113(b)(2)(A)(ii)	<p>Numerator: Number of <u>Secondary CTE Concentrators</u> within Programs of Study selected by the state for which state—approved technical skill assessment instruments have been identified who attempt any of those identified technical skill assessment instruments pertinent to the Program of Study in which concentrator status is obtained.</p> <p>Number of <u>CTE Concentrators</u> who have earned at least 2 credits with passing grades within a career field by the reporting year.</p> <p>Denominator: Number of <u>Secondary CTE Concentrators</u> within Programs of Study selected by the state for which state-approved technical skill assessment instruments have been identified who attempt any of those identified technical skill assessment instruments pertinent to the Program of Study in which concentrator status is obtained.</p> <p>Number of <u>CTE concentrators</u> who earned at least 2 credits in the career field by the reporting year.</p>
3S1 Secondary School Completion 113(b)(2)(A)(iii)(I-III)	<p>Numerator: Number of <u>CTE concentrators</u> who earned a regular secondary school diploma during the presorting year.</p> <p>Denominator: Number of <u>CTE concentrators</u> who left secondary education during the reporting year.</p>
4S1 Student Graduation Rates 113(b)(2)(A)(iv)	<p>Numerator: Number of CTE concentrators who, in the reporting year, were included as graduated in the State’s computation of its graduation rate as described in Section 1111(b)(2)(C)(vi) of the ESEA.</p> <p>Denominator: Number of CTE concentrators who, in the reporting year, were included in the State’s computation of its graduation rate as defined in the State’s Consolidated Accountability Plan pursuant to Section 1111(b)(2)(C)(vi) of the ESEA.</p>
5S1 Secondary Placement 113(b)(2)(A)(v)	<p>Numerator: Number of Secondary CTE Completers who register as participating in higher education in a data match through the Minnesota Office of Higher Education PLUS The number of Secondary CTE Completers who do not register as participating in higher education in a data match through the Minnesota Office of Higher Education but do respond positively to a survey request for information pertaining to their higher education, employment or military status. (AY: 10-11)</p> <p>Number of CTE completers who self-reported on a survey that they entered postsecondary education, employment or the military. (AY: 09-10, 08-09, 07-08)</p> <p>Denominator: Number of Secondary CTE Completers. (AY: 10-11)</p> <p>Number of CTE completers who responded to the survey during the reporting year. (AY: 09-10, 08-09, 07-08)</p>
6S1 Nontraditional Participation 113(b)(2)(A)(vi)	<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>
6S2 Nontraditional Completion 113(b)(2)(A)(vi)	<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>

Perkins IV Accountability Indicators-Postsecondary

Indicator & Citation	Measurement Definition
1P1 Technical Skill Attainment 113(b)(2)(B)(i)	<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 technical skill assessments during the reporting year.</p>
2P1 Credential, Certificate, or Degree 113(b)(2)(B)(ii)	<p>Numerator: Number of <u>CTE concentrators</u> in a given student entry cohort who, anytime in the cohort time frame, received a <u>CTE certificate, diploma, AAS or an AS</u> and were designated as such at the time of the reporting year.</p> <p>Denominator: Number of <u>CTE concentrators</u> who achieved that status anytime during the cohort time frame and were designated as such at the time of the reporting year.</p>
3P1 Student Retention or Transfer 113(b)(2)(B)(iii)	<p>Numerator: Number of <u>CTE concentrators</u> in a given student entry cohort who, in the last year of the cohort time frame, were still intending to complete their program in the declared award, or have transferred to a two-year college or four-year university and were designated as such at the time of the reporting year.</p> <p>Denominator: Number of <u>CTE concentrators</u> who achieved that status anytime during the cohort time frame and were designated as such at the time of the reporting year.</p>
4P1 Student Placement 113(b)(2)(B)(iv)	<p>Numerator: Number of <u>CTE completers</u>, who achieved that status anytime during the cohort time frame and were designated as such at the time of the reporting year, and, who were placed or retained in employment, or placed in military service or apprenticeship programs in the 2nd quarter following the program year in which they left postsecondary education (i.e., unduplicated placement status for CTE concentrators who graduated by June 30, 2007 would be assessed between October 1, 2007 and December 31, 2007).</p> <p>Denominator: Number of <u>CTE completers</u> who achieved that status anytime during the cohort time frame and were designated as such at the time of the reporting year.</p>
5P1 Nontraditional Participation 113(b)(2)(B)(v)	<p>Numerator: Number of <u>CTE participants</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 participants</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>
5P2 Nontraditional Completion 113(b)(2)(B)(v)	<p>Numerator: Number of <u>CTE completers</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 completers</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>

State-Consortia Negotiations: (for additional information, see Appendix N and O)

Minnesota's State Plan specifies that baseline performance will be established for each consortia utilizing information gathered from the performance of the 2007-2008 year. It was necessary to delay negotiations for the 2009-2010 year, to await the final state negotiations with the US Department of Education. However, it is the expectation for the Perkins Act that each consortium show progress from one year to the next, so your 2009-2010 targets can be assumed to be higher than your targets for 2008-2009. The amount of increase may vary for different accountability measures depending on how much change will show growth towards the federal recommendation that the state meets 100% targets by 2017.

Resource E

Fiscal & Expenditure Guidelines for Minnesota Perkins IV

Use of Perkins Funds for:	Funds granted under the Carl D. Perkins Act are to be used to benefit the state's career and technical education programs.
GENERAL FISCAL AND EXPENDITURE CONSIDERATIONS	
Administrative Costs	<p>Administrative expenditures are limited to 5% of the total grant and can be spent for meeting general requirements of administering the grant (record retention, financial management, etc.). Any indirect cost applied to the grant must be included in your administrative expenditures.</p> <p>—Sec. 135(d) ADMINISTRATIVE COSTS. – Each eligible recipient receiving funds under this part shall not use more than 5 percent of the funds for administrative costs associated with the administration of activities assisted under this section.¶</p> <p>Administrative expenditures are limited to 5% of the total grant and can be spent for meeting general requirements of administering the grant (record retention, financial management, etc.). Any indirect cost applied to the grant must be included in your administrative expenditures.</p>
Cost Sharing/Matching	Funds used for cost sharing or matching must be verifiable (from financial records), not included in other Federal programs, required to accomplish award obligations, allowable under cost principles, and not paid by the Federal Government under another award, except when authorized to be used for cost sharing/matching.
Equipment Inventory	<p>Inventory must be labeled with:</p> <ul style="list-style-type: none"> purchase date cost serial #/other ID <p>MDE records must include the CTE program area</p> <p>Inventory records must: include the physical location and be reconciled every two years.</p> <p>A control system must be in place to prevent loss, damage or theft.</p>
Procurement Standards	<p>Written procedures must be established.</p> <p>Use small targeted businesses when possible.</p> <p>Preference may be given to products/services that conserve natural resources and/or are energy efficient.</p> <p>For purchases over \$25,000 keep records on hand, including the basis for selection, justification for lack of competition if applicable, and basis for cost/price.</p>
Rule of Authority	Where a conflict or discrepancy occurs, the regulation that is the more restrictive shall be enforced. Federal Perkins requirements are the final rule when in doubt.
Standards for financial management systems	<p>Relate financial data to performance data.</p> <p>Provide accurate, current, and complete disclosure of financial results.</p> <p>Identify the source and application of funds.</p> <p>Control over, and accountability of, funds, property, and other assets – assets should be used for authorized purposes only.</p>

	<p>Compare outlays with budget amounts for each award. Written procedures should comply with the Cash Management Act. Records shall include source documents (receipts, invoices, etc.).</p>
Supplanting	<p>Use of Perkins funds to pay for any expense that was previously paid by the local school district from non-federal funds is considered supplanting and is not allowed.</p> <p>SEC. 311. FISCAL REQUIREMENTS. __ (a) SUPPLEMENT NOT SUPPLANT. – Funds made available under this Act for career and technical education activities shall supplement, and shall not supplant, non-Federal funds expended to carry out career and technical education activities and tech prep program activities.l</p>

PERSONNEL FISCAL AND EXPENDITURE CONSIDERATIONS

Teachers, Faculty and Staff Salaries	<p>Perkins funds may support salaries of teachers, faculty, or other personnel when included in the Perkins local plan. A Perkins state requirement includes a —three-year rule on salaries. Like other objectives and/or strategies, data relevant to student success should be measured and their collection and analysis reported in the Annual Performance Report (APR).</p> <p>Because Perkins funds are intended for program development and improvement (rather than program maintenance), a position will be funded for no more than three years with Perkins funds unless an appeal is approved by Perkins at the state level. It is a local responsibility to sustain positions without Perkins funds after the first three years.</p> <p>Appeal Process If a salary needs to be continued beyond three years, rationale should be explained in an addendum to the local plan that includes an analysis of data and justification of the decision. Perkins state staff will review and consider approval of appeals.</p> <p>Exceptions to the Three-Year Rule Perkins coordinator salaries are exempt from this rule because there must be someone to coordinate the completion of the plan and work with participants concerning objectives in the plan.</p> <p>Up to five percent (5%) of the consortium allocation may be used for administration of the Perkins grant. Funds would support fiscal management and/or data management. Analysis of the data may be a combination of administration, coordination, and full consortium consideration.</p> <p>For the purpose of these guidelines, contracts with consultants will be treated as salaries. Documentation of individual teacher, faculty and staff time must be kept at the local level and detailed on the itemized Personnel Activity Report (PAR).</p>
Professional Organization Memberships	<p>Professional CTE Organization membership dues are an allowable expense as long as the membership is related to the teachers’ CTE program area. Costs of membership in organizations substantially engaged in lobbying are unallowable.</p>
Professional Development for CTE teachers, faculty and staff	<p>Funds may be used for Sustained Professional Development programs for teachers, faculty and staff involved in integrated CTE programs including: In-service and pre-service training that will help teachers and other personnel</p>

<p>and academic colleagues where such professional development benefits the CTE program</p>	<p>improve student achievement by looking at promising practices, ways to improve parental and community involvement, and use of scientifically based research and data to improve instruction.</p> <p>Support of education programs that will help teachers and personnel: stay current with all aspects of an industry; effectively develop rigorous and challenging integrated curricula (jointly with academic teachers, to the extent practicable); develop a higher level of academic and industry knowledge and skills; and effectively use applied learning.</p> <p>Internship programs that provide relevant business experience.</p> <p>Programs designed to train teachers specifically in the effective use and application of technology to improve instruction.</p> <p>One-day or short term workshops or conferences are not fundable with Perkins IV funds.</p> <p>SEC.124. STATE LEADERSHIP ACTIVITIES (b) Required Uses of Funds (3)professional development programs...that support activities described in section 122 and – (B) are high quality, sustained, intensive, and classroom-focused in order to have a position and lasting impact on classroom instruction and the teacher’s performance in the classroom and are not 1-day or short-term workshops or conference.¶</p> <p>Funds may be used only for non-credit-bearing professional development experiences.</p>	
<p>Stipends</p>	<p>Stipends for teachers, faculty and staff to attend meetings and/or professional development events are not allowable unless a product is developed or other measurable outcomes are documented.</p>	
<p>Teacher Education Costs</p>	<p>A teacher’s educational expenses which are directly related to the CTE program area are allowable. Non-credit-bearing coursework necessary to enhance teacher knowledge directly related to CTE curriculum improvements or student instruction is permissible (e.g. CAD, Microsoft Office Suite, etc.).</p> <p>Funds may be used only for non-credit-bearing teacher education experiences.</p>	
<p>Teacher Travel to National/State Conferences</p>	<p>Teacher travel to national and state professional development conferences is an allowable expense. Conference attendees are responsible for sharing information with other district staff making improvements to their curricula in an effort to increase overall program quality.</p>	
<p>Use of Perkins Funds for:</p>	<p>Minnesota Department of Education</p>	<p>Minnesota State Colleges & Universities</p>
<p>Career and Technical Student Organizations (CTSO)</p>	<p>Allowable costs: Support of student CTE organizations that are an integral part of the CTE instructional program. Funds may be used to purchase instructional supplies for CTSOs. Leadership activities or competitive events. Expenses of advisors and chaperones at regional, state or national CTSO meetings. Student group transportation (not individual student transportation). Unallowable costs: Social assemblage and social conventions. Purchase of items for students’ personal ownership. Prizes or incentives. Payment of individual membership dues.</p>	

	Student expenses for participation in CTSO activities.	
Modify the Perkins Grant	Expenditures must be in accordance with the budget approved for the project. Any requests for deviation from the budget that exceed 10% per line category or any expenditure in excess of \$1000 must be approved by the Division responsible for Career & Technical Education at the Minnesota Department of Education prior to expenditure of funds. An expenditure made before the approval is granted will be the responsibility of the LEA from non-federal funds.	Expenditures must be in accordance with the budget approved for the Perkins local annual plan. When a change is proposed in the postsecondary budget for a goal in the local plan and that change exceeds 10% or \$10,000 (whichever is the greater amount) of the total basic allocation, authorization for such change must have the approval of the System Director, Perkins Federal Grant, Office of the Chancellor.
To Obligate the Expenditures	The grantee must obligate or encumber all Perkins funds prior to June 30 of the current grant year. No extensions are allowable beyond that date. Encumbered funds must be liquidated within 3 months of the end of year. Encumbrances must be a contract, a formal and binding memorandum of agreement or a purchase order dated prior to June 30.	A college must obligate or encumber all Perkins funds on or prior to June 30 of the current grant year. No extensions are allowable beyond that date. All unexpended funds will be recaptured and redistributed back to the college in fiscal year following the current grant year based on the existing postsecondary allocation formula
Perkins Reporting Requirements	End of year reporting requirements are listed below. The Annual Performance Report (APR) will be due on October 17 of a fiscal year including: Final Narrative Summary Equipment inventory A copy of each approved equipment request The Budget Summary including a UFARS Summary (BCL 025 or similar report), and a Budget Narrative describing the line item expenditures will be due no later than December 1. The budget summary should be submitted after the local district completes its annual audit.	The Annual Performance Report (APR) will be due on October 17 of a fiscal year including: Final Narrative Summary Performance Data Budget Summary
Equipment Inventory	Equipment includes non-consumable items of at least \$1,000 or more. Inventory must be labeled with: purchase date cost serial #/other ID MDE records must include the CTE program area Inventory records must: include the physical location and	Equipment includes non-consumable items of at least \$5,000 or more. Perkins has discouraged equipment purchases in the past for post-secondary; however, as a rule of thumb if the purchase of equipment is necessary to meet student acquisition of knowledge and skills required in the CTE program, purchasing equipment is an eligible use of funds. Perkins funds may be used to purchase equipment for CTE programs when the

	<p>be reconciled every 2 years. A control system must be in place to prevent loss, damage or theft.</p>	<p>intent is included in the Perkins local annual plan and specifies the need for such equipment. Equipment inventory documentation must be compliant with Minnesota State Colleges & Universities equipment inventory requirements and local college inventory system procedures.</p>
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Resource E-1
Minnesota Department of Education
State Educational Record View and Submission (SERVS)
Financial System

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

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

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

Resource E-2
Minnesota State Colleges and Universities
Revised 3.5 Perkins IV Grant Accounting Procedures
For Postsecondary Colleges – Effective: FY 2011

PART 1. FEDERAL REQUIREMENTS

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

1. Data consistency
2. Report reproducibility
3. Clear audit trail

PART 2. TYPES OF CATEGORIES

Effective FY 2011, the Business Office at the Office of the Chancellor (OOChr) will assign unique general ledgers for the following five categories with corresponding procedures:

NOTE: Colleges must use the GL provided by the OOChr.

1. Basic Grant – GL

- a. A separate cost center must be set up for administration and for each goal in your local consortium approved application.
- b. Colleges must load the budgets per awarded amounts into ISRS (the total across all cost centers must equal the award).
- c. Per Carl D. Perkins Career and Technical Education Act of 2006, MnSCU will recapture unused funds at the close of state fiscal year (around Aug. 15th of each year).

2. Reserve Funds – GL

- a. A cost center must be set up in the reserve funds GL for each of your goals in your local consortium approved application.
- b. Colleges must load the budgets per awarded amounts into ISRS (the total across all cost centers must equal the award).
- c. Per Carl D. Perkins Career and Technical Education Act of 2006, MnSCU will recapture unused funds at the close of state fiscal year (around Aug. 15th of each year).

3. Reallocated Funds – GL

- a. Typically in October, MnSCU OOChr and the Minnesota Department of Education (MDE) will pool the prior year recaptured funds from secondary school districts and postsecondary colleges, reallocate to the local consortium according to the formula for basic grant distribution, and will notify the consortium of reallocated award.
- b. A cost center must be set up in the reallocated GL number provided by the OOChr for each goal in your local consortium approved application for the reallocations grant.
- c. Colleges must load the budgets per awarded amounts into ISRS (the total across all cost centers must equal the award).

4. Leadership – GL

a. Perkins IV Agreements

- i. MnSCU OOChr and colleges sign agreements for specific leadership projects using the Perkins IV Agreements approved template.

- ii. MnSCU OOCr grant accountant decreases budget by the amounts of Perkins IV awards (releases contracted funds).
 - iii. Colleges create unique cost centers in the leadership GL number provided by the OOCr for each of the contracts.
 - iv. Colleges must load the budgets per awarded amounts into ISRS.
- b. Special Assignments/Reassign of Campus Employees**
- When a system college, as the primary employer, is engaged to provide services of its employees on a temporary basis to the OOCr or another system institution, an Approval Letter or Intra-Agency Agreement must be used.
- i. An approval letter will be used if the assignment will result in a one-time payment of \$500 or less.
 - ii. A revised Intra-Agency Agreement Guidelines will be used if the assignment results in multiple payments or payment of \$501 or greater.
 - iii. It is essential that the parties at both institutions representing Academic Affairs, Human Resources and Finance be consulted **prior to** the execution of the agreement. The new communications Flowchart illustrates the expected communications practice.
 - iv. The process for reimbursement of expenditures by the contracting party to the service provision party should be clearly identified.
 - v. The home location will enter the assignment in the State College and University Personnel Payroll System (SCUPPS) with a category code created in SCUPPS to specifically identify FTE from another system location. This is essential for reporting purposes in Academic Affairs.
 - vi. This process is intended to be used for hires between a campus and the OOCr and, where applicable, between two campuses.

The Communications Flowchart, Approval Letter, revised Intra-Agency Agreement along with guidelines for using these documents, are located on the system Human Resources website at: http://www.hr.mnscu.edu/intra-agency_agreement/index.html.

5. Sub-grants GL

- a. Sub-grants can be made from one college to another recipient. The entity granting the funds pays from the GL assigned to the Basic Grant, Leadership, Recaptured or the Reserve award per the sub-grant agreement.
- b. The recipient entity sets up a separate cost center in the sub-grant GL for each sub-grant and receipts grants and expenditures pertaining to that award.
- c. The granting college entity will be reimbursed for the sub-grant payments. The recipient entity will not be reimbursed by MnSCU as they are reimbursed by the sub-granting college.

PART 3. EXPENDITURE REIMBURSEMENT PROCESS

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

1. OOCr grant accountant checks the Perkins cost centers for all colleges for accumulated expenditures and completes the drawdown from the federal systems to reimburse colleges.
2. OOCr grant accountant enters a Cash Receipt Wire (CRW) in the Minnesota Accounting and Procurement System (MAPS) to ensure the funds are directed to the appropriate college.

3. OOChr grant accountant sends college fiscal contact notice that funds will be deposited in college's MAPS account. College fiscal contact receipts funds into appropriate Perkins cost center in ISRS.

PART 4. PAYMENTS OF SPECIAL ASSIGNMENTS/REASSIGNMENT OF CAMPUS EMPLOYEES

The campus and the OOChr or, when applicable, the two campuses, will pay for the Special Assignment/Reassignment using the process agreed upon in 4B above.

Sub-grant draws will be completed based on the payment made by the awarding college to the sub-grant recipient. Draws do not include reimbursement on sub-grant cost center. Awarding organization will make payment from the Basic, Leadership, Reserve or Reallocation cost centers.

Resource F

Perkins Consortium Structure: An Overview

Structure

Under the Minnesota Transition Plan (2007-2008), the structure of secondary basic recipients, postsecondary basic recipients and Tech Prep recipients in place under Perkins III was maintained for funding and local plan development.

When the State Plan was implemented on July 1, 2008, (the start of fiscal year 2009) a new consortium structure in Minnesota was initiated. Each consortium was developed through consensus with the following features:

- Consortium membership includes at least one public community and technical college, and at least one public secondary school district.
- Each eligible school district and college formally belongs to only one consortium.
- One secondary fiscal agent and one postsecondary fiscal agent will manage funds in each consortium under a collaboratively-developed consortium plan.

Local Consortium Formation Timeline

In the FY08 transition year (July 1, 2007 to June 30, 2008), each Perkins and Tech Prep recipient recommended secondary school districts and postsecondary institutions with which they would partner under the new consortium structure.

Recommendations regarding the new consortia were reviewed by the State, having reserved the right to negotiate the final consortium structure so that no eligible secondary school district or college is excluded.

The new consortium structure was in place by January 31, 2008.

Funding and Administration

All CTE funds were allocated separately to each eligible secondary and postsecondary fiscal agent. However, how those funds will be expended is governed by the local consortium plan.

Each consortium may utilize funds across secondary and postsecondary lines in any manner dictated by the approved consortium plan, as long as such funds are utilized in accordance with rules for the use of CTE funds distributed by the state.

The FY2009 consortium plan and each successive plan thereafter will need administrative signature endorsement from each secondary school district superintendent *and* each college president included under the consortium plan.

For the FY2009 consortium 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. A matrix relating the broad goals to federal and state required activities is available in Appendix J.

The Minnesota Department of Education and Office of the Chancellor Perkins staff will provide technical assistance to the consortia to support successful plan development, implementation, and sustainability.

Accountability

Secondary and postsecondary recipients of Perkins funds are independently responsible for meeting accountability measures under Perkins IV.

Minnesota's Perkins IV definitions either are an adoption of those provided by the Office of Vocational and Adult Education (OVAE) at the U.S. Department of Education, or modified to suit Minnesota definitions the state and local accountability measures and performance targets. The state will provide technical assistance to ensure that each consortium's high schools and colleges meet individual performance targets consistent with the state accountability plan at both secondary and postsecondary levels.

Consortium Development

Introduction

Planning for building the new consortium structure began almost at the same time Minnesota began developing its transition plan. After a long and a deliberate consultative process with key stakeholders, Minnesota presented a conceptual framework and general guidelines for how the new consortium structure would operate, which has already been described in the Program Administration Section (pp. 10-14 particularly). With the submission of the transition plan, state Perkins staff began putting together the different steps needed for creating a new local CTE consortium structure. These steps could be summarized into as emerging issues in consortium development: (a) requirements (b) the local consortium plan and (c) communications. Each is discussed below.

As part of the 2007-2008 local application plan, secondary basic, postsecondary basic, and tech prep grant recipients were to submit a local application that focused on five goals, one of which was building a new local consortium¹. As a requirement for a completed application plan, each secondary basic grant, postsecondary basic, and tech prep grant recipient (usually within a region of the state) was required to engage in preliminary discussions about how they would reconfigure themselves into a single consortium.

1. Details about the other goals are provided in Section One.

Considerations for Design and Development

Initially, each recipient was to report back by December 31, 2007 with the name and composition of their new consortium. However, as formal and informal discussions between state Perkins staff and local recipients began taking place regarding Minnesota's new consortium structure plan, several questions regarding composition, administration, finance and the provision of services to students within and across consortia began to emerge. State Perkins staff put together formal presentations and documentation to answer the questions and concerns regarding the design and development of the new consortium structure. These documents and presentations are available on the Minnesota Career and Technical Education website www.cte.mnscu.edu for use by all. Overarching questions that each recipient needed to consider regarding their membership follow.

1. What is the vision for career and technical education in your region of the state? (What do you want to accomplish?)
2. How will you support and foster relationships among consortium members?
3. What leadership structure should exist for meeting the goals of your new consortium?
4. What practices or processes will you use to build and implement programs of study, identify and measure technical skill attainment, and address accountability?
5. What fiscal/administrative rules are needed for the operation of your new consortium?

Consortia responded to the questions using the six-year timeframe of the Perkins Act to move towards a new consortium structure. They further considered questions and topics of:

1. Why these partners? (Geography, Partnership History and Relationships, Matriculation Patterns of Students, and Programs of Study)
2. How will the Consortium operate?
 - Provide a Continuum of Service Provision (brokering and a breadth of student service opportunities across consortia)
 - Develop leadership structure that includes major stakeholders
 - Align or delineate fiscal agency/financial considerations
 - Develop a process for overcoming roadblocks and bottlenecks
 - Provide for long-term planning and sustainability

Consortia provided a brief report of their plans to address the above questions and topics and identification of the new local consortium membership by December 31, 2007.

Implementation

As of July 1, 2008, Minnesota has 26 local consortia that will be implementing the intent of Perkins IV in high schools and colleges.

Local consortia are implementing plans that focus on:

- Developing collaborative partnerships, with the career pathway/programs of study in high-skill, high-wage or high-demand careers. Programs of study serves as the centerpiece for

providing a continuum of education programming and support services that ensure smooth transitions from secondary into postsecondary education, in and out of postsecondary education, and between education and employment.

- Applying the same continuum of education programming and support services for students of color, for under-served populations, and for special populations that are available to other groups.
- Establishing a differentiated system of accountability that distinguishes between technical skill proficiency and conventional academic success outcomes.
- Sustaining a statewide CTE consortium structure in which school districts and colleges are jointly attracting large numbers of high performing successful CTE students who, after completing their education, leave with sound academic knowledge and strong technical skills, making them ready for the fast-paced 21st century economy.

Capitalizing on already established strong working relationships within education, within workforce development, and between education and workforce development, Minnesota is placing CTE front and center, and on an equal footing, in state efforts to re-engineer education and workforce development.

It is the expectation in Minnesota that career and technical education will, through efficient systems, policies, processes and procedures, increasingly intertwine learning with work; and, that increasing achievement, and providing greater opportunities, and varied options are not just choices but are objectively-determined outcomes that will first and foremost benefit all students..

Resource G

STATE LEVELS OF PERFORMANCE FOR THE PERKINS IV CORE INDICATORS: SECONDARY LEVEL

INSTRUCTIONS: Propose performance levels for program years three and four by completing Columns 7 and 8. See note below pertaining to the information in Columns 2 through 6 and the key for the letters B, L, A, and P.

STATE NAME: MINNESOTA

Negotiated Levels for 2010-11

Column 1	Column 2	Column 3	Column 4	Column 5	Column 6	Column 7	Column 8	Column 9	Column 10
Core Indicator	Measurement Definition	Measurement Approach	Negotiated Baseline	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
				7/1/07-6/30/08	7/1/08-6/30/09	7/1/09-6/30/10	7/1/10-6/30/11	7/1/11-6/30/12	7/1/12-6/30/13
1S1 Academic Attainment in Reading/ Language Arts	<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>	State and Local Administrative Records	B: 62.00%	L: 62.00% A: 59.23%	L: 63.00% A: 58.53%	L: 67.00%	L: 70.00%	P:	P:
1S2 Academic Attainment in Mathematics	<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>	State and Local Administrative Records	B: 32.00%	L: 32.00% A: 21.69%	L: 22.00% A: 26.19%	L: 44.00%	L: 48.00%	P:	P:

Column 1	Column 2	Column 3	Column 4	Column 5	Column 6	Column 7	Column 8	Column 9	Column 10
Core Indicator	Measurement Definition	Measurement Approach	Negotiated Baseline	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
				7/1/07-6/30/08	7/1/08-6/30/09	7/1/09-6/30/10	7/1/10-6/30/11	7/1/11-6/30/12	7/1/12-6/30/13
2S1 Technical Skill Attainment	<p>Numerator: Number of <u>Secondary CTE Concentrators</u> within Programs of Study selected by the state for which state—approved technical skill assessment instruments have been identified who attempt any of those identified technical skill assessment instruments pertinent to the Program of Study in which concentrator status is obtained.</p> <p>Number of <u>CTE Concentrators</u> who have earned at least 2 credits with passing grades within a career field by the reporting year.</p> <p>Denominator: Number of <u>Secondary CTE Concentrators</u> within Programs of Study selected by the state for which state-approved technical skill assessment instruments have been identified who attempt any of those identified technical skill assessment instruments pertinent to the Program of Study in which concentrator status is obtained. Number of <u>CTE concentrators</u> who earned at least 2 credits in the career field by the reporting year.</p>	State and Local Administrative Records	B: 85.00%²		L: 85.00% A: 90.45%	L: 88.33%	L: 90.00%	P:	P:
3S1 School Completion	<p>Numerator: Number of <u>CTE concentrators</u> who earned a regular secondary school diploma during the presorting year.</p> <p>Denominator: Number of <u>CTE concentrators</u> who left secondary education during the reporting year.</p>	State and Local Administrative Records	B: 70.00%		L: 71.00% A: 98.23%	L: 73.33%	L: 76.67%	P:	P:
4S1 Student Graduation Rates	<p>Numerator: Number of CTE concentrators who, in the reporting year, were included as graduated in the State’s computation of its graduation rate as described in Section 1111(b)(2)(C)(vi) of the ESEA.</p> <p>Denominator: Number of CTE concentrators who, in the reporting year, were included in the State’s computation of its graduation rate as defined in the State’s Consolidated Accountability Plan pursuant to Section 1111(b)(2)(C)(vi) of the ESEA.</p>	State and Local Administrative Records	B: 80.00%	L: 80.00% A: 93.50%	L: 81.00% A: 96.21%	L: 82.00%	L: 83.00%	P:	P:

2. 2S1 Technical Skill Attainment: Minnesota is in the process of identifying and using valid and reliable technical skill assessments and are inventorying districts as to the use of industry skill standards. It will take several years to identify these assessments and establish reporting procedures. Our intent is to establish a system whereby state benchmarks will be identified at the program of study level, and that progress toward these benchmarks will be aggregated. Until this system is operational, Minnesota proposed using a proxy measure of success in the programs calculated as passing grades in all career field courses taken to reach the concentrator threshold. The state will need to renegotiate a baseline for this indicator when a system of technical skill assessments is implemented.

<p>5S1 Placement</p>	<p>Numerator: Number of Secondary CTE Completers who register as participating in higher education in a data match through the Minnesota Office of Higher Education PLUS The number of Secondary CTE Completers who do not register as participating in higher education in a data match through the Minnesota Office of Higher Education but do respond positively to a survey request for information pertaining to their higher education, employment or military status. (AY: 10-11)</p> <p>Number of CTE completers who self-reported on a survey that they entered postsecondary education, employment or the military. (AY: 09-10, 08-09, 07-08)</p> <p>Denominator: Number of Secondary CTE Completers. (AY: 10-11) Number of CTE completers who responded to the survey during the reporting year. (AY: 09-10, 08-09, 07-08)</p>	<p>State Developed Surveys</p>	<p>B: 85.00%</p>		<p>L: 85.00% A: 97.31%</p>	<p>L: 88.33%</p>	<p>L: 90.00%</p>	<p>P:</p>	<p>P:</p>
<p>6S1 Nontraditional Participation</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>State and Local Administrative Records</p>	<p>B: 38.00%</p>		<p>L: 38.50% A: 54.04%</p>	<p>L: 39.00%</p>	<p>L: 39.50%</p>	<p>P:</p>	<p>P:</p>
<p>6S2 Nontraditional Completion</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: 35.00%</p>		<p>L: 35.50% A: 34.14%</p>	<p>L: 36.00%</p>	<p>L: 36.50%</p>	<p>P:</p>	<p>P:</p>

Note: Columns 2 through 6 will be pre-populated and sent to you by your Perkins Regional Accountability Specialist (RAS) before preliminary conversations on proposed performance levels, based on the most current information and data on file in this office. Please immediately notify your RAS of any inaccuracies.

Key: **B** = initial baseline; **L** = State-adjusted performance level; **A** = actual performance; **P** = proposed performance

Resource H

STATE LEVELS OF PERFORMANCE FOR THE PERKINS IV CORE INDICATORS: POSTSECONDARY LEVEL

INSTRUCTIONS: Propose performance levels for program years three and four by completing Columns 7 and 8. See note below pertaining to the information in Columns 2 through 6 and the key for the letters B, L, A, and P in the chart below.

STATE NAME: MINNESOTA

Negotiated Levels for 2010-11

Column 1	Column 2	Column 3	Column 4	Column 5	Column 6	Column 7	Column 8	Column 9	Column 10
Core Indicator	Measurement Definition	Measurement Approach	Negotiated Baseline	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
				7/1/07-6/30/08	7/1/08-6/30/09	7/1/09-6/30/10	7/1/10-6/30/11	7/1/11-6/30/12	7/1/12-6/30/13
1P1 Technical Skill Attainment	<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 technical skill assessments during the reporting year.</p>	Minnesota State Colleges and Universities Integrated Student Record System	B: 60.00%		L: 60.00% A: 85.83%	L: 68.89%	L: 73.33%	P:	P:
2P1 Credential, Certificate, or Degree	<p>Numerator: Number of <u>CTE concentrators</u> in a given student entry cohort who, anytime in the cohort time frame, received a <u>CTE certificate, diploma, AAS or an AS</u> and were designated as such at the time of the reporting year.</p> <p>Denominator: Number of <u>CTE concentrators</u> who achieved that status anytime during the cohort time frame and were designated as such at the time of the reporting year.</p>	Minnesota State Colleges and Universities Integrated Student Record System Perkins BRIO Unit Record Data	B: 40.00%		L: 41.00% A: 48.15%	L: 48.00%	L: 50.00%	P:	P:
3P1 Student Retention or Transfer	<p>Numerator: Number of <u>CTE concentrators</u> in a given student entry cohort who, in the last year of the cohort time frame, were still intending to complete their program in the declared award, or have transferred to a two-year college or four-year university and were designated as such at the time of the reporting year.</p> <p>Denominator: Number of <u>CTE concentrators</u> who achieved that status anytime during the cohort time frame and were designated as such at the time of the reporting year.</p>	Minnesota State Colleges and Universities Integrated Student Record System Perkins BRIO Unit Record Data	B: 22.50%		L: 25.50% A: 27.62%	L: 28.00%	L: 29.00%	P:	P:
4P1 Student Placement	<p>Numerator: Number of <u>CTE completers</u>, who achieved that status anytime during the cohort time frame and were designated as such at the time of the reporting year, and, who were placed or retained in employment, or placed in military service or apprenticeship programs in the 2nd quarter following the program year in which they left postsecondary education (i.e., unduplicated placement status for CTE concentrators who graduated by June 30, 2007 would be assessed between October 1, 2007 and</p>	<p>State-developed College Administered Surveys</p> <p>Employment and Wage Record Matching through Agreement with MN Dept. of Employment</p>	B: 76.00%		L: 77.00% A: 86.57%	L: 78.00%	L: 79.00%	P:	P:

Column 1	Column 2	Column 3	Column 4	Column 5	Column 6	Column 7	Column 8	Column 9	Column 10
Core Indicator	Measurement Definition	Measurement Approach	Negotiated Baseline	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
				7/1/07-6/30/08	7/1/08-6/30/09	7/1/09-6/30/10	7/1/10-6/30/11	7/1/11-6/30/12	7/1/12-6/30/13
	December 31, 2007). Denominator: Number of <u>CTE completers</u> who achieved that status anytime during the cohort time frame and were designated as such at the time of the reporting year.	and Economic Development							
5P1 Nontraditional Participation	Numerator: Number of <u>CTE participants</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. Denominator: Number of <u>CTE participants</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.	Minnesota State Colleges and Universities Integrated Student Record System Perkins BRIO Unit Record Data	B: 16.50%		L: 17.00% A: 22.41%	L: 17.20%	L: 17.40%	P:	P:
5P2 Nontraditional Completion	Numerator: Number of <u>CTE completers</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. Denominator: Number of <u>CTE completers</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.	Minnesota State Colleges and Universities Integrated Student Record System Perkins BRIO Unit Record Data	B: 10.50%		L: 11.00% A: 14.66%	L: 12.00%	L: 13.00%	P:	P:

Note: Columns 2 through 6 will be pre-populated and sent to you by your Perkins Regional Accountability Specialist (RAS) before preliminary conversations on proposed performance levels, based on the most current information and data on file in this office. Please immediately notify your RAS of any inaccuracies.

Key: **B** = initial baseline; **L** = State-adjusted performance level; **A** = actual performance; **P** = proposed performance level

Resource I

Examples - Federal and State Required Activities for Minnesota Perkins IV Goals

Perkins IV has themes: 1) Programs of Study, 2) Partnerships, and 3) Service to Special Populations. Goals 1-4 encompass the themes and are included in column headings below. Goal 5, consortium structure, growth and development will provide the organizational foundation for consortia as they develop the goals and include required and permissible activities within their local application plans. Each local consortium must address the federal and state required uses of funds and may address permissible uses of funds, as described under Perkins IV Section 135. See Appendix B for a listing of federal and state required and permissible activities eligible for the use of Perkins IV funds.

- (R) - Required activities under Perkins IV have been "categorized" under the following Goal headings in blue Comic Sans text and numbered 1-11. Required activities may appear in more than one goal.

- *Examples of activities are in red Arial Narrow text.*

G-1: Programs of Study G-4: Continuum of Service Provision (Brokering)	G-2: Employer, Community & Educational Partnerships	G-3: Service to Special Populations	G-5: Consortium Structure Growth & Development
<p>(R1) - strengthen the academic and CTE skills of students participating in CTE programs through the integration of academics with CTE programs</p> <p>(R1) - strengthen academic and CTE components through sequence of courses such as CTE programs of study</p> <p>Examples: Project Access, occupational ESL classes Program review and frameworks for integration of academics in CTE programs Infusing general education curriculum in CTE programs</p>	<p>(R3) - student experience in and understanding of all aspects, which may include work-based learning experiences</p> <p>Examples: Ensure work experiences, internships in CTE programs Faculty experiences in business and industry Campus CTSO as vehicle for supporting exposure to industry exposure, field experience Breaking Traditions; Women Tech Day; Young Women's Conference (involving local workforce centers and business/industry partners) Coordinated services with community-based organizations Collaboration with workforce centers for coordinated services and delivery</p>	<p>(R6) - develop and implement evaluations of the CTE programs carried out with funds under this title, including assessment of how the needs of special populations are being met</p> <p>Examples: Pre- & post- assessments to monitor progress Student satisfaction survey</p>	<p>(R4) -develop, improve, or expand use of technology in CTE</p> <p style="padding-left: 20px;">a. training of career and technical education teachers, faculty, and administrators to use technology, which may include distance learning</p> <p>(R5) - support of education programs for teachers of career and technical education in public schools and other public school personnel who are involved in the direct delivery of educational services to career and technical education students, to ensure that such teachers and personnel stay current with all aspects of an industry</p> <p>Examples: Professional development for best practices on serving diverse student populations Faculty, teachers and staff in-service to increase skills (assessment, use of technology, diverse student needs)</p>

Examples of Federal and State Required and Permissible Activities for Perkins IV Goals

<p style="text-align: center;">G-1: Programs of Study G-4: Continuum of Service Provision (Brokering)</p>	<p style="text-align: center;">G-2: Employer, Community & Educational Partnerships</p>	<p style="text-align: center;">G-3: Service to Special Populations</p>	<p style="text-align: center;">G-5: Consortium Structure Growth & Development</p>
<p>(R2) - link CTE at secondary and postsecondary levels including offering relevant elements of not less than one CTE program of study described in Section 122(c)(1)(A)</p> <p>(R4) - develop, improve, or expand the use of technology in career and technical education, which may include</p> <p>b. providing career and technical education students with the academic and career and technical skills (including the mathematics and science knowledge that provides a strong basis for such skills) that lead to entry into the technology fields</p> <p>(R6) - develop and implement evaluations of the CTE programs carried out with funds under this title, including assessment of how the needs of special populations are being met</p> <p><i>Examples:</i> Pre- & post- assessments to monitor progress Student satisfaction survey</p>		<p>(R9) - provide activities to prepare special populations who are enrolled in CTE programs for high-skill, high-wage or high-demand occupations that lead to self-sufficiency</p> <p><i>Examples:</i> Supplemental services to accommodate Increased adaptive technology Retention programs: TEAM; PACE ESL/ELL bridge program; summer course ESL/ELL bridge program; summer course Pre-enroll summer tech camps for nontraditional students Transition to College course Transitions Plus for returning adults Intrusive services for nontraditional</p>	<p>(R6) - develop and implement evaluations of the CTE programs carried out with funds under this title, including assessment of how the needs of special populations are being met - Sec 135(B)(6)</p> <p><i>Example:</i> Program evaluation</p> <p>(R7) - Initiate, improve, expand, and modernize quality CTE programs, including relevant technology</p> <p><i>Example:</i> Provide assessment of facilities, safety, equipment Enrollment, industry certifications, and cost of program Analysis of retention data Annual program review with performance indicators Assess academic needs of diverse student populations</p> <p>(R8) - Provide services and activities that are of sufficient size scope and quality to be effective</p>

Examples of Federal and State Required and Permissible Activities for Perkins IV Goals

<p>G-1: Programs of Study G-4: Continuum of Service Provision (Brokering)</p>	<p>G-2: Employer, Community & Educational Partnerships</p>	<p>G-3: Service to Special Populations</p>	<p>G-5: Consortium Structure Growth & Development</p>
<p>(R11) - With a focus on initiatives for high school and college graduates to gain course credit at the next level of education, develop initiatives that facilitate the transition of sub-baccalaureate career and technical education students into baccalaureate degree programs, including articulation agreements, dual enrollment programs.</p> <p><i>The above activity, while permissible under federal definitions, is a state required use of funds item.</i></p> <p>Examples: Articulation agreements high school to college and college to university PSEO concurrent enrollment courses in core and CTE courses Other forms of early college credit</p> <p>(R10) - Brokering or a continuum of services to students</p> <p>Collaborate with other consortia, as needed, to assist learners in locating programs of study that meet their career interests and aspirations. Assist learners in locating appropriate preparatory courses or learning activities not available locally to prepare for a program of study.</p> <p><i>The above activity, while permissible under federal definitions, is a state required use of funds item.</i></p>			<p>(R10) - Brokering or a continuum of services to students</p> <p>Collaborate with other consortia, as needed, to assist learners in locating programs of study that meet their career interests and aspirations. Assist learners in locating appropriate preparatory courses or learning activities not available locally to prepare for a program of study.</p> <p><i>The above activity, while permissible under federal definitions, is a state required use of funds item.</i></p>

Resource J

Minnesota Department of Education (MDE)

PERSONNEL ACTIVITY REPORT (PAR)

Employees who are required to report that work coincides with funding use this form. Reporting of time and effort is required if the work involved more than one activity/program. Completed monthly and kept in personnel files for audit purposes.

Name _____	Title/Classification _____	Reporting Period (circle one): January April July October February May August November March June September December
TIME DISTRIBUTION (UFARS Code)	Percent of time	<u>DESCRIBE ACTIVITIES</u>

I have performed the above duties as described. I certify that to the best of my knowledge the above named employee has performed the above duties as described.

Employee Signature

Date

Supervisor Signature

Date

Minnesota State Colleges and Universities PERSONNEL ACTIVITY REPORT (PAR)

As specified in the Carl D. Perkins Vocational and Technical Education Act of 1998, all colleges receiving Federal Perkins resources must maintain Personnel Activity reports (PARs). A PAR must be completed for **each** funded individual and maintained at the college for audit purposes. Federal law requires that 1) if an individual is funded under only one (1) Perkins' cost area, a PAR must be completed semi-annually and 2) if an individual is funded under two (2) or more Perkins' cost areas, a PAR must be completed monthly.

NAME _____ DATE _____	REPORTING PERIOD (circle one): January April February May March June	(OR) July August September	SEMI-ANNUALLY October November December
COST AREAS	(IN % OF 100%)	DESCRIBE ACTIVITIES	
Federal Carl Perkins Local Grant			
Federal Carl Perkins Leadership			
Federal Carl Perkins Tech Prep			
All other			

I have performed the above duties as described.

I certify that to the best of my knowledge the above named employee has performed the above duties as described.

Employee Signature

Date

Supervisor Signature

Date

Resource K

FY12 Perkins IV Application Review and Approval

General Guidelines

Each review team will receive:

- FY12 consortium local application plans
- Scoring guides for each consortium

Instructions

Read the applications assigned to you prior to the meeting and complete a scoring sheet for each consortium. This will be important since there will be only one reviewing session per consortium via WebEx, in person, or ITV. Write responses in full sentences so your comments are easy to understand. Do not ask for things that we did not include in the prior years' plans.

For each scoring item under each goal, first please indicate YES or NO. Then provide comments as to how each consortium has addressed the item. The preferred approach when reviewing the plan for each consortium would be the following:

- Members of each team share their comments for a consortium
- One individual will record consensus statements for their team
- Provide general comments that speak to how the goal as a whole has been addressed.
- Review budget and budget narrative to determine if the amounts are consistent.
- Review the secondary and post-secondary budgets to see if there might be any obvious inconsistencies. Budget items should reflect the plan for each goal and consortium wide initiatives if proposed.

Each consortium will choose which method they would like to use to present their local application to state staff:

Web

In person interviews

ITV

Contact Florence Newton to schedule your local application review preferences and dates.

**All material will be collected at the
end of each consortium presentation.**

Resource L

FY11 ANNUAL PERFORMANCE REPORT (APR) For Postsecondary and Secondary Perkins Applications CARL D. PERKINS CAREER and TECHNICAL EDUCATION IMPROVEMENT ACT OF 2006

Due: October 14 2011

ORGANIZATIONAL INFORMATION: Name and Contact Information

Name of Local Consortium

Name of Chief Academic Officer (**College only**)

Name of Chief Student Affairs Officer (if different from above **College Only**)

Names of Perkins Coordinators

Secondary:	
Postsecondary:	

Purpose

The purpose of the annual performance report is to serve as an evaluative/continuous improvement tool to assist colleges, districts, and/or consortia in designing effective strategies to meet projected outcomes in required and permissive activities. The report is used as a means to collect summative data for the Federal Consolidated Annual Report and to gather promising practices from our high schools and colleges as they relate to the FY10 Perkins IV goals.

Provide a description of plan objective outcomes and measures related to your FY11 Perkins Plan and accountability measures. Consortium members may complete the APR collaboratively and submit one APR with separate secondary and postsecondary reporting for (1) budget expenditures in the last column of the planning document, (2) accountability data and (3) other required reports, such as the Secondary Perkins Equipment Record. Where the plan indicated unique objectives, strategies or measures, indicate secondary or postsecondary when reporting outcomes.

Report Format: The report is structured around the five FY10 goals and the plan budget. You are encouraged to use the FY10 completed, approved plan for reporting the APR. The plan already includes a Narrative section. Use that section for the APR narrative. In the Outcomes and Measures Column, please report the actual outcomes and measures for each objective. New for this APR, Secondary is to use the budget summary in Excel format found in Appendix M. Postsecondary needs to submit their plan budget narrative with a column added with the header, “Actual Budget” *Please use a different font, italics, highlight, underline, bold, etc. for easy identification and review. Add a column to the right of the “Projected Budget” Column to read, “Actual Budget” and report the actual budget used for each objective.* See the example on page 3.

Narrative: The **General Consortia narrative and each** Goal has a narrative section in which you should —tell the story about your efforts and successes related to the specific goal. You are required to respond as to what was accomplished and what is ongoing.

Measures and Outcomes: In the Outcomes and measures section, report on the success of your projected outcome. Where there is data you can compare from previous years, please do so. If data reported is baseline for Perkins IV, please indicate that in the outcomes section.

Budget: Provide both the projected budget from your approved plan and the actual expenditures by objective in each goal.

- **Goal 1: Designing & Implementing Programs of Study**
- **Goal 2: Effectively Utilize Employer, Community, and Education Partnerships**
- **Goal 3: Improve Service to Special Populations**
- **Goal 4: Provide a Continuum of Service Provision for Enabling Student Transitions**
- **Goal 5: Sustain the Consortium of Secondary and Postsecondary Institutions**

Example: (copied from one of the approved plans)

Narrative: What are your plans for addressing high school to college transitions under Perkins IV?
 The districts of the consortium will work together to finalize the local program approval application materials, to develop programs of study and career pathways. Staff will utilize the Secondary Career and Technical Education Self Assessment, the Career and Technical Education Program Quality programs of study and advanced training.

APR: The consortia worked together to submit all CTE program approval application materials and developed work based opportunities for all students. We.....for FY10.

Objective(s)	Strategies	Outcomes and Measures (FY10)	Projected Budget by Objective	UFARS Code (secondary only)	Actual Expenditures by Objective															
To provide CTE students with work-based learning opportunities through enhanced relationships with local employers, and community & education partners	1. Incorporate work-based learning into secondary and postsecondary CTE programs through collaboration with local employers for internship and clinical sites.	1a. 300 secondary students & 100 postsecondary students will participate in work-based learning experience (non-health careers) <u>APR: 1a. 320 secondary and 90 postsecondary students participated in the work based learning experience Business, Manufacturing and Technology, Human Services, Visual Arts, and Agriculture</u> <table border="1" data-bbox="982 1128 1306 1367"> <thead> <tr> <th></th> <th>Sec</th> <th>PS</th> </tr> </thead> <tbody> <tr> <td>Ag</td> <td>40</td> <td>20</td> </tr> <tr> <td>Bus</td> <td>150</td> <td>30</td> </tr> <tr> <td>Hum Svc</td> <td>70</td> <td>20</td> </tr> <tr> <td>Vis Arts</td> <td>60</td> <td>20</td> </tr> </tbody> </table> 1b. 1,000 postsecondary & 150		Sec	PS	Ag	40	20	Bus	150	30	Hum Svc	70	20	Vis Arts	60	20	S:\$12,500 OR INDICATE YOUR ACTUAL BUDGET HERE AND REFERENCE IF THE DOLLARS WERE USED FROM THE RESERVE DOLLARS S:\$15,000	XXX XXX	S: \$15,050.00 PS \$8,000 OR S: 8,000
	Sec	PS																		
Ag	40	20																		
Bus	150	30																		
Hum Svc	70	20																		
Vis Arts	60	20																		

	<p>2. Provide students opportunities to participate in student organizations.</p>	<p>secondary health career students will participate in clinical. <u>APR: 1b. 800 postsecondary and 200 secondary health career participated in clinical experience in therapeutic and diagnostic services.</u> 2. 20 high school students will participate in DECA <u>APR: 2. 19 students from one chapter participated in DECA , 10 participated in state competitions. (10 placed in the top 3)</u></p>			
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Secondary Budget: Complete Resource M: Secondary Budget Summary Spreadsheet (Excel Workbook) Excel Form available at www.cte.mncu.edu Due with APR

Secondary

- **Due with this report** is the completed *Secondary Perkins Equipment Record*, which was included in the FY10 Perkins Application. This report will be a cumulative record listing all equipment purchased with Perkins funds during the span of Perkins IV.
- A final, audited budget is due immediately upon completion of the audit (**no later than December 1, 2010**) and is to be mailed to Marlys Bucher (information below). **You will need to send in two forms: 1) from your Business office, the Expenditure Detail Report for Program Code 428 AND, 2) the excel spreadsheet form, Final Budget Summary for Carl D Perkins (Appendix M of Section III Resources or see attached).**
- Submit the FY10 APR and the Secondary Perkins Equipment Record, electronically, to Marlys Bucher by **October 16, 2010**.

Marlys J. Bucher, Coordinator Secondary Perkins marlys.bucher@state.mn.us
 Minnesota Department of Education
 1500 Highway 36 West (651) 582-8315 Phone
 Roseville MN 55113-4266 (651) 582-8493 Fax

Postsecondary

- Submit the FY10 APR, electronically, to Florence Newton at florence.newton@so.mnscu.edu by **October 16, 2010**.

Technical Assistance

If you have questions on reporting process, format, content, etc., described in these requirements, please contact:

JoAnn Simser
 Minnesota State Colleges & Universities
 30 7th Street East, Suite 350
 St. Paul, MN 55101-7804
 651-297-2285
joann.simser@so.mnscu.edu

Dan Smith
 Minnesota Department of Education
 1500 Highway 36 West
 Roseville, MN 55113-4266
 651-582-8330
dan.smith@state.mn.us

EVALUATION REPORT FOR ACCOUNTABILITY REPORTING (DUE IN SEPTEMBER FOR NEGOTIATIONS OF CORE INDICATORS)

Due to the special emphasis in Minnesota on the five Minnesota Perkins IV goals, the APR should identify clearly how the outcomes achieved were evaluated. Please fill out the Appendix: Consolidated Annual Report of CTE Students FY10, either the secondary or the postsecondary form as appropriate. There will be other outcomes in your plan that will require data to be collected locally.

- Secondary: Use the reports from the MDE OBLIX system which were generated from student scheduling data systems. Report the most current data available to you by district and by consortium.
- Postsecondary: Use the reports from the MnSCU Hyperion-Brio systems. These reports were generated from the data provided through ISRS. Report the most current data available to you by consortium and by college.

Data and Trend Analysis

Summary Evaluation Narrative

Upon reviewing your CAR (Appendix), and other quantitative information that you may have at your campus or district(s), please provide summary conclusions you are able to draw regarding trends in your aggregated and disaggregated data.

LESSONS LEARNED**Data and Trend Analysis:**

Example: If you are not meeting the targeted goals that the state is required to meet, or you are not meeting the targets you have set for yourself at the local level, what activities will you undertake to meet or exceed either your performance targets such as bringing overall scores up in each of the areas for which you fall below the target levels? How might you spend FY11 dollars and what changes in your plan will be necessary to increase your scores?

Example: If your aggregated data doesn't provide you enough information to make any decision, disaggregate the data by program/class. You may find that in a particular program/class your success of nontraditional students is greater, so look to see if your nontraditional students in this specific program/class completed the program. Analyze what strategies were used in the successful program/class to support the completion of the nontraditional students that could be used elsewhere.

What major lessons were learned during the past year? What was useful in successfully implementing the FY10 plan in your consortium?

Describe the challenges and opportunities you have had in maintaining the consortium structure under Perkins IV.

A large, empty rectangular box with a thin black border, occupying the majority of the page below the question. It is intended for the respondent to provide their answer to the question above.

Resource L: Consolidated Annual Report of CTE Students FY10

SECONDARY Consortium Name

NA=Indicates that reporting is not required/data are not available

State Adjusted Level of Performance (%)					62.00%	62.00%	63.00%	67.00%
STUDENT POPULATION	CTE Student Enrollment				1S1- Academic Attainment Reading %			
	2007	2008	2009	2010	2007	2008	2009	2010
Gender								
Male	NA				NA			
Female	NA				NA			
Gender Unknown	NA				NA			
Total	NA				NA			
Ethnicity								
American Indian or Alaska Native	NA				NA			
Asian	NA				NA			
Black or African American	NA				NA			
Hispanic or Latino	NA				NA			
Native Hawaiian or Other Pacific Islander	NA				NA			
White	NA				NA			
Two or more Races	NA				NA			
Race and/or Ethnicity Unknown	NA				NA			
Total	NA				NA			
Special Populations								
Individuals With Disabilities	NA				NA			
Economically Disadvantaged	NA				NA			
Limited English Proficient	NA				NA			
Academically Disadvantaged	NA				NA			
Single Parents	NA				NA			
Displaced Homemakers	NA				NA			
Migrant	NA				NA			

NA=Indicates that reporting is not required/data are not available								
State Adjusted Level of Performance (%)	32.00%	32.00%	22.00%	44.00%	85.00%	N/A	88.33%	90.00%
STUDENT POPULATION	1S2 – Academic Attainment Mathematics %				2S1- Technical Skill Attainment %			
	2007	2008	2009	2010	2007	2008	2009	2010
Gender								
Male	NA				NA			
Female	NA				NA			
Gender Unknown	NA				NA			
Total	NA				NA			
Ethnicity								
American Indian or Alaska Native	NA				NA			
Asian	NA				NA			
Black or African American	NA				NA			
Hispanic or Latino	NA				NA			
Native Hawaiian or Other Pacific Islander	NA				NA			
White	NA				NA			
Two or more Races	NA				NA			
Race and/or Ethnicity Unknown	NA				NA			
Total	NA				NA			
Special Populations								
Individuals With Disabilities	NA				NA			
Economically Disadvantaged	NA				NA			
Limited English Proficient	NA				NA			
Academically Disadvantaged	NA				NA			
Single Parents	NA				NA			
Displaced Homemakers	NA				NA			
Migrant	NA				NA			

Resource L: Consolidated Annual Report of CTE Students FY10

NA=Indicates that reporting is not required/data are not available								
State Adjusted Level of Performance (%)	72.00%	N/A	71.00%	73.33%	80.00%	80.00%	81.00%	82.00%
STUDENT POPULATION	3S1-School Completion %				4S1- Student Graduation Rates %			
	2007	2008	2009	2010	2007	2008	2009	2010
Gender								
Male	NA				NA			
Female	NA				NA			
Gender Unknown	NA				NA			
Total	NA				NA			
Ethnicity								
American Indian or Alaska Native	NA				NA			
Asian	NA				NA			
Black or African American	NA				NA			
Hispanic or Latino	NA				NA			
Native Hawaiian or Other Pacific Islander	NA				NA			
White	NA				NA			
Two or more Races	NA				NA			
Race and/or Ethnicity Unknown	NA				NA			
Total	NA				NA			
Special Populations								
Individuals With Disabilities	NA				NA			
Economically Disadvantaged	NA				NA			
Limited English Proficient	NA				NA			
Academically Disadvantaged	NA				NA			
Single Parents	NA				NA			
Displaced Homemakers	NA				NA			
Migrant	NA				NA			

Resource L: Consolidated Annual Report of CTE Students FY10

NA=Indicates that reporting is not required/data are not available								
State Adjusted Level of Performance (%)	38.00%	N/A	38.50%	39.00%	35.00%	N/A	35.50%	36.00%
STUDENT POPULATION	6S1-Nontraditional Participation %				6S2-Nontraditional Completion %			
	2007	2008	2009	2010	2007	2008	2009	2010
Gender								
Male	NA				NA			
Female	NA				NA			
Gender Unknown	NA				NA			
Total	NA				NA			
Ethnicity								
American Indian or Alaska Native	NA				NA			
Asian	NA				NA			
Black or African American	NA				NA			
Hispanic or Latino	NA				NA			
Native Hawaiian or Other Pacific Islander	NA				NA			
White	NA				NA			
Two or more Races	NA				NA			
Race and/or Ethnicity Unknown	NA				NA			
Total	NA				NA			
Special Populations								
Individuals With Disabilities	NA				NA			
Economically Disadvantaged	NA				NA			
Limited English Proficient	NA				NA			
Academically Disadvantaged	NA				NA			
Single Parents	NA				NA			
Displaced Homemakers	NA				NA			
Migrant	NA				NA			

Resource L: Consolidated Annual Report of CTE Students FY 10

POSTSECONDARY Consortia Name:

N/A – Indicates that reporting is not required/data are not available.

STUDENT POPULATION	1P1 Technical Skill Attainment (%) – Aggregate Data Only Proxy is Licensure Pass Rate Data from the System-wide Accountability Dashboard http://www.mnscu.edu/board/accountability/index.html			2P1 Credential, Certificate, or Degree (%) Available in Brio/Hyperion http://www.its.mnscu.edu/reportanddataservices/datawarehouse/index.html		
	Reporting Year			Reporting Year		
	2007 (Calendar Year 2006 Data)	2008 (Calendar Year 2007 Data)	2009 (Calendar Year 2008 Data)	2007 (FY2005-2007 Cohort)	2008 (FY2006-2008 Cohort)	2009 (FY2007-2009 Cohort)
Gender						
Male	N/A	N/A	N/A			
Female	N/A	N/A	N/A			
Gender Unknown	N/A	N/A	N/A			
Total			N/A Until 11/2009			
Ethnicity						
American Indian or Alaska Native	N/A	N/A	N/A			
Asian	N/A	N/A	N/A			
Black, non-Hispanic	N/A	N/A	N/A			
Hispanic	N/A	N/A	N/A			
Hawaiian/Pac Islander	N/A	N/A	N/A			
White, non-Hispanic	N/A	N/A	N/A			
Unknown/Other	N/A	N/A	N/A			
Total	N/A	N/A	N/A			
Special Populations						
Individuals With Disabilities	N/A	N/A	N/A			
Economically Disadvantaged	N/A	N/A	N/A			
Limited English Proficient	N/A	N/A	N/A			
Academically Disadvantaged	N/A	N/A	N/A			
Single Parents	N/A	N/A	N/A			
Displaced Homemakers	N/A	N/A	N/A			

Resource L: Consolidated Annual Report of CTE Students FY 10

POSTSECONDARY Consortia Name:

N/A – Indicates that reporting is not required/data are not available.

3P1 – 2009 Transfer data in Brio is Preliminary. Final transfer figures may be higher when final data are available 11/2009.

STUDENT POPULATION	3P1 Retention or Transfer (%) Available in Brio/Hyperion http://www.its.mnscu.edu/reportanddataservices/datawarehouse/index.html			4P1 Placement (%) Aggregate Data Only – Lag 1 Year FY2008 Data Provided to Consortia with Negotiations Information		
	Reporting Year			Reporting Year		
	2007 (FY2005-2007 Cohort)	2008 (FY2006-2008 Cohort)	Prel. 2009 (FY2007-2009 Cohort)	2007 (N/A)	2008 (FY2005-2007 Cohort)	2009 (FY2006-2008 Cohort)
Gender						
Male				N/A	N/A	N/A
Female				N/A	N/A	N/A
Gender Unknown				N/A	N/A	N/A
Total				N/A		N/A
Ethnicity						
American Indian or Alaska Native				N/A	N/A	N/A
Asian				N/A	N/A	N/A
Black, non-Hispanic				N/A	N/A	N/A
Hispanic				N/A	N/A	N/A
Hawaiian/Pac Islander				N/A	N/A	N/A
White, non-Hispanic				N/A	N/A	N/A
Unknown/Other				N/A	N/A	N/A
Total				N/A	N/A	N/A
Special Populations						
Individuals With Disabilities				N/A	N/A	N/A
Economically Disadvantaged				N/A	N/A	N/A
Limited English Proficient				N/A	N/A	N/A
Academically Disadvantaged				N/A	N/A	N/A
Single Parents				N/A	N/A	N/A
Displaced Homemakers				N/A	N/A	N/A

Resource L: Consolidated Annual Report of CTE Students FY 10

POSTSECONDARY Consortia Name:

STUDENT POPULATION	5P1 – Nontraditional Participation Available in Brio/Hyperion <small>http://www.its.mnscu.edu/reportanddataservices/datawarehouse/index.html</small>			5P2 – Nontraditional Completion Available in Brio/Hyperion <small>http://www.its.mnscu.edu/reportanddataservices/datawarehouse/index.html</small>		
	Reporting Year			Reporting Year		
	2007 <small>(FY2005-2007 Cohort)</small>	2008 <small>(FY2006-2008 Cohort)</small>	2009 <small>(FY2007-2009 Cohort)</small>	2007 <small>(FY2005-2007 Cohort)</small>	2008 <small>(FY2006-2008 Cohort)</small>	2009 <small>(FY2007-2009 Cohort)</small>
Gender						
Male						
Female						
Gender Unknown						
Total						
Ethnicity						
American Indian or Alaska Native						
Asian						
Black, non-Hispanic						
Hispanic						
Hawaiian/Pac Islander						
White, non-Hispanic						
Unknown/Other						
Total						
Special Populations						
Individuals With Disabilities						
Economically Disadvantaged						
Limited English Proficient						
Academically Disadvantaged						
Single Parents						
Displaced Homemakers						

Resource M

Secondary Budget Summary Spreadsheet

This is the required SERVS budget form for secondary Perkins beginning in FY10. This excel spreadsheet is to be included in the FY10 and beyond Annual Performance Report (APR). You can download this excel spreadsheet from our web site. Follow these instructions to download it.

INSTRUCTIONS

Go to <http://www.cte.mnscu.edu/forms/index.html>

You'll see a Directory of Forms, Instructions and Manuals

Scroll down to item number 5

You will see the Perkins Secondary Budget Instructions and excel sheet listed

Open and save it onto your computer and you can begin filling it in.

Resource N

Sample Negotiations Letter and Form



Minnesota
STATE COLLEGES
& UNIVERSITIES

September 8, 2009

To: Perkins Coordinators
 From: JoAnn Simser, Minnesota State Colleges and Universities
 Dan Smith, Minnesota Department of Education
 RE: 2009-2010 Performance Negotiations
 C:
 Action Requested: Propose targets for 2009-2010 by Thursday, October 22, 2009
 Register for Fall Perkins Accountability Session (9/21/2009 OR 10/5/2009)

We are all aware that a significant change which occurred with the 2006 reauthorization of the Perkins Act (Perkins IV) was the requirement that the state negotiate performance with each local recipient of funds on core accountability measures. Minnesota distributes Perkins funds through a consortium structure so, for the purposes of accountability, negotiations will occur between the state and the consortium, not with the individual members of a consortium. As a reminder, those measures are:

Secondary

1S1 Academic Attainment - Reading
 1S2 Academic Attainment - Math
 2S1 Technical Skill Attainment
 3S1 Completion
 4S1 Graduation Rate
 5S1 Placement
 6S1 Nontraditional Participation
 6S2 Nontraditional Completion

Postsecondary

1P1 Technical Skill Attainment
 2P1 Credential, Certificate or Degree
 3P1 Retention or Transfer
 4P1 Placement
 5P1 Nontraditional Participation
 5P2 Nontraditional Completion

Minnesota's State Plan specifies that baseline performance will be established for each consortium utilizing information gathered from the performance of the 2007-2008 year. For secondary consortia this means performance under all indicators from the fall 2008 submission (2007-2008 year). For all indicators except 1P1 and 4P1 postsecondary baselines utilize the performance of the 2006-2008 cohort. For 1P1 (Technical Skill Attainment), the state is using licensure as a proxy measure and the calendar year 2007 licensure data are used as the baseline.

The baseline for 4P1 utilizes placement information for completers from the 2005-2007 cohort. Baseline information for your specific consortium is shown on the attached sheet. The state utilized this baseline information as your performance target for the 2008-2009 year (2007-2009 cohort) to be reported in the fall of 2009.

We delayed negotiation for the 2009-2010 year, awaiting final state negotiations with the US Department of Education. However, it is the expectation of the Perkins Act that each consortium show progress from one year to the next, so your 2009-2010 targets may be higher than your targets for 2008-2009. The amount of increase may vary for different accountability measures depending on how much change will show growth towards the federal recommendation that states meet 100% targets by 2017.

If you concur with the targets proposed for 2009-2010, please sign and return the attached to:

Florence Newton
Minnesota State Colleges and Universities
Wells Fargo Place, Suite 350
30 East 7th Street
St. Paul, MN 55101

If you wish to propose a different target, however, please note the change in the space provided and attach a statement of rationale explaining why you believe your proposal is reasonable and appropriate. Sign and return the form with your request for a change. You will be notified within three weeks if the state concurs with your modified request or if further negotiation is required. Your response is due by the end of the day, Thursday, October 22, 2009.

To assist you in the negotiations process, two accountability workshops have been scheduled: one for September 21, 2009 and one for October 5, 2009. These sessions will include a discussion of the negotiation process as well as breakout sessions to go over secondary and postsecondary data in detail. Each consortium should plan for the coordinator and the secondary and postsecondary staff who work with the accountability data to attend one of these sessions. Consortia are encouraged to have secondary and postsecondary staff attend the same session, if possible. Registration instructions and a draft agenda are available at:
<http://www.cte.mnscu.edu/calendar/index.html>.

Thank you for your immediate attention to this matter.

JoAnn Simser, State Director
Minnesota State Colleges and Universities
30 East 7th Street
St. Paul, MN 55101

Daniel Smith, Education Supervisor
Minnesota Department of Education
1500 Highway 36 West
Roseville, MN 55113

Minnesota Perkins Consortium Negotiated Performance for 2009-2010

Consortium Name: Lake Wobegon

Secondary

Indicator #	Indicator Name	2007-08 Baseline	2008-09 Target	2009-10 State Proposed	2009-10 Consortium Proposed	2009-10 Final Negotiated
1S1	Academic Attainment – Reading/Lang Arts	66.06%	66.06%	70.56%		
1S2	Academic Attainment – Mathematics	10.37%	10.37%	32.37%		
2S1	Technical Skill Attainment	89.62%	89.62%	89.62%		
3S1	Secondary School Completion	97.74%	97.74%	97.74%		
4S1	Student Graduation Rates	94.48%	94.48%	94.48%		
5S1	Secondary Placement	100.00%	85.00%	88.33%		
6S1	Nontraditional Participation	49.46%	49.46%	49.46%		
6S2	Nontraditional Completion	49.67%	49.67%	49.67%		

Postsecondary

Indicator #	Indicator Name	2006-08 Cohort Baseline	2007-09 Cohort Target	2008-10 Cohort State Proposed	2008-10 Cohort Consortium Proposed	2008-10 Cohort Final Negotiated
1P1	Technical Skill Attainment	94.32%	94.32%	94.32%		
2P1	Credential, Certificate or Degree	56.38%	56.38%	56.38%		
3P1	Student Retention or Transfer	23.05%	23.05%	25.80%		
4P1	Student Placement	86.44%	86.44%	86.44%		
5P1	Nontraditional Participation	23.40%	23.40%	23.40%		
5P2	Nontraditional Completion	16.28%	16.28%	16.28%		

Signature – Secondary Perkins Coordinator / Date

Signature – Postsecondary Perkins Coordinator / Date

Resource O

List of Web Site Links

Minnesota Career and Technical Education

www.cte.mnscu.edu

The Center for Postsecondary Success

Minnesota Department of Education

http://education.state.mn.us/MDE/Academic_Excellence/Career_Technical_Education/index.html

Minnesota Career and Technical Education Events

www.cte.mnscu.edu/calendar/index.html

A directory of all meetings, conferences and workshops (local and national), WebEx meetings, related to Minnesota career and technical education.

Perkins Local Applications Directory

www.cte.mnscu.edu/perkinsIV/applications.html

A directory of all approved Perkins Local Applications from all 26 consortia. Only the last two fiscal years are available. FY08 and earlier need to be requested by e-mail. See the web site for instructions on making a request.

Directory of all Perkins Staff (State and Local)

<http://www.cte.mnscu.edu/directories/index.html>

A directory, listed by consortium, of all Perkins Coordinators, Consortium Contacts and Programs of Study contacts.

Minnesota Programs of Study Web Tool

www.mnpos.com

Minnesota Programs of Study

www.cte.mnscu.edu/programs/index.html

Minnesota Career Fields, Clusters & Pathways Framework

www.cte.mnscu.edu/perkinsIV/MN%20Career%20Fields_Clusters_Pathways%20Model_v4.pdf

Minnesota Concurrent Enrollment Partnership (MNCEP)

www.mncep.org

Minnesota Department of Education Administrative Rules

Chapter 3505 – Secondary Vocational Education

<https://www.revisor.leg.state.mn.us/rules/?id=3505>

Minnesota State Colleges and Universities Board Policies and Procedures

<http://www.mnscu.edu/board/policy/index.html>

INSTRUCTIONS: Please complete the salmon colored cells of this budget summary for Perkins funds used in postsecondary programs within your consortium as outlined in the FY12 application.

**POSTSECONDARY BUDGET
FY12 (July 1, 2011 - June 30, 2012)*
Summary of Funds Designated for Specific Uses**

*The Grantee shall not expend more than 15% of the grant dollars between July 1 & September 30 of the budget year. The Federal fiscal year does not begin until October 1 of any given year.

Enter Consortium Name:					
Goal	Federal/State Uses of Funds	Projected Budget FY12			
	Refer ro the listing of required and permissible local uses of funds	Required Activities (GL 384121)	Permissible Activities (GL 384121)	Reserve (GL 384122)	Total Budget
1	<i>Programs of Study</i>				0
2	<i>Employer, Community and education partnerships</i>				0
3	<i>Service to Special Populations</i>				0
4	<i>Continuum of Service Provision (Brokering)</i>				0
5	<i>Sustaining Consortium</i>				0
	Subtotals for each column	\$0	\$0	\$0	\$0
	Administration not to exceed 5% (fiscal and data services)				
	Total Perkins Postsecondary budget	\$0	\$0	\$0	\$0

Additional information Requested:

1. Coordination time for Perkins Grant (included in Goals 1-5 above)	% of Total Time	Coordinator Budget
Total percentage of time for Coodinators of Perkins (this includes coodinator salary, benefits, and oversight of contracted staff and planned expenditures)		
2. Perkins Grant Collaboration with WorkForce Centers for FY12		
A. Total Perkins funds (in dollars) used in collaboration with WorkForce Centers		
B. Estimated expenditures/in-kind contributions used in collaboration with WorkForce Centers		
Perkins budget spent in collaboration with WorkForce Centers for FY12 (Total of A + B)		\$0

INSTRUCTIONS: Please complete the light green colored cells of this budget summary for Perkins funds used in secondary programs within your consortium as outlined in the FY12 application.

SECONDARY BUDGET
FY12 (July 1, 2011 - June 30, 2012)*
Summary of Funds Designated for Specific Uses

*The Grantee shall not expend more than 15% of the grant dollars between July 1 & September 30 of the budget year. The Federal fiscal year does not begin until October 1 of any given year.

Enter Consortium Name:					
Goal	Federal/State Uses of Funds Refer to the listing of required and permissible local uses of funds	Projected Budget FY12			
		Required Activities (FIN428)	Permissible Activities (FIN428)	Reserve (FIN475)	Total Budget
1	<i>Programs of Study</i>				0
2	<i>Employer, Community and education partnerships</i>				0
3	<i>Service to Special Populations</i>				0
4	<i>Continuum of Service Provision (Brokering)</i>				0
5	<i>Sustaining Consortium</i>				0
Subtotals for each column		\$0	\$0	\$0	\$0
Administration not to exceed 5% (fiscal and data services)					
Total Perkins Postsecondary budget		\$0	\$0	\$0	\$0

Additional information Requested:

1. Coordination time for Perkins Grant (included in Goals 1-5 above)	% of Total Time	Coordinator Budget
Total percentage of time for Coordinators of Perkins (this includes coordinator salary, benefits, and oversight of contracted staff and planned expenditures)		
2. Perkins Grant Collaboration with WorkForce Centers for FY12		
A. Total Perkins funds (in dollars) used in collaboration with WorkForce Centers		
B. Estimated expenditures/in-kind contributions used in collaboration with WorkForce Centers		
Perkins budget spent in collaboration with WorkForce Centers for FY12 (Total of A + B)		\$0

INSTRUCTIONS: Please complete the yellow sections of this Consortium budget summary. Figures from the Postsecondary and Secondary budget summaries will be prefilled with data entered on the other two pages (tabs) of this worksheet.

Budget for Each Broad Goal	Description (Include information on salary, staff development, supplies and other relevant expenditures – How was the expenditure calculated?)	Secondary Budget	Secondary Reserve	Postsecondary Budget	Postsecondary Reserve	Total Budget
Programs of Study		\$0	\$0	\$0	\$0	\$0
Employer, Community and Education Partnerships		\$0	\$0	\$0	\$0	\$0
Service to Special Populations		\$0	\$0	\$0	\$0	\$0
Continuum of Service Provision (Brokering)		\$0	\$0	\$0	\$0	\$0
Sustaining the Consortium		\$0	\$0	\$0	\$0	\$0
Total All Goals		\$0	\$0	\$0	\$0	\$0

List any other relevant information not specified above here:

Page left intentionally blank

Carl D. Perkins Education Act - Basic Grant - Budget Summary 2010-2011										
UFARS Object Codes must be used and the expenditures must be directly related to needs identified in your application.										
Consortium Name:										
Secondary Fiscal Agent District Number and Type:										
Consortium Secondary Basic Allocation:										
Consortium Secondary Reserve Allocation:										
Line No.	UFARS Obj. Code	Budget Item	Application Budget - Required (FIN 428)	Application Budget - Permissible (FIN 428)	Application Budget - Reserve (FIN 475)	Administration Budget (May not exceed 5% of Basic + Reserve Allocation)	Total Budget	Amended Budget	Final Expenditures	Budget Narrative: Description of expenditure for each line item
01	110	Administration/Supervision	-	-	-	-	-			
02	140	Licensed Classroom Teacher	-	-	-	-	-			
03	141	Non-Licensed Classroom Personnel	-	-	-	-	-			
04	143	Licensed Instructional Support Personnel	-	-	-	-	-			
05	144	Non-Licensed Instructional Support Personnel	-	-	-	-	-			
06	145	Substitute Teacher Salaries	-	-	-	-	-			
07	146	Substitute Non-Licensed Classroom/Instructional Salaries	-	-	-	-	-			
08	154	School Nurse	-	-	-	-	-			
09	155	Licensed Nursing Services	-	-	-	-	-			
10	161	Certified Paraprofessional and Personal Care Assistant	-	-	-	-	-			
11	162	Certified One-to-one Paraprofessional	-	-	-	-	-			
12	164	Interpreter for the Deaf	-	-	-	-	-			
13	165	School Counselor	-	-	-	-	-			
14	168	Security Specialist	-	-	-	-	-			
15	170	Non-Instructional Support	-	-	-	-	-			
16	172	Physician (evaluation only)	-	-	-	-	-			
17	185	Other Salary Payments	-	-	-	-	-			
18	199	Salary Adjustments - Full Cafeteria Plans/Cash in Lieu of Benefits	-	-	-	-	-			
19		TOTAL 100 SERIES	-	-	-	-	-			
20	210	FICA/Medicare	-	-	-	-	-			
21	214	PERA (Public Employees Retirement Association)	-	-	-	-	-			
22	218	TRA (Teachers Retirement Association)	-	-	-	-	-			
23	220	Health Insurance	-	-	-	-	-			
24	230	Life Insurance	-	-	-	-	-			
25	235	Dental Insurance	-	-	-	-	-			
26	240	Long Term Disability Insurance	-	-	-	-	-			
27	250	Tax Sheltered Annuities/Minnesota Deferred Compensation Plan	-	-	-	-	-			
28	251	Employer-Sponsored Health Reimbursement Arrangements (HRA)	-	-	-	-	-			
29	252	Other Post-Employment Benefits (Up to or equal to the Annual Required Contribution (ARC))	-	-	-	-	-			
30	270	Workers Compensation	-	-	-	-	-			
31	280	Unemployment Compensation	-	-	-	-	-			
32	299	Other Employee Benefits	-	-	-	-	-			
33	303	Federal Subawards and Subcontracts - Amount up to \$25,000	-	-	-	-	-			
34	304	Federal Subawards and Subcontracts - Amount over \$25,000	-	-	-	-	-			
35	316	Data Processing Services (Other Educational Agencies)	-	-	-	-	-			
36	320	Communication Services	-	-	-	-	-			
37	329	Postage and Parcel Services	-	-	-	-	-			
38	330	Utility Services	-	-	-	-	-			
39	350	Repairs and Maintenance Services	-	-	-	-	-			

40	360	Transportation Contracts With Private or Public Carriers (including federal up to \$25,000)	-	-	-	-	-	-	-	-
41	364	Transportation Contracts With Private or Public Carriers federal funds over \$25,000	-	-	-	-	-	-	-	-
42	365	Interdepartmental Transportation (Allocation)	-	-	-	-	-	-	-	-
43	366	Travel, Conventions and Conferences	-	-	-	-	-	-	-	-
44	368	Out-Of-State Travel, Federal Reimbursed	-	-	-	-	-	-	-	-
45	369	Entry Fees/Student Travel Allowances	-	-	-	-	-	-	-	-
46	370	Operating Leases or Rentals	-	-	-	-	-	-	-	-
47	401	Supplies and Materials - Non Instructional	-	-	-	-	-	-	-	-
48	430	Supplies and Materials - Non-Individualized Instructional	-	-	-	-	-	-	-	-
49	433	Supplies and Materials - Individualized Instruction	-	-	-	-	-	-	-	-
50	440	Fuels	-	-	-	-	-	-	-	-
51	460	Textbooks and Workbooks	-	-	-	-	-	-	-	-
52	461	Standardized Tests	-	-	-	-	-	-	-	-
53	470	Media Resources	-	-	-	-	-	-	-	-
54	490	Food	-	-	-	-	-	-	-	-
55	491	Commodities	-	-	-	-	-	-	-	-
56	495	Milk	-	-	-	-	-	-	-	-
57	820	Dues, Membership, Licenses and Certain Fees	-	-	-	-	-	-	-	-
58		TOTAL NON-SALARY	-	-	-	-	-	-	-	-
59	530	Other Equipment Purchased	-	-	-	-	-	-	-	-
60	531	Depreciation Expense	-	-	-	-	-	-	-	-
61	535	Capital Leases	-	-	-	-	-	-	-	-
62	555	Technology Equipment	-	-	-	-	-	-	-	-
63	590	Other Capital Expenditures	-	-	-	-	-	-	-	-
64	895	Federal and Nonpublic Indirect Cost (Chargeback)	-	-	-	-	-	-	-	-
65		TOTAL	-	-	-	-	-	-	-	-
		Unbudgeted amount	-	-	-	-	-	-	-	-
An Expenditure Detail report showing expenditures by UFARS must accompany the final Budget Summary and should match the expenditures listed above.										
The final Budget Summary, Equipment Inventory, and Expenditure Detail Report must be submitted for final release of funds.										

UFARS CODES - OBJECT DIMENSION

Rest.	Grid	Code	Title
	Y	110	Administration/Supervision
	Y	140	Licensed Classroom Teacher
	Y	141	Non-Licensed Classroom Personnel
	Y	143	Licensed Instructional Support Personnel
	Y	144	Non-Licensed Instructional Support Personnel
	Y	145	Substitute Teacher Salaries
	Y	146	Substitute Non-Licensed Classroom/Instructional Salaries
	Y	154	School Nurse
	Y	155	Licensed Nursing Services
	Y	161	Certified Paraprofessional and Personal Care Assistant
	Y	162	Certified One-to-one Paraprofessional
	Y	164	Interpreter for the Deaf
	Y	165	School Counselor
	Y	168	Security Specialist
	Y	170	Non-Instructional Support
	Y	172	Physician (evaluation only)
	Y	185	Other Salary Payments
	Y	199	Salary Adjustments - Full Cafeteria Plans/Cash in Lieu of Benefits
	Y	210	FICA/Medicare
	Y	214	PERA (Public Employees Retirement Association)
	Y	218	TRA (Teachers Retirement Association)
	Y	220	Health Insurance
	Y	230	Life Insurance
	Y	235	Dental Insurance
	Y	240	Long Term Disability Insurance
	Y	250	Tax Sheltered Annuities/Minnesota Deferred Compensation Plan
	Y	251	Employer-Sponsored Health Reimbursement Arrangements (HRA)
	Y	252	Other Post-Employment Benefits (Up to or equal to the Annual Required Contribution (ARC))
	Y	270	Workers Compensation
	Y	280	Unemployment Compensation
	Y	299	Other Employee Benefits
	Y	303	Federal Subawards and Subcontracts - Amount up to \$25,000
	Y	304	Federal Subawards and Subcontracts - Amount over \$25,000

Y	316	Data Processing Services (Other Educational Agencies)
Y	320	Communication Services
Y	329	Postage and Parcel Services
Y	330	Utility Services
Y	350	Repairs and Maintenance Services
Y	360	Transportation Contracts With Private or Public Carriers (including federal up to \$25,000)
Y	364	Transportation Contracts With Private or Public Carriers federal funds over \$25,000
Y	365	Interdepartmental Transportation (Allocation)
Y	366	Travel, Conventions and Conferences
Y	368	Out-Of-State Travel, Federal Reimbursed
Y	369	Entry Fees/Student Travel Allowances
Y	370	Operating Leases or Rentals
Y	401	Supplies and Materials - Non Instructional
Y	430	Supplies and Materials - Non-Individualized Instructional
Y	433	Supplies and Materials - Individualized Instruction
Y	440	Fuels
Y	460	Textbooks and Workbooks
Y	461	Standardized Tests
Y	470	Media Resources
Y	490	Food
Y	491	Commodities
Y	495	Milk
Y	530	Other Equipment Purchased
Y	531	Depreciation Expense
Y	535	Capital Leases
Y	555	Technology Equipment
Y	590	Other Capital Expenditures
Y	820	Dues, Membership, Licenses and Certain Fees
Y	895	Federal and Nonpublic Indirect Cost (Chargeback)

Local Application Scoring Guide is
Located in H-2 (Section II)

Appendix J

Consolidated Annual Report Minnesota Secondary

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Consolidated Annual Report
Minnesota Secondary

STUDENT POPULATION
<u>Black, non-Hispanic</u>
Full
<u>Special English</u>
Technical Enrollment

Consolidated Annual Report
Minnesota Secondary

State Adjusted Level of Performance (%)	25.00%	34.48%	35.41%	18.00%	33.92%	34.38%
STUDENT POPULATION	4S1-NonTraditional Participation (%)			4S2-NonTraditional Completion (%)		
	2005	2006	2007	2005	2006	2007
Gender						
Male	49.87%	50.82%	51.69%	49.07%	49.88%	49.98%
Female	18.72%	19.55%	19.20%	18.70%	19.31%	20.01%
Gender Unknown	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.
Total	36.37%	37.90%	38.75%	36.28%	37.60%	38.47%
Ethnicity						
American Indian or Alaska Native	37.66%	44.78%	46.39%	37.34%	48.08%	52.08%
Asian	42.74%	52.71%	50.82%	41.89%	55.01%	52.17%
Black, non-Hispanic	41.53%	49.77%	49.62%	42.50%	48.22%	53.42%
Hispanic	39.72%	47.91%	47.52%	37.82%	48.77%	52.70%
Hawaiian/Pacific Islander	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.
White, non-Hispanic	35.07%	44.38%	46.05%	35.37%	46.35%	47.33%
Unknowns/Other	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.
Total	36.37%	37.90%	38.75%	36.28%	37.60%	38.47%
Special Populations						
Individuals With Disabilities	42.80%	44.13%	45.77%	42.98%	45.53%	47.32%
Economically Disadvantaged	46.25%	46.57%	46.88%	47.90%	48.21%	49.49%
Limited English Proficient	53.83%	51.33%	49.66%	59.66%	51.44%	55.84%
Academically Disadvantaged	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.
Single Parents	33.00%	31.71%	30.90%	39.39%	32.20%	36.36%
Displaced Homemakers	0.00%	25.00%	23.81%	0.00%	0.00%	25.00%
Non Traditional Enrollees	36.37%	45.53%	46.79%	36.28%	47.05%	48.13%
Tech Prep Enrollment	n.a.	43.49%	47.02%	44.78%	47.09%	48.10%

Appendix K

Consolidated Annual Report

Minnesota Postsecondary

STUDENT	2011	2012	2013	2014	2015	2016
Gender:						
Famil						
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Consolidated Annual Report
Minnesota Postnet

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Adjusted Level of Performance (%)	2005	2006	2007	2005	2006	2007
STUDENT POPULATION	21.90%	22.31%	22.31%	16.70%	17.27%	17.27%
	4P1-NonTraditional Participation (%)			4P2-NonTraditional Completion (%)		
	2005	2006	2007	2005	2006	2007
Gender						
Male	35.37%	27.45%	28.21%	27.47%	23.72%	24.44%
Female	11.55%	15.62%	15.69%	7.66%	10.02%	9.28%
Gender Unknown	n/a	n/a	n/a	n/a	n/a	n/a
						15.39%
ICU/mid 1						
Indian or Alaska Native	22.63%	19.98%	21.88%	13.33%	13.37%	11.86%
	24.94%	24.26%	24.61%	20.20%	18.40%	19.56%
	32.46%	31.80%	32.22%	30.03%	28.06%	27.33%
Hispanic	23.47%	21.09%	21.81%	16.50%	14.81%	16.33%
Hawaiians/Pacific Islanders	17.24%	14.71%	27.47%	16.67%	0.00%	21.05%
White, non-Hispanic	20.31%	19.30%	19.58%	14.83%	14.35%	14.29%
	23.87%	23.83%	22.40%	17.11%	18.86%	16.34%
	21.89%	20.89%	21.26%	15.96%	15.50%	15.39%
Special Populations						
With Disabilities	22.53%	19.61%	21.46%	17.30%	14.09%	15.95%
	20.13%	19.72%	20.22%	13.72%	13.11%	12.81%
Limbl	31.27%	29.68%	32.88%	24.78%	27.80%	21.66%
Acad	21.50%	17.23%	18.09%	15.47%	10.11%	10.19%
Singl	17.36%	14.31%	15.33%	12.83%	6.35%	9.78%
Disabl	17.94%	17.71%	17.24%	13.71%	13.04%	15.00%

Appendix L

Data FY2005

en:

	Number	%		%
Agricultural, Food & Natural Resources	30,211	6.34%	138	0.80%
Architecture, and Construction	40,483	8.50%	1,225	7.11%
Arts, Audio-Visual Technology Communications	35,572	7.47%	1,081	6.27%
Business, Management & Administration	91,495	19.20%	3,250	18.85%
Education, & Training	16,022	3.36%	160	0.93%
Finance	10,600	2.22%	133	0.77%
Government & Public Administration	16,035	3.37%	96	0.56%
Health Science	8,335	1.75%	3,217	18.66%
Hospitality & Tourism	1,371	0.29%	314	1.82%
Human Services	72,135	15.14%	422	2.45%
Information Technology	31,811	6.68%	961	5.37%
Law, Public Safety, & Security	413	0.09%	1,430	8.30%
Manufacturing	19,597	4.11%	1,274	7.39%
Marketing, Sales, & Services	30,691	6.44%	1,537	8.92%
Science, Tech., Engineering, & Math	49,885	10.47%	626	3.63%
Transportation, Distribution, & Logistics	21,788	4.57%	1,374	7.97%
Grand Total	476,444	100.00%	17,238	100.00%

The secondary number

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 postsecondary 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 postsecondary 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 1 _____ 2 Tech Prep Enroll

The following steps were undertaken to arrive at _____

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 postsecondary system.

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. 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. 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%**.

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.

2010-2011 Perkins Allocations

<i>Consortium Name</i>	<i>Sec Formula</i>	<i>Sec Reserve</i>	<i>PS Formula</i>	<i>PS Reserve</i>	<i>Sec Sub-total</i>	<i>PS Sub-total</i>	<i>Consort Total</i>
Carlton County	49,317.66	10,795.65	125,235.95	14,908.27	60,113.31	140,144.22	200,257.53
Central Lakes	248,764.20	35,975.56	253,983.18	49,680.53	284,739.76	303,663.71	588,403.47
Dakota County	148,610.19	10,216.35	231,452.41	14,108.30	158,826.54	245,560.71	404,387.25
East Range	87,067.11	30,884.17	175,564.41	42,649.56	117,951.28	218,213.97	336,165.25
Great River	350,733.72	31,451.02	324,208.94	43,432.36	382,184.73	367,641.30	749,826.03
Hennepin West	485,615.03	34,603.96	928,443.12	47,786.43	520,218.99	976,229.55	1,496,448.54
Hibbing-Chisholm	30,892.27	3,572.66	162,982.29	4,933.68	34,464.93	167,915.97	202,380.90
Itasca	80,375.67	21,316.27	74,322.27	29,436.75	101,691.94	103,759.02	205,450.96
Lake Superior	145,998.86	29,246.85	334,742.81	40,388.51	175,245.71	375,131.32	550,377.03
Lakes Country	194,877.39	40,358.73	414,917.22	55,733.48	235,236.12	470,650.70	705,886.82
Mid-Minnesota	167,719.01	27,814.87	307,822.93	38,411.01	195,533.88	346,233.95	541,767.83
Minneapolis	670,236.80	16,172.62	1,039,926.52	22,333.61	686,409.42	1,062,260.13	1,748,669.55
Minnesota West	237,257.43	57,790.47	213,018.15	79,805.89	295,047.90	292,824.04	587,871.94
Northeast Metro	577,021.75	44,964.50	573,803.01	62,093.83	621,986.25	635,896.84	1,257,883.09
North Country	161,500.17	35,950.22	166,200.97	49,645.54	197,450.39	215,846.51	413,296.90
Oak Land	357,238.41	35,369.62	390,630.81	48,843.76	392,608.03	439,474.57	832,082.60
Pine Technical	65,561.25	9,986.20	99,486.50	13,790.46	75,547.45	113,276.96	188,824.41
Pine to Prairie/Northland	148,762.47	55,169.90	356,395.75	76,187.00	203,932.36	432,582.75	636,515.12
Riverland	115,967.48	12,292.37	169,712.26	16,975.18	128,259.85	186,687.44	314,947.29
Rochester-ZED	174,856.46	16,064.84	372,489.16	22,184.77	190,921.30	394,673.93	585,595.23
Runestone	60,786.62	11,373.14	173,808.77	15,705.76	72,159.76	189,514.53	261,674.28
South Central	233,420.80	30,758.92	289,096.06	42,476.61	264,179.72	331,572.67	595,752.39
South Metro	231,393.22	17,547.12	254,275.79	24,231.73	248,940.34	278,507.52	527,447.86
Southeast Perkins	167,533.83	26,375.32	273,587.87	36,423.06	193,909.15	310,010.94	503,920.08
Southwest Metro	336,916.64	26,477.02	221,211.16	36,563.50	363,393.66	257,774.66	621,168.32
St. Paul	703,413.47	19,898.37	678,556.44	27,478.70	723,311.84	706,035.14	1,429,346.98
Totals	6,231,837.91	692,426.70	8,605,874.75	956,208.31	6,924,264.61	9,562,083.06	16,486,347.67

Appendix N

BOARD OF TRUSTEES MINNESOTA STATE COLLEGES AND UNIVERSITIES

BOARD ACTION
<p>MINNESOTA PERKINS FIVE-YEAR CAREER AND TECHNICAL EDUCATION (CTE) STATE PLAN FOR THE 2006 CARL D. PERKINS CAREER AND TECHNICAL EDUCATION ACT</p>

INTRODUCTION

The 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). Perkins IV replaces the 1998 Carl D. Perkins Vocational and Technical Education Act (Perkins III). As required by the Perkins IV Act, 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) followed by a five-year Plan (July 1, 2008 – June 30, 2013).

Known as the Minnesota Perkins Five-Year Career **and** Technical Education (CTE) State Plan, a draft plan document has been prepared jointly by staff in the Office of the Chancellor, Minnesota State Colleges and Universities and at the Minnesota Department of Education. Minnesota submitted a one-year Transition Plan (available at www.cte.mnscu.edu), which was approved by the U.S. Department of Education on July 1, 2007 and which described how Minnesota intended to meet the intent of Perkins IV for FY08. The Transition Plan laid the foundation for the five-year plan starting in FY2009. Minnesota is required to submit the State CTE Plan to the U.S. Department of Education by April 1, 2008.

BACKGROUND

The System Strategic Plan and Career and Technical Education in Minnesota

The Perkins IV goals, as described in the Minnesota CTE Five-Year State Plan, align with the strategic goals of the Minnesota State Colleges and Universities system and are consistent with the Minnesota Department of Education goals. Each Minnesota Perkins CTE goal is aligned with the system's strategic goals as follows:

- *Increase access and opportunity*
Minnesota CTE Goal: Provide access to services for special populations, including under-represented students, in career and technical education programs
- *Promote and measure high-quality learning programs and services*
Minnesota CTE Goal: Implement a Career Pathway/Programs of Study Structure that aligns high schools, community and technical colleges and university level programming to support:
 - High school to college transitions for students in career and technical education programs
 - Adult student transitions into high-skill, high-wage or high-demand occupations
- *Provide programs and services integral for state and regional economic needs*

Minnesota CTE Goal: Effectively use employer, community and education partnerships to support career and technical education

– *Innovate to meet current and future educational needs efficiently*

Minnesota CTE Goal: Examine and expand collaborative practices to support CTE programs at the secondary and postsecondary levels to ensure a continuum of service provision.

Accomplishing the above CTE goals, as outlined under the Minnesota Five-Year CTE State Plan, will enable Minnesota to lay the foundation for a long-term alignment between high schools and colleges regarding administration, funding, accountability, and, most importantly, the programming of CTE.

Program Administration under the New Consortium Structure and The Joint Single Local Plan for Minnesota Career and Technical Education

The president signed the new Perkins Act into law on August 14, 2006. Perkins IV is not *dramatically* different from Perkins III, but does include some *significant changes*. The key changes that affect Minnesota's career and technical education under Perkins IV are as follows:

- iii Local Consortium: Established formal consortia of secondary and postsecondary partners to receive Perkins funds and jointly administer programs and support services for all secondary and postsecondary CTE students through an *annual joint local consortium plan*. In Minnesota, 26 CTE consortia have been formed to implement the intent of Perkins IV locally.
- iii Programs of Study: Each local consortium must design, develop and implement programs of study/career pathways that span at least two years of high school and the first two years of postsecondary education to meet a new requirement under Perkins IV. These programs of study will be implemented by each consortium in an incremental fashion over the five-year span of the Perkins legislation.
- iii Accountability: The accountability provisions have more indicators, a greater degree of precision, and higher reporting requirements than under Perkins III. Under Perkins IV the accountability provisions include requiring:
 - o The development of separate technical skill attainment measures as part of the overall accountability requirements.
 - o Measuring of secondary CTE performance using the No Child Left Behind accountability measures.
 - o Negotiation between each local consortium and the state on all accountability indicator targets and performance.
- iii Tech Prep: Minnesota is combining the Perkins Basic and Tech Prep funds to support and reinforce the intent of Perkins IV, which is to connect secondary and postsecondary CTE – as has been the model under Tech Prep.
- iii Special Populations¹: While ensuring the continued provision of programs and services to special populations, which has been the hallmark of the Perkins legislation, both at the state and local levels, consortia must address through their local plan:
 - o The targeting of under-served and special populations, by advocating the use of the same strategies and measurement outcomes that apply to all other student populations, and
 - o Preparing non-traditional students for high-skill, high-wage, or high-demand employment in the region.

¹ In the Perkins legislation, the term "special populations" means (1) individuals with disabilities; (2) individuals from economically disadvantaged families, including foster children; (3) individuals preparing for nontraditional training and employment; (4) single parents, including single pregnant women; (5) displaced homemakers; and, (6) individuals with limited English proficiency.

Implementing the Minnesota State CTE Plan has policy implications beyond using Perkins funds to move forward CTE in Minnesota, which is taken up next.

Policy Implications Resulting from Implementing the Minnesota Five-Year State Career and Technical Education Plan

Minnesota receives approximately \$20 million annually under the Perkins Law with 85% going to high schools and community and technical colleges. This federal investment has done much to provide a direction for state and local expenditures on CTE for several decades. The Perkins funds represent a small investment when compared to state education spending as a whole (about \$15 billion for K-12 education and around \$3 billion for higher education). On the other hand, the State Plan (as summarized on pp.1-2) will result in a significantly wider impact on state education and workforce development systems beyond just operating CTE in Minnesota. For example, the CTE State Plan will:

1. Redirect how Minnesota designs its CTE programs to support programs of study/career pathways implementation.
2. Establish a differentiated system of accountability for all CTE programs that distinguishes between technical skill proficiency and conventional graduation outcomes, significantly affecting how learner outcomes are assessed in high school and college CTE programs.
3. Strengthen secondary and postsecondary collaboration by requiring high schools and colleges to expend Perkins funds as a consortium of high schools and colleges who together will meet the intent of the Perkins Law through a single joint local plan.
4. Determine the process for allocating Perkins funds to high schools and colleges based on a rationale agreed to by the Chancellor of the Minnesota State Colleges and Universities and the Commissioner of the Minnesota Department of Education.
5. Explore coordinated data systems that allow for a wider array of accountability measures as students move directly from high school to college, in and out of education, and transition between education and employment.
6. Require that dual enrollment and articulation strategies be addressed as consortia are implementing programs of study/career pathways.
7. Support the goal of improving college readiness by identifying the high school academic and CTE courses that are preparatory to college programs as an integral part of implementing programs of study/career pathways.
8. Target Perkins funds to complement state and other federal programs that focus primarily on student support services to the underserved student, including those classified as special populations.

Thus, in the larger frame, while it may not appear so on the surface, the State CTE Plan may have broader significant policy implications beyond CTE. In other words, the State Plan is not just directing the federal (Perkins) funds but how they will interact with state funds to not only implement the intent of Perkins IV, but the State Plan shows how CTE will be strategically placed within the broader vision, mission and goals for education within the State of Minnesota.

The Minnesota Five-Year State Career and Technical Education Plan: Looking Towards Implementation

Separately, the Minnesota State Colleges and Universities system and the Minnesota Department of Education have a demonstrated history in their capacity, commitment and collaboration in promoting CTE in Minnesota. Implementing the Minnesota Five-Year State CTE Plan takes the relationship between the two agencies to the next stage. When put into practice, the Minnesota Five-Year State CTE Plan will reinforce what was begun under the last State CTE Plan:

The expectation of developing efficient systems, policies, processes and procedures that increasingly intertwine learning with work; and, where increasing achievement, greater opportunities, and varied options are not just choices but are objectively-determined outcomes that will, first and foremost benefit all students..

In summary, by accomplishing the goals and objectives in the Minnesota Five-Year State CTE Plan, not only is the intent of the Perkins Law met, but Minnesota is making CTE a vital element in Minnesota's statewide efforts at collectively addressing policy issues embedded with the strategic triad of high school reform, seamless education and employment transitions, and enhanced American competitiveness.

RECOMMENDED COMMITTEE ACTION

The Academic & Student Affairs Committee recommends that the Board of Trustees adopt the following motion:

RECOMMENDED MOTION

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

Date of Adoption: *March 19, 2008*

Date of Implementation: *July 1, 2008*

Appendix O:

Certifications Regarding Lobbying, Debarment Suspension, and Other Responsibility Matters and Drug-Free Workplace Requirements

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 judgment 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 --- March 26, 2008

Appendix P

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. 92-255), 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. 93-234) 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 supplied 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.

SIGNATURE OF AUTHORIZED CERTIFYING OFFICIAL 	TITLE State Director, Career and Technical Education
APPLICANT ORGANIZATION Minnesota State Colleges and Universities	DATE SUBMITTED March 26, 2008

Appendix Q

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)(1)]
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)(1)]
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

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Deena B. Allen, March 26, 2008



Minnesota
STATE COLLEGES
& UNIVERSITIES



Perkins IV OPERATIONAL HANDBOOK

Carl D. Perkins Career & Technical Education Act of 2006

2008-2013

The Minnesota State Colleges and Universities System and The Minnesota Department of Education are Equal Opportunity Employers and Educators.

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

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SECTION I: PROGRAM PLANNING AND OPERATION

1.1 Perkins IV Program Overview

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

Minnesota State Colleges and Universities State Plan goals in May of 2007 included the following:

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

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

- Rigor and College Readiness
- Teacher Effectiveness
- Accountability

Guiding Principles

- CTE and academic education must be integrated in a more comprehensive way.
- College and work readiness skills are one and the same.
- Each student needs at least some education or advanced training past high school, whether community and technical college, university, industry certification, or advanced training through work.
- Federal Perkins funding for CTE is not an entitlement at either the state or local level.
- All education spending must be connected with student success outcomes.
- High schools and colleges should continue CTE programs and activities that have worked well.

- CTE must be strategically placed within the broader vision, mission and goals for education within the State of Minnesota. (Revised State Plan, Perkins IV, April 21, 2008, p. 18)

1.2 Local Application Goals [(Revised State Plan, Perkins IV, April 21, 2008) (Application Section III Resources, Appendices C-O)]

Goal 1: Designing Programs of Study

To meet the new requirement under Perkins IV, each local consortium must design, develop and implement programs of study/career pathways that span at least the last two years of high school (may begin in grade 9) through at least the first two years of postsecondary education resulting in a diploma or degree. See www.cte.mnscu.edu/programs/index.html for documentation, process, charts, and other resource information.

In FY09, each consortium was required to design one program of study working from the Minnesota Career Fields, Clusters and Pathways framework. In each year, FY10 and beyond, consortia are required to design programs of study in at least one cluster within each of the six career fields.

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

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

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

Goal 2: Effectively Utilize Employer, Community and Education Partnerships

Consortia are expected to continue to strengthen partnerships through joint industry advisory committees for program collaboration with workforce centers, labor, education, and community organizations. See

http://cfl.state.mn.us/MDE/Academic_Excellence/Career_Technical_Education/Forms_Resources/index.html. See <http://vfc6.project.mnscu.edu/> for the Program Advisory Handbook.

Goal 3: Improve Services to Special Populations

In an effort to continuously improve services to special populations, consortia are to consider the following when writing their annual plans.

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

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

Goal 4: Provide a Continuum of Service Provision (CSP) for enabling student transitions

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

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

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

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

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

1.3 CTE Program Approval [(Revised State Plan, Perkins IV, April 21, 2008) (Section II, pp-.27-28)]

To be eligible for Perkins funding, secondary programs must be approved by the Minnesota Department of Education as career and technical education (CTE) programs. Postsecondary academic program eligibility is determined by the linkage with accepted CIP Codes.

- Postsecondary academic program resources are available in each Minnesota State College and University and are available on the web at <http://www.asa.mnscu.edu/academicprograms/index.html>
- Secondary program approval forms and resources are available from the Minnesota Department of Education Perkins staff and are available on the web at <http://cfl.state.mn.us/MDE/Academic Excellence/Career Technical Education/Forms Resources/index.html>

1.4 Local Application [(Revised State Plan, Perkins IV, April 21, 2008) (Sec. V., pp- 70-75)]

The local application is written during years one and three and submitted by the local consortium. A peer review of the plans is to be held in year three. After submission to and review by the State Perkins Staff, notification of approval status and budget awards are made. In years two, four, and five, the plans are modified locally, reviewed by peers electronically, and approved jointly by Perkins staff at MDE and MnSCU.

1.5 Monitoring [Perkins Act of 2006, (Sec. 112) (a)(3)(C)]

It is the responsibility of the state agencies to monitor each consortium's adequate annual progress and appropriate use of funds for the grants. Monitoring is accomplished through reports from consortia, technical assistance and team visits.

Frequently Asked Questions for Program Planning and Operation

Question 1: Who are the members of the state Perkins “leadership team?”

Answer: The Perkins State leadership team consists of the following members:

Minnesota State Colleges and Universities:

- Dr. Linda Baer, Senior Vice Chancellor for Academic & Student Affairs
- Dr. Michael Murphy, Associate Vice Chancellor
- Dr. JoAnn Simser, System Director

Minnesota Department of Education:

- Ms. Karen Klinzing, Assistant Commissioner for Academic Excellence
- Mr. Daniel Smith, Supervisor, Center for Postsecondary Success

Question 2: When is the secondary equipment inventory due to the Minnesota Department of Education?

Answer: The equipment inventory is due with the submission of the consortium Annual Performance Report (APR) in October for the prior year.

Question 3: How often does equipment, purchased with federal CTE funds, need to be inventoried?

Answer:

Postsecondary Perkins:

Equipment, costing over \$5,000 and purchased with federal funds, is to be inventoried every two years. *The Office of Management and Budget (OMB) Circular 110 defines equipment as: “tangible nonexpendable personal property including exempt property charged directly to the award having a useful life of more than one year and an acquisition cost of \$5,000 or more per unit.”*

For additional postsecondary information about this requirement contact: Campus Assistance, Phone: 651-649-5760, Fax: 651-649-5779.

Secondary Perkins:

Secondary recipients are required to keep an inventory of all equipment purchased using Perkins funds during any given year and need to submit a copy of the inventory with their local Annual Performance Report. The inventory is a cumulative record listing all equipment purchased with Perkins funds during the span of Perkins IV.

For additional secondary information about this requirement see: Education Department General Administrative Regulations (EDGAR) § 80.32 Equipment.

Question 4: When writing the local plan, will consortia have to address all required activities at least once within the five goal areas?

Answer: Yes. All required activities must be addressed at least once within the five goals.

Question 5: Will the requirements for secondary CTE teacher licensure continue to be mandatory?

Answer: With some exceptions, yes. Secondary teachers must hold a valid and current CTE license in each specific program they are teaching.

Question 6: What do we mean by scientifically based research standards?

Answer: The term “scientifically based research standards” means research standards that apply rigorous, systematic, and objective methodology to obtain reliable and valid knowledge relevant to education activities and programs; and present findings and make claims that are appropriate to and supported by the methods employed. (Section 102 of the Education Sciences Reform Act of 2002, 20 U.S.C. 9501) [Perkins Section 3(25)] (Perkins Act of 2006, page 166-167).

Question 7: How are superintendents informed of the new requirements under Perkins IV?

Answer: Information on Perkins IV is presented at the Annual Superintendents’ Conference held in August of each year and will continue to be communicated through the Superintendents mailings from the Minnesota Department of Education.

Question 8: May the consortium structure change at the end of FY09?

Answer: No, however, the state will consider requests for changes in consortium alignment based on solid rationale for change on a case-by-case basis after two years (FY 2011).

Question 9: May local Perkins consortia provide mini grants to districts and colleges for projects, program improvement, etc?

Answer: Yes, provided this practice is written in the approved local plan.

Question 10: May we provide secondary services to students, ages 18-21?

Answer: Yes, as long as the students have not yet graduated from high school and are still enrolled in an approved CTE high school program.

Question 11: What do you mean by technical assistance and who will provide technical assistance?

Answer: Technical assistance is consultative aid. It is given by Minnesota Perkins staff to assist local consortia in successful completion of their Perkins program requirements. Technical assistance focuses on the areas of academic programs, fiscal, accountability and administration of Perkins IV. Contact information for Minnesota Perkins staff is provided in the Appendices of this handbook.

Question 12: Define what professional development means for non-CTE teachers and faculty.

Answer: High school non-CTE teachers and liberal arts faculty may be included in professional development activities when they are involved in CTE initiatives, such as programs of study, academic technical integration activities, professional development related to CTE occupations, career awareness activities, and workplace learning activities.

Question 13: Define work readiness standards.

Answer: The Governor's P-16 Education Council worked to define college and work readiness in terms of proficiencies in language arts and mathematics. During 2009, the Council is expected to release an expanded definition that will incorporate employability skills such as persistence, seeking out resources, taking detailed notes, organizing materials, using modern technology, working as a team member, valuing diverse backgrounds, developing self-awareness, and seeking and accepting critical feedback.

Question 14: In the past, one-day workshops were permitted, how does this change in Perkins IV?

Answer: Minnesota is interpreting the federal prohibition on one-day workshops to mean that short-term professional experiences without follow up will not be supported. Staff development means an on-going, thematic approach over a period of time that will provide the instructor/faculty with the skills to improve student performance. One-day or short-term workshops will be allowed if there is action to show that the learning carries forward and impacts student learning.

Question 15: May we use Perkins funds to bring CTE, academic teachers, and liberal arts faculty together for either CTE or professional development activities?

Answer: Yes, provided that the academic teachers and liberal arts faculty are actively involved in CTE education teaching and learning content areas. Examples of activities include programs of study, academic technical integration activities, professional development, career awareness activities, and workplace learning activities.

GOAL 1: DESIGNING PROGRAMS OF STUDY

Question 1: Is the requirement for each program of study to include one or more “high-skill, high-wage, or high-demand” occupations?

Answer: Yes, a program of study must include a pathway for at least one occupation that addresses high-skill, high-wage OR high-demand.

Question 2: How is the adult learner included in the programs of study?

Answer: Adult learners are included in programs of study through multiple entry and exit points which apply to all learners. Programs of study include a continuous sequence of courses and programs that are aligned so an adult learner may enter at their point of readiness into a college program and move in and out of the system based upon their interests and needs.

Question 3: How is the state gathering the secondary reading and math scores?

Answer: Beginning in 2010, Minnesota will require students to take the Minnesota Comprehensive Assessments in Reading (grade10) and Mathematics (grade 11) and the state will be required to report out the data under NCLB rules and regulations for graduation. CTE students must pass the **graduation portion** of each test (a subset of the MCA"s) in order to receive a Minnesota High School Diploma. Our indicator for 4S1 compares the NCLB over all state graduation rates with the CTE students who completed all the requirements for graduation.

Question 4: Are the local districts free to define which programs of study to develop or will this decision be made by the Office of Vocational and Adult Education (OVAE) or the State?

Answer: Local consortia make the decision about which programs of study to develop. The State has developed a program of study framework of career fields, clusters and pathways, a program of study template and processes which local consortia use in the design and implementation of programs of study. Together, local consortia and state staff will develop regional and state programs of study during the life of Perkins IV.

Question 5: Who, within the consortium, is the legitimate decision maker as to which program of study we undertake as a consortium?

Answer: The choice of local programs of study is to be made by consensus by each consortium.

Question 6: Does ISRS have a category for Technical Preparation College Credit (TPCC) so that colleges can identify the credit?

Answer: Yes, TPCC from high school graduates can be identified in ISRS.

Question 7: May a class in career exploration be part of a program of study?

Answer: Yes, if it includes curriculum that guides students to one or more programs of study.

Question 8: Will Family and Consumer Science (FACS) programs be included in programs of study?

Answer: Yes. FACS high school programs are found within pathways among several career clusters.

Question 9: How many programs of study is Minnesota expecting to develop under the State Plan?

Answer:

- Minnesota expects the programs of study to be developed at the career pathways level, with at least a majority of the career clusters being addressed; however, there is no set limit to the number of programs of study that Minnesota expects to be developed.
- Each consortium will design and implement at least one program of study during FY09. In each year, FY10 and beyond, each consortium will be required to design programs of study in at least one cluster within each of the six career fields.

Question 10: How does Perkins IV address the systematic development of programs of study and at the same time ensure access for all students?

Answer: Secondary – While it would be ideal to identify programs of study that all students could access, Minnesota does give great latitude to individual elected school boards to determine the programming that will be available in each district. As such, Minnesota’s efforts are focusing on defining programs of study broadly to include both technical work that might not be available in all institutions within a consortium and academic coursework that is likely to be available in all institutions within a consortium.

Postsecondary – All approved technical programs in Minnesota State Colleges and Universities must meet high-skill, high-wage, or high-demand qualifications and are available to all students who meet program prerequisites and the ability-to-benefit requirements. Student services are available to students for tutoring, advising, financial aid assistance, and a variety of student success support groups for students of varying ages and backgrounds.

Question 11: Explain what is meant by “career development outreach” starting at grade seven.

Answer: Career development refers to career exploration activities that Perkins may fund as early as grade seven in Perkins consortium member schools.

Question 12: How will Minnesota address situations when students want to use the learning they have acquired within programs of study outside of the consortium in which initial learning took place, and further, want to receive college credit for that learning?

Answer: Post Secondary Enrollment Options (PSEO) contracted dual enrollment opportunity provides portability of credit outside the consortium. The same articulation and dual enrollment strategies that were in place under Perkins III continue in Perkins IV. Other opportunities for students include Credit for Prior Learning which enables colleges to assess student work through a portfolio.

Question 13: Is Project Lead the Way (PLTW) a career and technical education program?

Answer: No, PLTW is not a Minnesota Department of Education approved CTE program. Curricula with PLTW may be within an approved CTE program and may be included in a program of study. Project Lead the Way is a national initiative to engage students in science, pre-engineering and technology curriculum at the middle and high school levels.

Question 14: How will programs of study align with existing secondary and postsecondary policies and procedures, particularly with regard to program approval, state standards, and regional and state workforce development?

Answer: A program of study aligns with secondary and postsecondary policies and procedures in many ways. A key concern is to provide access to all learners of all high school and college ages by allowing them to enter a program of study at their point of readiness. Program approval within the Minnesota Department of Education and the Minnesota State Colleges and Universities systems addresses “programs” as defined through rule, policy, and procedure, and will not change as a result of the program of study requirement under Perkins IV.

Question 15: What is the difference between concurrent enrollment (college program delivered in the high school), Tech Prep articulation agreement, and Postsecondary Enrollment Options (PSEO)?

Answer:

- PSEO is delivered in two ways, on the college campus or through concurrent enrollment. Concurrent enrollment courses are official college courses as identified in a college catalogue. Concurrent enrollment courses are taught by qualified high school teachers and mentored by an appropriate college faculty.

Upon completion of a concurrent course, the student's grade is recorded on an official transcript at both the college and high school levels (Grades A-F or P-F).

- A Tech Prep articulation agreement, now referred to as an articulation agreement for Technical Preparation College Credit, between a high school(s), college(s), or university(s) consists of high school courses that have met college-level standards in curriculum, materials, lab facilities, delivery, and grading. Mentoring by college faculty is informal. Upon successful completion of a Tech Prep College Credit Course (TPCC) students earn immediate high school credit. Likewise, students receiving a grade of B or better are awarded credit upon enrollment in a related program in a college/university which is a partner to the articulation agreement.

Question 16: How does the State Plan address career guidance and counseling at the high school and college levels?

Answer: Career guidance and counseling is a permissible activity under Perkins IV. It is a critical component in the implementation of programs of study/career pathways. The State is pursuing the following avenues to include guidance and counseling information and tools for consortium use.

- Career Clusters and programs of study are included in ISEEK and MCIS as part of the electronic career exploration communication system for learners and educators.
- For families with limited or no access to electronic tools, Minnesota is developing print material to help these groups to understand programs of study/career pathways.
- The State is promoting programs of study to counselors as a tool to help students with education and career planning.

Question 16: How does the State Plan address the promotion and use of programs of study in the counseling and career guidance community?

Answer: See the section under Career Guidance and Counseling. Secondary works closely with the Minnesota School Counselors Association and has been providing updates and workshops on programs of study and how this impacts their job in assisting students for transition programs.

GOAL 2: EFFECTIVELY UTILIZE EMPLOYER, COMMUNITY, AND EDUCATION PARTNERSHIPS

Question 1: When writing our plan, may consortia also partner with organizations beyond the education partners, such as, WorkForce Centers, and business and industry to get their input?

Answer: Yes, each Perkins recipient is expected to seek formal and informal input from appropriate stakeholders.

Question 2: If collaborating with groups other than education, do we need to include them in the plan when writing the collaborative portion of the grant?

Answer: Yes, if you have formal collaborative relationships with non-education entities, you must include them in the written plan.

GOAL 3: IMPROVE SERVICE TO SPECIAL POPULATIONS

Question 1: Do special populations include more than just students with disabilities?

Answer: Yes, Perkins IV defines special populations to include the following six categories:

- Individuals with disabilities
- Individuals from economically disadvantaged families, including foster children
- Individuals preparing for non-traditional fields
- Single parents, including single pregnant women
- Displaced homemakers
- Individuals with limited English proficiency

Question 2: How will Perkins distinguish between strategies that are specific for Special Population groups, and the application of common strategies that are applicable to all CTE students?

Answer: The Perkins law has traditionally and historically distinguished between strategies that are specific for special populations and the application of common strategies that are applicable to all students.

The purpose for focusing attention upon special populations is to ensure that this population of learners has access to high-wage, high-skill or high-demand occupations through POS and the continuum of service provisions.

GOAL 4: PROVIDE A CONTINUUM OF SERVICES PROVISIONS (BROKERING) FOR ENABLING STUDENT TRANSITIONS

Question 1: How is the State defining “brokering of services?”

Answer: “Brokering of Services,” also called a *Continuum of Service Provision*, is a means to provide a full range of services to students who otherwise might not have a POS opportunity in their local district or college. For example, if a student expresses an interest in a POS where secondary or postsecondary components are missing, the

consortium would identify other Perkins consortia that do offer the missing components and facilitate the student's access to missing POS study components.

Question 2: May we broker at the secondary level with the proprietary school if the local public school program is not available?

Answer: Yes, you can broker with proprietary institutions but proprietary schools are not eligible to receive Perkins funding.

Question 3: May Perkins funds support counseling activities, at either the secondary or the postsecondary levels, and can you provide examples?

Answer: Career guidance and counseling is a permissible activity under Perkins IV. Examples include career and college exploration opportunities, initiatives to increase exposure and enrollment of men and women in occupations nontraditional for their gender, and initiatives to increase enrollment and retention of special populations.

Question 4: How did Minnesota address the use of Reserve Funds for the first year of the plan?

Answer: As specified in the Law, Minnesota has allocated 10% of all funds that the 26 consortia will receive to address the imbalance between the Twin Cities metro area and outstate areas of Minnesota, where distance and geography predominate.

Minnesota based the 10% Reserve Allocation as follows: 50% was based on geography and the other 50% based on CTE participation with each consortium being allocated a share. The total allocation for each consortium was divided using the 58%-42% distribution between postsecondary and secondary.

Question 5: What's the difference between geographic areas with high percentages of career and technical education students and areas with high numbers of career and technical education students?

Answer: When it comes to the concept of high percentages of career and technical education students rather than high numbers, we know that there are cases where schools might be set with a specific programmatic focus that has many of their students participating in career and technical education. Coming right out of the law, it gave three reasons why the 10% reserve funds could be distributed under a different formula. We already have mentioned that we were addressing rural needs of the state with part of that redistribution [of reserve funds].

When giving thought to the factors that could go into the distribution under the 10% reserve, it was more important to consider programs that are attracting high numbers of students on the understanding that students gravitate to quality programs. Rather than do a comparison where we questioned how many of our students were in career and

technical education as a ratio to the student population as a whole within a school or a region, we thought that we would focus on the participation itself within the programs.

Question 6: How will Perkins IV allow for allocating collaboration funds similar to the 10% that were used for Activity 12 during Perkins III?

Answer: The old requirement for 10% for collaboration under Perkins III is now 100% as all of Perkins IV requires collaboration.

Question 7: How does the State Plan address the alignment of Perkins funding rules and guidelines to those established within the Minnesota State Colleges and Universities system and within the Minnesota Department of Education?

Answer: Minnesota has developed a common set of financial guidelines for uses of funds at the local consortium level under Perkins IV. Financial guidelines are included in Section III of the Operational Handbook.

Question 8: If a consortium selects one POS, how should the consortium prioritize the funding needs of other career and technical education programs?

Answer: Prioritization and allocation of resources is a local decision. Perkins does not expect a consortium to remove funding from other career and technical education programs in high schools and colleges because they are not yet in a POS.

GOAL 5: SUSTAIN THE CONSORTIUM STRUCTURE OF SECONDARY AND POSTSECONDARY INSTITUTIONS

Question 1: How will Minnesota foster collaboration under the new consortium structure?

Answer: Since all of Perkins IV requires collaboration, each consortium will want to adopt collaborative structures that meet its local needs. Pose questions to consortium members, such as, “How shall we make decisions?” “How do we hold ourselves accountable?” Collaborative decisions should have some regional consideration since each consortium will be continuing and building relationships with other consortia.

Question 2: Would the Perkins state staff dictate who we should partner with?

Answer: High school districts and colleges are to begin the consortium building process at the local level. The state does reserve the right to negotiate the final consortium structure so that no student, charter school, district, or college is excluded. Technical assistance is available to all districts and colleges so that we all move forward together.

Question 3: May a college formally belong to more than one consortium?

Answer: No. Each eligible college and school district shall formally belong to only one consortium. However, this does not mean that school districts and colleges are limited in collaborating or partnering in initiatives with other consortia.

Question 4: May colleges group together under one consortium?

Answer: Yes, there may be multiple colleges joining one consortium; however, there must be only one postsecondary college fiscal agent identified.

Question 5: Will all eligible secondary districts be allowed to participate under this new consortium structure if they so choose?

Answer: Yes, including eligible charter schools. Minnesota currently has approximately five school districts that have chosen not to participate in the Perkins basic grant program.

Question 6: May a consortium hire a person to oversee the secondary/postsecondary grant and be supported with the pooling of funds from all members within the consortium?

Answer: Yes, you may pool funding for an identified joint consortium-wide activity. However, it is imperative that secondary and postsecondary Perkins resources be tracked and reported separately by the secondary and postsecondary fiscal agents.

Question 7: Is it permissible to have sub-consortia within a formal consortium?

Answer: Yes, there may be a variety of ways that a consortium may operate as long as all members are equally represented.

Question 8: Is there a need for a formal contract or joint powers agreement between the various secondary and postsecondary partners?

Answer: The joint consortium plan, signed by the district superintendents and college president(s), would be the legal agreement concerning the use of funds. Secondary and postsecondary recipients will have responsibility for the funds received at their respective level.

SECTION II: ACCOUNTABILITY

The accountability provisions have more indicators, a greater degree of precision, and higher reporting requirements than under Perkins III. Under Perkins IV, the accountability provisions include:

- The development of separate technical skill attainment measures as part of the overall accountability requirements.
- Measurement of secondary CTE performance using the No Child Left Behind accountability measures.
- Negotiation between each local consortium and the state on all accountability indicator targets and performance.

2.1 Perkins IV Local Program Improvement [(Perkins Act 2006, Sec. 123)]

In Perkins IV, Minnesota State Colleges and Universities, Office of the Chancellor, and the Minnesota Department of Education will annually evaluate each consortium's Perkins program based on its performance on accountability indicators. If the consortium fails to meet at least 90% of an agreed upon performance level for any of the indicators, it will have to develop and implement an improvement plan, with special consideration to performance gaps between population subgroups (ethnicity, gender, etc.).

The improvement plan must be developed in consultation with the two state agencies and implemented during the first program year after the year the performance level was not met. The agencies will work with the local consortium to implement improvement activities and provide technical assistance.

2.2 Perkins IV Sanctions [(Perkins Act 2006, (Sec. 123)]

The Office of the Chancellor and the Department of Education may, after an opportunity for a hearing, withhold all or part of a consortium's funding if the consortium meets one of the following three conditions:

- Fails to implement the required improvement plan.
- Makes no improvement within one year of implementing the improvement plan.
- Fails to meet at least 90% of a performance level for the same performance indicator three years in a row.

2.3 Perkins IV Waiver of Sanctions [(Perkins Act 2006, Sec. 123) (a) (4) (B) (i-ii)]

The Office of the Chancellor and the Department of Education may waive Perkins IV consortium sanctions.

2.4 Perkins IV Performance Indicators [(Perkins Act 2006, (Sec. 113) (9b); Perkins IV State Plan, Sec. Four & Part CII-Final Agreed Upon Performance Levels FAUPL)]

A. Postsecondary Perkins:

- Student attainment of challenging career and technical skill proficiencies, including student achievement on technical assessments that are aligned with industry-recognized standards, if available and appropriate.
- Student attainment of an industry-recognized credential, certificate, or a degree.
- Student retention in postsecondary education or transfer to a two-year college or a four-year university.
- Student placement in military service or apprenticeship programs or placement or retention in employment, including placement in high-skill, high-wage, or high-demand occupations or professions.
- Student participation in, and completion of, CTE programs that lead to employment in nontraditional fields.

B. Secondary Perkins:

- Student attainment of challenging academic content standards and student academic achievement standards, as adopted by the Minnesota Department of Education in compliance with the Elementary and Secondary Education Act (ESEA), and measured by the state determined proficient levels on the MCA's under NCLB.
- Student attainment of career and technical skill proficiencies, including student achievement on technical assessments that are aligned with industry-recognized standards, if available and appropriate.
- Student rates of attainment for receiving a secondary school diploma.
- Student graduation rates as described in the ESEA.
- Student placement in postsecondary education or advanced training, in military service, or in employment.
- Student participation in and completion of CTE programs that lead to nontraditional fields.

The Perkins State leadership, with input from local consortia, may identify additional indicators of performance for CTE activities, such as the attainment of self-sufficiency (a standard of economic independence, adopted, calculated, or commissioned by a local area or state). To the greatest extent possible, indicators will be aligned with information collection efforts for other state and federal programs to reduce the collection burden.

2.5 Perkins IV State Adjusted Levels of Performance [(Perkins Act 2006, (Sec. 113)]

Postsecondary and Secondary Perkins:

Minnesota State Colleges and Universities, Office of the Chancellor and the Minnesota Department of Education, Center for Postsecondary Success, must negotiate with the U.S. Secretary of Education to establish and include in the state plan levels of performance for each of the identified postsecondary and secondary core indicators as stated in Section 2.4, as well as any additional indicators. These levels of performance must be expressed in percentage and numerical form, and require continuous improvement.

2.6 Perkins IV Local Adjusted Levels of Performance [(Perkins IV State Plan, Perkins IV, Revised April, 2009 (Sec. IV)]

Postsecondary and Secondary Perkins:

Consortia directors must negotiate with their respective State Perkins leadership, the Minnesota State Colleges and Universities system and the Minnesota Department of Education. The state will propose performance levels for each indicator based on a consortium's prior performance and on the levels negotiated by the state with the U.S. Secretary of Education. Each local consortium may accept the state's proposal or propose a different performance level with stated rationale for the request. Negotiations, where necessary, will be conducted on a case-by-case basis.

2.7 Annual Performance Report (APR) [(Perkins Act 2006, Section 113)]

Perkins IV requires that each consortium submit a secondary and a postsecondary Annual Performance Report (APR) to their respective state agency. The purpose of the APR is to report significant achievements on yearly outcomes as written in each of the five goals. The data must be disaggregated for each indicator of performance and by the subcategories of special populations. Local recipients must identify and quantify gaps in performance among groups of students. Both narrative and budget forms are due in October of each year, with the secondary budgets due December 1 of each year. As stated in the Perkins Law, this report is to be made available to the public in a variety of formats.

2.8 Personnel Activity Reports (PARs):

As specified in USOE Circular A-87, all recipients of Perkins IV resources must maintain Personnel Activity Reports (PARs). PARs must be completed for each Perkins funded staff member and maintained at the college, or district/consortium office for audit purposes. A sample PAR form, along with instructions, is included as a part of the local application.

2.9 Data Privacy:

Data about students must be handled in accordance with applicable federal and state laws. School and college officials may use data for “legitimate educational purposes” and must protect it from improper disclosure. Much of the required Student Record Data is information that would be considered sensitive and personal. Private educational data may not be re-disclosed unless the student has given prior written consent or the disclosure is otherwise authorized by law. Summary or statistical data that does not identify an individual may be disclosed without consent. Further questions about handling private educational data should be directed to the school or college data practices responsible authority.

2.10 Office of Civil Rights (OCR) Reviews:

The United States Department of Education mandates OCR reviews for colleges that receive Carl D. Perkins Career and Technical Education Act of 2006 funds.

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

- Title VI of the Civil Rights Act of 1964 (prohibiting race, color, and national origin discrimination)
- Title IX of the Education Amendments of 1972 (prohibiting sex discrimination)
- Section 504 of the Rehabilitation Act of 1973 (prohibiting disability discrimination)
- Title 11 of the Americans with Disabilities Act of 1990 (prohibiting disability discrimination by public entities, including public schools, public colleges and universities, public vocational schools, and public libraries) whether or not they receive Federal financial assistance.

2.11 Retention of Perkins IV Grant Records:

Minnesota Statute 138.17 subd. 7 provides that a government entity that holds data itself propose, and have approved, a record retention schedule in which it specifies how long it intends to keep records. The Minnesota State Colleges and Universities, Office of the Chancellor, Records Retention Schedule (dated: April 9, 1997, Item 18) states that federal grants are to be kept seven (7) years or until audited. Source: Minnesota State Colleges and Universities, General Counsel. The Minnesota Department of Education follows the same seven-year requirement.

Frequently Asked Questions for Accountability

Question 1: When writing the local plan, can we look to long range student learning and chart progress over the life of Perkins IV?

Answer: Yes, consortia are expected to use data for trend analysis and to identify yearly progress.

Question 2: Colleges are being asked to document „first generation students.“ Can ISRS perform this function?

Answer: Yes, data maintained in ISRS includes information on first generation status. This information is included in the Perkins IV Hyperion/Brio data.

Question 3: Will Minnesota have a policy for colleges and districts that requires them to have technical industry standards or industry certification?

Answer: Each local consortium is accountable for assessing student attainment of technical skills. Further, the assessments for measuring technical skills must, where available and appropriate, be aligned to industry standards. Assessments must meet state standards for reliability and validity. Secondary and postsecondary partners should agree upon the assessments used to assure alignment to programs of study.

Industry certification is encouraged where appropriate and where results are available to the school or college for transcript records and data collection.

Question 4: What is the starting level of Perkins IV negotiation for secondary consortia?

Answer: For 2008 reporting, the state calculated current performance levels for Reading, Mathematics, and Graduation (1S1, 1S2, 4S1) using established processes for calculating adequate yearly progress (AYP) under ESEA-NCLB. Data were extracted to address the career and technical education student concentrator population. Beginning with 2009 reporting, negotiations for secondary accountability for all other indicators will use 2008 performance as the baseline.

Question 5: How is the state gathering the secondary reading and math scores?

Answer: Beginning in 2010, Minnesota will require students to take the Minnesota Comprehensive Assessments in Reading (grade 10) and Mathematics (grade 11) and the state will be required to report out the data under NCLB rules and regulations for graduation. CTE students must pass the **graduation portion** of each test (a subset of the MCA"s) in order to receive a Minnesota High School Diploma. Our indicator for 4S1 compares the NCLB over all state graduation rates to the CTE students who completed all the requirements for graduation.

Question 6: How will students be “followed” when they participate in their college education?

Answer: Within the Minnesota State Colleges and Universities, the ISRS data system is able to capture student data by cohort groups including enrollment, retention, transfer, and completion of CTE programs and transition to continuing education or employment.

Question 7: Is the accountability performance reporting at the college/school, district, or consortium level?

Answer: Accountability performance reports are prepared for consortia, colleges and districts, but accountability rests at the consortium level for secondary and postsecondary performance.

- At the college level, each college is providing data through ISRS. These data are also reflected in Hyperion/BRIO. When there is more than one college in a consortium, data will be aggregated, but each college will also have access to its individual performance information. It is the consortium level that determines if accountability indicators have been met.
- At the secondary level, each school district is providing information through the MARSS, STAR, and UFARS systems that is matched with the Carl Perkins P-File. The state will provide the data disaggregated by school building, school district, and by consortium. It is the consortium level that dictates how to meet accountability indicators.

Question 8: When concentrators change to an AA Degree or other non-Perkins career and technical education major, are they removed from a Perkins cohort?

Answer: If, during the measurement of a three-year cohort period, it is determined that a student transferred to an AA degree major, the student is not included as either a CTE concentrator or completer. These students are classified as participants. .

Question 9: How does Perkins address continuous improvement?

Answer: The consortium is expected to increase its targets through continuous program improvement. Additionally the consortium will be required to target indicators that have low or non-performing scores.

Question 10: What will be policy once a 95% benchmark is attained?

Answer: Once a 95% threshold is reached, performance improvement is not necessary, but care must be taken to see that these high levels are maintained.

Question 11: Is it the consortium level that dictates how to meet accountability indicators?

Answer: Yes. Minnesota and each local consortium will be held to the accountability provisions as outlined in the Perkins IV Law. The state will be sanctioned if the overall state core indicator performance levels are below negotiated targets, set by OVAE, for two years in a row. In turn, the local consortia will be sanctioned if the overall core indicator performance levels are below negotiated targets two years in a row.

Question 12: How will the State address student progress from secondary to postsecondary?

Answer: The Minnesota legislature passed a law during the 2008 session to allow for transfer of data from secondary to postsecondary for educational research purposes such as transition from secondary to postsecondary programs of study. The Minnesota Department of Education is in the process of developing contracts with the appropriate agencies to share the necessary data to ensure that the data for the student progress indicator is valid and reliable.

Question 13: How will the data requirements change under new consortium structure?

Answer: Minnesota does not anticipate any major changes in data collection to meet the accountability requirements under Perkins IV as a result of the new consortium structure.

Question 14: What is the new cohort structure for reporting post-secondary indicators?

Answer: Rather than reporting on a snapshot of students enrolled in a single year, under Perkins IV post-secondary indicators are reported for a cohort of students who are followed for three years. For example, the FY2005-2009 cohort includes post-secondary students who enter a two-year college in FY2005. Data are collected on this group of students through the end of FY2009. Most indicators are reported for this group in the 2009 Consolidated Report (CAR). Reporting on placement (4P1) is lagged one year to allow for follow-up.

Technical Skill Attainment

Question 1: What is technical skill attainment, and how will it be measured, or how will consortia measure it?

Answer: The Perkins Act does not specifically define technical skill attainment other than to differentiate it from academic skill proficiency. Minnesota has begun the process of identifying technical skills for the purpose of accountability and is including core skills (other than academic skills) and general employability skills found within a program of study and general employability skills.

- Technical skill attainment of CTE students must be measured with valid and reliable instruments aligned with industry standards and certifications where available and appropriate.
- CTE relationships with business and industry, student CTE organizations, NOCTI, VTECS and others, will provide examples and possible measurement tools.
- It is important to have an alignment of technical skill assessments in programs of study that transition students into the postsecondary programs.

Question 2: When will consortia be required to report the results of technical skill attainment for all programs?

Answer: It is our current understanding that by July 1, 2009, each state and each local consortium will need to show progress in identifying processes to address technical skill attainment. However, we do not expect to have 100% compliance with this assessment requirement until June 2012.

Question 3: What are some of the steps for the local consortia to consider for developing/purchasing/obtaining technical skill assessments?

Answer: The state is conducting pilots to establish a process for identifying and utilizing assessments to measure technical skills within programs of study. In the interim, consortia are urged to consider the following:

- Indicate how the consortium will develop and implement technical skill assessments, particularly around programs of study.
- Seek the help of program advisory committees to guide local consortia to optimally design a technical assessment process that focuses on third-party industry-recognized skill assessments.
- Link skill assessments to the program of study plan.
- Endeavor to make technical skill assessments consistent within the consortium.
- Ensure that all assessments are valid and reliable.

Question 4: Will technical skill assessment requirements apply to both high school and college?

Answer: Technical skill assessments are required at both the high school and college levels.

SECTION III: FINANCIAL REQUIREMENTS

3.1 Local Application Budget Changes within the Fiscal Year:

Postsecondary Perkins:

Fiscal year local application budget changes of \$10,000.00 or more, within a goal, must be pre-approved by the Minnesota State Colleges and Universities, Office of the Chancellor. College Coordinators must receive approval before the expenditure can be made. All budget changes will be recorded as part of the College Perkins IV file.

Secondary Perkins:

Fiscal year local application budget changes of 10% or more, within a UFARS line item, must be pre-approved by the Minnesota Department of Education, Secondary Perkins Coordinator. Secondary Coordinators/Directors must receive approval before the expenditure can be made. All budget changes will be recorded as part of the Secondary Perkins IV file.

3.2 Fiscal Year Expenditure Timelines

Perkins IV does NOT allow colleges or school districts to carry-over unexpended funds from one fiscal year to the next. All expenditure orders must be **completed** by May 31st of the Local Application fiscal year. Attempts should be made to pay all invoices by June 30th of the Local Application fiscal year or shortly thereafter. Any payments to be made after July 31st must be cleared through the Office of the Chancellor Grants Accountant.

3.3 WorkForce Center Collaborative Expenditures

Postsecondary career and technical education programs, assisted under Perkins IV, are mandatory partners in the one-stop career center delivery system established by the Workforce Investment Act of 1998. While colleges are encouraged to collaborate with their one-stop partners, Perkins resource expenditures are not required as part of the collaboration. However, as specified in the local application, colleges must report all direct and indirect resources that were used in collaborative efforts with WorkForce Centers each fiscal year.

3.4 Funds for Support Services (Nontraditional by Gender):

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

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

3.5 Perkins IV Finance Cost Centers (MnSCU)

PART 1. FEDERAL REQUIREMENTS

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

1. Data consistency
2. Report reproducibility
3. Clear audit trail

PART 2. TYPES OF CATEGORIES

Effective FY 2011, the Business Office at the Office of the Chancellor (OOChr) will assign unique general ledgers for the following five categories with corresponding procedures:

NOTE: Colleges must use the GL provided by the OOChr.

1. Basic Grant – GL

- a. A separate cost center must be set up for administration and for each goal in your local consortium approved application.
- b. Colleges must load the budgets per awarded amounts into ISRS (the total across all cost centers must equal the award).
- c. Per Carl D. Perkins Career and Technical Education Act of 2006, MnSCU will recapture unused funds at the close of state fiscal year (around Aug. 15th of each year).

2. Reserve Funds – GL

- a. A cost center must be set up in the reserve funds GL for each of your goals in your local consortium approved application.
- b. Colleges must load the budgets per awarded amounts into ISRS (the total across all cost centers must equal the award).

- c. Per Carl D. Perkins Career and Technical Education Act of 2006, MnSCU will recapture unused funds at the close of state fiscal year (around Aug. 15th of each year).

3. Reallocated Funds – GL

- a. Typically in October, MnSCU OOCr and the Minnesota Department of Education (MDE) will pool the prior year recaptured funds from secondary school districts and postsecondary colleges, reallocate to the local consortium according to the formula for basic grant distribution, and will notify the consortium of reallocated award.
- b. A cost center must be set up in the reallocated GL number provided by the OOCr for each goal in your local consortium approved application for the reallocations grant.
- c. Colleges must load the budgets per awarded amounts into ISRS (the total across all cost centers must equal the award).

4. Leadership – GL

a. Perkins IV Agreements

- i. MnSCU OOCr and colleges sign agreements for specific leadership projects using the Perkins IV Agreements approved template.
- ii. MnSCU OOCr grant accountant decreases budget by the amounts of Perkins IV awards (releases contracted funds).
- iii. Colleges create unique cost centers in the leadership GL number provided by the OOCr for each of the contracts.
- iv. Colleges must load the budgets per awarded amounts into ISRS.

b. Special Assignments/Reassign of Campus Employees

When a system college, as the primary employer, is engaged to provide services of its employees on a temporary basis to the OOCr or another system institution, an Approval Letter or Intra-Agency Agreement must be used.

- i. An approval letter will be used if the assignment will result in a one-time payment of \$500 or less.
- ii. A revised Intra-Agency Agreement Guidelines will be used if the assignment results in multiple payments or payment of \$501 or greater.
- iii. It is essential that the parties at both institutions representing Academic Affairs, Human Resources and Finance be consulted **prior to** the execution of the agreement. The new communications Flowchart illustrates the expected communications practice.
- iv. The process for reimbursement of expenditures by the contracting party to the service provision party should be clearly identified.
- v. The home location will enter the assignment in the State College and University Personnel Payroll System (SCUPPS) with a category code created in SCUPPS to specifically identify FTE from another system location. This is essential for reporting purposes in Academic Affairs.
- vi. This process is intended to be used for hires between a campus and the OOCr and, where applicable, between two campuses.

The Communications Flowchart, Approval Letter, revised Intra-Agency Agreement along with guidelines for using these documents, are located on the system Human Resources website at: http://www.hr.mnscu.edu/intra-agency_agreement/index.html.

5. Sub-grants GL

- a. Sub-grants can be made from one college to another recipient. The entity granting the funds pays from the GL assigned to the Basic Grant, Leadership, Recaptured or the Reserve award per the sub-grant agreement.
- b. The recipient entity sets up a separate cost center in the sub-grant GL for each sub-grant and receipts grants and expenditures pertaining to that award.
- c. The granting college entity will be reimbursed for the sub-grant payments. The recipient entity will not be reimbursed by MnSCU as they are reimbursed by the sub-granting college.

PART 3. EXPENDITURE REIMBURSEMENT PROCESS

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

1. OOChr grant accountant checks the Perkins cost centers for all colleges for accumulated expenditures and completes the drawdown from the federal systems to reimburse colleges.
2. OOChr grant accountant enters a Cash Receipt Wire (CRW) in the Minnesota Accounting and Procurement System (MAPS) to ensure the funds are directed to the appropriate college.
3. OOChr grant accountant sends college fiscal contact notice that funds will be deposited in college's MAPS account. College fiscal contact receipts funds into appropriate Perkins cost center in ISRS.

PART 4. PAYMENTS OF SPECIAL ASSIGNMENTS/REASSIGNMENT OF CAMPUS EMPLOYEES

The campus and the OOChr or, when applicable, the two campuses, will pay for the Special Assignment/Reassignment using the process agreed upon in 4B above.

Sub-grant draws will be completed based on the payment made by the awarding college to the sub-grant recipient. Draws do not include reimbursement on sub-grant cost center. Awarding organization will make payment from the Basic, Leadership, Reserve or Reallocation cost centers.

SERVS FINANCIAL SYSTEM (MDE)

Secondary Perkins: Secondary programs expending Perkins IV resources are required to budget those expenditures by goal, and to report expenditures using the Uniform

Financial Accounting and Reporting System (UFARS) through the SERVS Financial System.

State Educational Record View and Submission (SERVS) Financial System is a password protected web site for members of secondary educational organizations who have received prior approval to submit grant applications and create budgets, approve transactions, request fund reimbursement or simply view grant applications and the budget management process. <http://education.state.mn.us/EGMS/>.

In FY11 and beyond, secondary fiscal agents will use the SERVS Financial System to submit their Perkins applications/budgets and expenditures. The fiscal agent will submit the consortium application and budget through the SERVS Financial System web site. Once applications are approved, consortia will submit their expenditures through a draw down request. Reimbursements will be made based upon the draw down request. Expenditures by individual goals must be reported each year in the secondary budget for the Perkins IV Annual Performance Report (APR). The required Excel format is found at www.cte.mnscu.edu.

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

3.6 Using Perkins IV Resources to Fund Personnel

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

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

- Personnel are providing service to special populations (as defined by the Federal Perkins Act of 2006 – page 97 of the Official Guide); and/or
- Personnel are assigned to other functions and/or projects designed to improve career and technical education as measured by one or more of the five (5) goal areas and as specified in the college's currently approved Perkins Local Application Plan.

In all cases the following conditions must be met:

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

3.7 Using Perkins IV Resources to Fund Postsecondary Perkins Programs

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

3.8 Postsecondary Customized Training Courses and Programs

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

3.9 Perkins IV – 5% Administrative Cost Allowances

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

3.10 Supplement Not Supplant Requirements

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

3.11 College Expenditure Reimbursement

A College Fiscal Agent can access funds through expenditure reimbursement: The College Fiscal Agent and Consortium Coordinator is notified of the Perkins grant award. This is an authorization to spend up to the amount of the current grant funds which will be reimbursed.

Account Structure and Process for Fiscal Agents:

- 1) Set up cost center(s) with budget(s) totaling the award amount.
- 2) Send the OOC Grant Accountant the cost center number(s) electronically.
- 3) Begin making expenditures which fit within the grant requirements which are charged against the
- 4) The OOC Grant Accountant periodically checks the Perkins cost centers for all Colleges to determine accumulated expenditures and completes a draw down from the federal system to reimburse the expenditures.

- 5) The OOC Grant Accountant enters a Cash Receipt Wire Transfer (CRW) in MAPS to ensure the funds are directed to the College Fiscal Agent.
- 6) Funds are sent to the College Fiscal Agents and are receipted into the Perkins cost center(s).

Frequently Asked Questions for Fiscal Requirements

Question 1: How are the dollars generated to the local consortia?

Answer: A Perkins consortium will receive 100% of the funds that are generated by Pell counts and the MDE formula comprised of 70% for students of poverty and 30% for the general population, ages 5-17, using the most current census data provided by OVAE. In addition, beginning in FY09, 10% of the funds will be allocated to consortia in a geographical and student population formula that differs from the general allocation to help fund activities formerly supported by Tech Prep.

Each consortium has a secondary and a postsecondary fiscal agent. The Perkins Annual Application plan determines what member districts and colleges may spend. The Consortium determines how funding for district and college members will occur, but the Perkins Act prohibits the awarding of dollars to individual colleges and high schools based upon an allocation formula. A common practice is for fiscal agents to pay bills directly or reimburse for expenditures by member districts and colleges.

Question 2: When Perkins consortia are being audited, what will auditors be looking for at the college/district level?

Postsecondary and Secondary Perkins:

Answer: The state requires that all agencies perform audits of all fiscal records either yearly or biannually. Currently, Kern, DeWenter, Viere, LTD (KDV) is responsible for the annual system-wide audit of the Minnesota State Colleges and Universities. This includes auditing internal federal programs, as determined by the Minnesota Office of the Legislative Auditor (OLA). KDV's work is incorporated into the State of Minnesota's report on federally assisted programs often referred to as the single audit report.

If the Vocational Education Basic State Grant Program – CFDA 84.048A (Perkins IV) is determined to be a material program by the OLA, KDV will review controls at the Office

of the Chancellor over the distribution and reporting of Perkins IV funds. In addition, KDV may review controls and conduct testing at the college level.

For secondary programs, the local district is to include the Federal Perkins dollars with all other allocations audited during the district's year-end audit. Copies of the final, approved audits are kept on file at MDE fiscal services and the part containing the Perkins dollars needs to be submitted and kept on file with the Perkins Local Grant Application.

Secondary and postsecondary audits may include determining whether:

- The institution/local school district appropriately manages the Perkins IV budget.
- Expenditures, including payroll costs, are for allowable activities – consistent with required and permissible goals, as stated in the approved Perkins local application.
- Purchases are made in compliance with state and institution/district specific policies and procedures.
- The institution/district is in compliance with record retention policies – i.e. appropriate documentation is maintained.
- Equipment and real property are properly managed – state asset stickers and inventoried.
- Perkins IV funds are accounted for appropriately – that funds are tracked in separate cost centers/UFARS.
- Personnel Activity Reports (PARs) are on file for all individuals paid for with Perkins funding.

Question 3: Can charter schools be eligible for Perkins funding?

Answer: Yes, as long as they are part of a consortium, have approved CTE programs on file with MDE, and have appropriately licensed CTE teachers.

Question 4: What is the grade span for students served by Perkins IV?

Answer: Minnesota Rules define a secondary CTE student as being in grades 9-12. Postsecondary CTE students are enrolled in the state's community and technical colleges. The Perkins Act allows expenditures as early as grade 7.

Question 5: What allowable CTE preparatory services may be funded using Perkins grant funding?

Answer: Preparatory services and activities are permissible expenditures that may use Perkins funds in grades seven through nine. Perkins funds may not be used to fund preparatory services and activities below grade seven. Evidence must show how preparatory services and activities may lead to participation in a career and technical education program.

Some examples of acceptable guidance and career exploration expenditures include:

- Job shadowing/field trips
- Marketing high school and college CTE courses in the middle school
- MCIS, Career Explorer, Career Winds, MN Careers or other career exploration publications

Question 6: May consortia use Perkins IV funds to purchase refreshments and meals for local meetings?

Answer: The U.S. Office of Management and Budget Circular A-87 (reference the Local Application, Section III, or the federal site at [OMB Circular A-87](#)) determines and lists what expenditures are allowable under federal grant rules. Refreshments and meals may be purchased with Perkins funds if the meeting or event is linked to the plan in the consortium application and expenses are reasonable. Upon meeting these criteria, the ultimate decision to purchase refreshments rests with the appropriate local authority.

- All expenditures must “be necessary and reasonable for proper and efficient performance and administration of Federal awards”.
- An expenditure, or cost, is reasonable if, in its nature and amount, it does not exceed that which would be incurred by a prudent person under the circumstances prevailing at the time the decision was made to incur the cost.
- In determining reasonableness of a given expenditure or cost, consideration must be given to whether the expenditure or cost is:
 - Of a type generally recognized as ordinary and necessary for, or within, the operation of the entity who received the award
 - Consistent with the recipient’s policies, regulation and procedures
 - Consistent with guidelines established by the school district, college or consortium
 - Consistent with the intent, terms and conditions of the Federal award
 - Provided at fair market prices for comparable goods and services
 - Demonstrating prudence by the individuals determining expenditure and cost allocation
 - In compliance with all Federal, state or local laws and regulations
- All expenditures must be documented for audit.

Question 7: May Perkins funds be used to support a program/service that was supported last year with non-federal funds?

Answer: No, this would be supplanting in most situations. Exception – When it would be impossible to continue the program/service without the federal funds, it may not be considered supplanting. Documentation (e.g., School Board Minutes or a letter from the College President, etc.) is required and must have state CTE approval.

Question 8: Is it permissible to fund appropriate CTE salaries with state dollars that have in the past been funded with federal dollars?

Answer: It is always permissible to go from federal Perkins funding to state/college/local funding for eligible CTE expenditures. However, once expenditures are made with state, college or local funds, the expenditures may not revert back to being supported by Perkins funds.

Title III General Provisions, Part A – Federal Administrative Provisions [Section 311. Fiscal Requirements (a)] Supplement not Supplant – Funds made available under this Act for career and technical education activities shall supplement, and shall not supplant, non-Federal funds expended to carry out career and technical education activities and tech prep program activities. (Perkins Act of 2006, page 144).

Question 9: Can Perkins IV funds be commingled with other funds to offer programs and/or services?

Answer: No, Perkins funds may not be commingled in a budget code since they would lose their identity for accountability purposes. Expenditures must be traceable to the source of funding. However, eligible programs and services can be co-funded from multiple sources to maximize and leverage the overall available funds.

Question 10: Concerning financial cost centers for each application goal, may we determine an alternate solution for recording the percentages of work for an individual who may spread their time among five goals? May we indicate on the plan where personnel will work, but for fiscal purposes have them in one cost center? (Example: one individual may have 5% in goal 2, 75% in Goal 1, 10% in Goal 3, and 5% in Goal 4, but their salary would be tied to Goal 1.)

Answer: The offered solution is a good one. Simply indicate in the application where responsibilities will occur. If the individual's main responsibility is in Goal 3, identify the position and indicate the percentage of time devoted to each of the goals. For fiscal purposes, attach the position to a cost center that will reflect the individuals' majority responsibility.

Question 11: Within Perkins III there was more funding flexibility with Tech Prep. Will the proposed Perkins IV basic grant structure be more restrictive with funding as it applies to Tech Prep activities?

Answer: It is true that under the new consortium structure all recipients must comply with the Perkins basic grant funding/expenditure guidelines. However, the restrictions for expending Perkins IV basic grant resources are less restrictive than they were under Perkins III. Please refer to the Financial Section in this Operational Handbook for additional information regarding what expenditures are allowable under Perkins IV.

Question 12: Will the current formula, used to determine the basic grant split between MnSCU and MDE, be the same throughout the life of Perkins IV?

Answer: The current formula may be renegotiated on an annual basis.

Question 13: A number of postsecondary institutions use their Perkins resources to fund individuals who provide supplemental support services. May this practice be continued under the new structure?

Answer: Yes, providing supplemental support services (e.g., tutoring, specialized counseling, curriculum modification, etc.) for CTE individuals within special populations is included in the local plan objectives and with specific outcomes and measures and is not considered supplanting.

Question 14: Does a consortium have to use Perkins funds for the required activities?

Answer: No, a consortium may use any funds that are made available to the program but the local application should show where the dollars are coming from (e.g., local district dollars, college funds, other grant funds, etc.) for the state reviewers to know that the activities are achievable with dollars backing them.

Question 15: May the eligible postsecondary college be the fiscal agent for both the postsecondary and secondary members within the consortium?

Answer: No, the secondary requirements for fiscal accounting must be used for all secondary expenditures. Secondary UFARS coding is not feasible for the postsecondary business offices to use.

Question 16: What are the Perkins fiscal responsibilities to which each fiscal agent must adhere?

Answer: Fiscal offices must follow the federal, state, and local rules for all dollars under Perkins (check with local district Business Office or College Chief Financial Officer).

Question 17: May we spend any dollars in classrooms that do not have CTE approval, e.g., general education program areas?

Answer: Consortia are allowed to expend Perkins dollars for professional development under the umbrella of collaboration and/or integration of academics into career and technical education programs. Perkins funds may not be expended for salaries, equipment, supplies, or other items other than in approved CTE programs.

Question 18: In the new collaborative consortium structure, how will the dollars be allocated throughout the participating districts?

Answer: By requirements in the Perkins Act of 2008, Perkins funds will be allocated to the consortium where specific goals, objectives, strategies, and outcomes/measures are driving the plan. All participating partners must sign off on the plan assurance page to demonstrate that all are in agreement with the application. Consortia may not allocate

funds to partners on a formula basis. Decisions regarding the use of Perkins funds must remain at the consortium and may not be delegated to individual partners. Districts DO NOT get the dollar amount, or the percentage of dollars, that the state formula specifically provided. If large and small districts combine into a new consortium the dollars will be allocated under the plan according to the goals.

Question 19: How will Perkins dollars be used for remediation at either the secondary or postsecondary levels?

Answer: Programs of study may include prerequisites but Perkins funds may not be used for remedial courses. Local consortia are encouraged to work with other remedial efforts in high school or with Adult Basic Education providers to ensure students have necessary academic skills.

Question 20: Are the Perkins consortia expected to submit a secondary budget and a postsecondary budget for approval?

Answer: Yes. A secondary and postsecondary budget is required for each consortium. The two state agencies expect joint consortium planning to be reflected in the budget narrative.

Question 21: Are programs required to offer a sequence of courses? Is one course seen as a program? Does the number of programs impact funding?

Answer: Minnesota has not required locals to include more than one course in an approved secondary CTE program, but it is expected that a sequence of both academic and technical courses will be identified within a program of study.

Question 22: Where do we find the rules governing the distribution of funds?

Answer: The distribution of Perkins funds is specified in the Act with some further guidance provided in Minnesota statutes, Minnesota rules and the State Plan for Career and Technical Education.

- Section 111 of the Act describes the process for distribution of federal Perkins funds to states.
- Section 112 of the Act specifies that 85% of the funds received by the state are distributed to local recipients and 15% of the funds are reserved for state administration and leadership. Section 112 also allows states to distribute a portion of the local funds using an alternate formula that addresses no more than three criteria.
- Section 122 requires the state to identify its distribution process in the State Plan.
- Section 131 specifies how funds will be distributed to secondary recipients.
- Section 132 specifies how funds will be distributed to postsecondary recipients.

- Minnesota Statute 136F.79 designates the Board of Trustees at the Minnesota State Colleges and Universities as the sole state agency for the receipt and distribution of Perkins funds.
- Minnesota Rule 3505.1700 specifies that an annual agreement will be developed between the Commissioner of the Minnesota Department of Education and the Chancellor of the Minnesota State Colleges and Universities for the secondary/postsecondary split.
- The State Plan specifies the factors used in calculating the secondary/postsecondary split.

SECTION IV: PERKINS IV FEDERAL and STATE DEFINITIONS

Academic Programs	In Minnesota secondary and postsecondary education, there is a significant difference in the use of the term “academic programs.” For clarification purposes, academic programs at the college level include programs such as pre-med, manufacturing engineering, nursing, fine arts, or sociology, etc. At the secondary level, academic programs are the general education courses such as mathematics, science, and English. (MnSCU, 2008)
Academically Disadvantaged	See Disadvantaged
Accountability Indicators	<p>Secondary:</p> <p>1S1 Academic Attainment in Reading/Language Arts</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>1S2 Academic Attainment in Mathematics</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>2S1 Technical Skill Attainment</p> <p>Numerator: Number of <i>Secondary CTE concentrators</i> within Programs of Study selected by the state for which state-approved technical skill assessment instruments have been identified (For 2010-2011, Minnesota will have identified technical skill assessments for the following Programs of Study: Business, financial Management and</p>

Accounting; health Therapeutic Services; Law Enforcement; Network Systems; and Plant Systems.) who attain a passing score on any of those identified technical skill assessment instruments pertinent to the Program of Study in which concentrator status is obtained.

Denominator: Number of *Secondary CTE concentrators* within Programs of Study selected by the state for which state-approved technical skill assessment instruments have been identified who attempt any of those identified technical skill assessment instruments pertinent to the Program of Study in which concentrator status is obtained.

3S1 School Completion

Numerator: Number of CTE concentrators who earned a regular secondary school diploma during the reporting year.

Denominator: Number of CTE concentrators who left secondary education during the reporting year.

4S1 Student Graduation Rates

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.

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.

5S1 Placement

Numerator: Number of *Secondary CTE completers* who register as participating in higher education in a data match through the Minnesota Office of Higher Education, PLUS, the number of *Secondary CTE completers* who *do not* register as participating in higher education in a data match through the Minnesota Office of Higher Education but *do* respond positively to a survey request for information pertaining to their higher education, employment or military status.

Denominator: Number of *Secondary CTE completers Secondary*.

6S1 Nontraditional Participation

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

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

6S2 Nontraditional Completion

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

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

Postsecondary:

1P1 Technical Skill Attainment

Numerator: Number of CTE concentrators who passed technical skill assessments

that are aligned with industry-recognized standards, if available and appropriate, during the reporting year.

Denominator: Number of CTE concentrators who took technical skill assessments during the reporting year.

2P1 Credential, Certificate, or Degree

Numerator: Number of CTE concentrators in a given student entry cohort who, any time in the cohort timeframe, received a CTE certificate, diploma, AAS or an AS and were designated as such at the time of the reporting year.

Denominator: Number of CTE concentrators who achieved that status any time during the cohort timeframe and were designated as such at the time of the reporting year.

3P1 Student Retention or Transfer

Numerator: Number of CTE concentrators in a given student entry cohort who, in the last year of the cohort timeframe, were still intending to complete their program in the declared award, or have transferred to a two-year college or four-year university and were designated as such at the time of the reporting year.

Denominator: Number of CTE concentrators who achieved that status any time during the cohort timeframe and were designated as such at the time of the reporting year.

4P1 Student Placement

Numerator: Number of CTE concentrators, who achieved that status any time during the cohort timeframe and were designated as such at the time of the reporting year, and who were placed or retained in employment, or placed in military service or apprenticeship programs in the 2nd quarter following the program year in which they left postsecondary education (i.e., unduplicated placement status for CTE concentrators who graduated by June 30, 2007 would be assessed between October 1, 2007 and December 31, 2007).

Denominator: Number of CTE concentrators who achieved that status any time during the cohort timeframe and were designated as such at the time of the reporting year.

5P1 Nontraditional Participation

Numerator: Number of CTE participants in a given student entry cohort who, any time in the cohort timeframe, 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.

Denominator: Number of CTE participants in a given student entry cohort who, any time in the cohort timeframe, 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.

5P2 Nontraditional Completion

Numerator: Number of CTE completers in a given student entry cohort who, any time in the cohort timeframe, 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.

Denominator: Number of CTE completers in a given student entry cohort who, any time in the cohort timeframe, 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.
Accountability Student Definitions	<p>Secondary Participant: A secondary student who earns one (1) or more credits in any career and technical education (CTE) program area (100 hours in one career field).</p> <p>Secondary Concentrator: A secondary student who has earned two (2) or more credits in a single CTE career field (240 hours).</p> <p>Secondary Completer: A secondary concentrator who was 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>Postsecondary Participant: A community or technical college student in the Minnesota State Colleges & Universities system who:</p> <ul style="list-style-type: none"> a) belongs to a particular fiscal year cohort, <i>and</i> b) enrolled in a CTE program, <i>and</i> c) declared as their degree intent (major) a CTE award <p style="text-align: center;">OR</p> <ul style="list-style-type: none"> a) belongs to a particular fiscal year cohort, and b) enrolls in a CTE course. <p>Postsecondary Concentrator: A community or technical college student in the Minnesota State Colleges & Universities system who:</p> <ul style="list-style-type: none"> a) belongs to a particular fiscal year cohort, and b) enrolled in a long-term CTE program, and c) declared as their degree intent (major) a CTE award <p style="text-align: center;">OR</p> <ul style="list-style-type: none"> a) belongs in a particular fiscal year cohort, and b) enrolled in a short-term CTE program, and c) declared as their degree intent (major) a CTE award, and d) completed and received the award in which they declared their intent.
Accuplacer	A course placement assessment that provides learners with useful information about their academic skills in math, writing, and reading. The results of the assessment, in conjunction with academic background, goals, and interests, are used by academic advisors and counselors to determine course selection. (The College Board, 2009)
Administration	The term administration, when used with respect to an eligible agency or eligible recipient, means activities necessary for the proper and efficient performance of the eligible agency or eligible recipient's duties under the Act, including the supervision of such activities. This term does not include curriculum development activities, personnel activities or research activities. (Perkins Act, 2006) In Minnesota, activities associated with managing the local consortium funds, managing local consortium data or indirect costs are considered administration and may not exceed five percent (5%) of the grant funds at either the secondary or postsecondary level.
Adult Learner	<p>Adult learners exhibit one or more of seven characteristics:</p> <ul style="list-style-type: none"> ● Have delayed enrollment into postsecondary education ● Attend part-time ● Are financially independent of parents ● Work full-time while enrolled ● Have dependents other than a spouse ● Are a single parent ● Lack a standard high school diploma <p>U.S. Department of Education, National Center for Education Statistics (NCES)</p>
All Aspects of the	Strong experience in, and understanding of, all aspects of the industry the students are

Industry	preparing to enter, including planning, management, finances, technical and production skills, underlying principles of technology, labor issues, and health and safety. (Perkins Act, 2006)
Annual Performance Report (APR)	A consortium report of data, fiscal, and continuous improvement outcomes for the prior fiscal year Perkins annual application. (MDE/MnSCU, 2009)
Articulation	A process for coordinating the linking of two or more educational systems within a community to help learners make a smooth transition from one level to another, without experiencing delays, duplication of courses or loss of credit. Horizontal articulation generally refers to learner transfer of credit from one program to another within one institution or from one institution to another. Vertical articulation refers to the transfer of credit from a lower-level institution to a higher-level one. The term is used both in higher education and in secondary/postsecondary articulation. The secondary/postsecondary version describes a high school/college connection; the higher education version of vertical articulation describes a community or technical college/senior college or university connection. (MnSCU/MDE, 1998)
Articulation Agreement	A written, signed commitment: <ol style="list-style-type: none"> 1. that is agreed upon at the state level or approved annually by lead administrators of: <ol style="list-style-type: none"> a) a secondary institution and a postsecondary educational institution; or b) a sub baccalaureate degree granting postsecondary educational institution and a baccalaureate degree granting postsecondary educational institution; and 2. that includes a program of study that is: <ol style="list-style-type: none"> a) designed to provide learners with a non-duplicative sequence of progressive achievement leading to technical skill proficiency, a credential, a certificate, or a degree; and b) utilizes credit transfer agreements between the institutions described in clause 1. or 2. of subparagraph A, (Perkins Act, 2006) (MnSCU Procedure 3.36.1, Part 2, Subpart M.)
BRIO	Now Hyperion/BRIO – a software application that allows colleges to view student data that has been entered into ISRS. (MnSCU, 2009)
Brokering of Services (Continuum of Services for Learners)	A Perkins consortium will: <ol style="list-style-type: none"> 1. collaborate with other consortia, as needed, to assist learners in locating programs of study that meet their career interests and aspirations. 2. assist learners in locating appropriate preparatory courses or learning activities not available locally to prepare for a program of study. (MDE/MnSCU, 2008)
CTE Awards	Minnesota State Colleges & Universities define these as certificates, diplomas, Associate of Applied Sciences (AAS), and Associate of Science (AS).
Career and Technical Education	Organized educational programs, services, and activities which are related to the preparation of individuals for paid or unpaid work or for additional preparation for a career requiring technical competencies or a postsecondary or higher education advanced degree. (MN Rules 3505.1000) CTE courses are those that offer a coherent sequence and: <ol style="list-style-type: none"> 1. provide individuals with rigorous content aligned with challenging academic standards and relevant technical knowledge and skills needed to prepare for further education and careers in current or emerging professions; 2. provide technical skill proficiency, an industry-recognized credential, a certificate, or an associate degree; and may include prerequisite courses (other than remedial courses) that meet other requirements; and include competency-based applied learning that contributes to the academic knowledge, higher-order reasoning and problem-solving skills, work attitudes, general employability skills, technical

	skills, occupation-specific skills, and knowledge of all aspects of an industry, including entrepreneurship of an individual. (Carl D. Perkins Act 2006)																
Career and Technical Education College Courses	Courses with CIP Codes that are in one of the 16 career clusters as defined by the U.S. Department of Education. (MnSCU, 2009)																
Career and Technical Student Organization (CTSO)	A high school or college student leadership organization, recognized under M.S. 124D.355 or MnSCU Board Policy as a CTSO, and considered co-curricular in nature, that engages in activities integral to student success in career and technical education programs. Examples include: BPA, FFA, FCCLA, FCCLA-HERO, DECA, Delta Epsilon Chi, HOSA, PAS, and SkillsUSA.																
Career Assessment	The process of measuring career aptitude, career interest, and academic and career achievement. It may also include such factors as work history, physical capacity, work values and temperament. Career assessment may be accomplished through formal, standardized instruments or through informal means such as interviews or observing work samples. (U.S. Department of Education)																
Career Clusters	<p>A grouping of occupations/career specialties according to a national classification of 16 career clusters which are based on common knowledge and skills. The 16 career clusters can be used as an organizing framework for curriculum design and instruction by high schools and colleges (adapted from the National Association of State Directors of Career Technical Education Consortium States' Career Clusters Project).</p> <table border="0"> <tr> <td>Agriculture, Food, & Natural Resources</td> <td>Hospitality & Tourism</td> </tr> <tr> <td>Architecture & Construction</td> <td>Human Services</td> </tr> <tr> <td>Arts, Audio/Video Technology, & Communications</td> <td>Information Technology</td> </tr> <tr> <td>Business, Management, & Administration</td> <td>Law, Public Safety, Corrections, & Security</td> </tr> <tr> <td>Education & Training</td> <td>Manufacturing</td> </tr> <tr> <td>Finance</td> <td>Marketing, Sales, & Service</td> </tr> <tr> <td>Government & Public Administration</td> <td>Science, Technology, Engineering, & Mathematics</td> </tr> <tr> <td>Health Science</td> <td>Transportation, Distribution, & Logistics</td> </tr> </table>	Agriculture, Food, & Natural Resources	Hospitality & Tourism	Architecture & Construction	Human Services	Arts, Audio/Video Technology, & Communications	Information Technology	Business, Management, & Administration	Law, Public Safety, Corrections, & Security	Education & Training	Manufacturing	Finance	Marketing, Sales, & Service	Government & Public Administration	Science, Technology, Engineering, & Mathematics	Health Science	Transportation, Distribution, & Logistics
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Health Science	Transportation, Distribution, & Logistics																
Career Exploration	An activity designed to provide some in-depth exposure to career options for students. Activities may include the study of career opportunities in particular fields to identify potential careers, writing individual learning plans that dovetail with career majors offered at the high school level, or review of local labor market information. (Minnesota School-To-Work System Planning Guide)																
Career Fields	<p>Six career fields represent the broadest aggregation of careers and are a part of the Minnesota Career Fields, Clusters, and Pathways framework. Students are normally exposed to career field exploration in middle school and early high school. (adapted from Nebraska Department of Education)</p> <table border="0"> <tr> <td>Agriculture, Food, & Natural Resources</td> <td>Engineering, Manufacturing, and Technology</td> </tr> <tr> <td>Art, Communications, & Information Systems</td> <td>Health Science Technology</td> </tr> <tr> <td>Business, Management, & Administration</td> <td>Human Services</td> </tr> </table>	Agriculture, Food, & Natural Resources	Engineering, Manufacturing, and Technology	Art, Communications, & Information Systems	Health Science Technology	Business, Management, & Administration	Human Services										
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Art, Communications, & Information Systems	Health Science Technology																
Business, Management, & Administration	Human Services																
Career Guidance & Counseling	<p>An activity that:</p> <ol style="list-style-type: none"> 1. provides to students (and parents, as appropriate) access to information regarding career awareness and planning with respect to an individual's occupational and academic future; and 2. provides information with respect to career options, financial aid, and postsecondary options, including baccalaureate degree programs. (National 																

	Counseling Guidelines, 2006)
Career Pathways	A subgrouping of occupations and career specialties within career clusters based upon similar common and advanced knowledge and skills. (Adapted from the Career Clusters initiative)
Classification of Instruction Program (CIP) Codes	A U.S. Department of Education coding system for programs of instruction that includes sixteen Perkins eligible career clusters. The Minnesota State Colleges and Universities, Office of the Chancellor, assigns CIP codes to all programs and courses in its program inventory data.
Coherent Sequence of Courses	A series of courses in which career & technical and academic education are integrated and which directly relate to, and lead to, both academic and occupational competency. The term includes competency-based education, academic education and adult training or retraining that meets these requirements. [Federal Register, Section 400.4(b)]
Collaboration	A mutually beneficial and well-defined relationship entered into by two or more organizations to achieve common goals. The relationship includes a commitment to: a definition of mutual relationships and goals; a jointly developed structure and shared responsibility; mutual authority and accountability for success; and sharing of resources and rewards. (Amherst H. Wilder Foundation)
Collaborative Agreement	A formal agreement between two or more parties, at least one of which is a system college or university, to co-deliver an academic program. One or more colleges or universities signing the agreement may confer the award. (MnSCU Procedure 3.36.1, Part 2, Subpart N, 2009.)
College-level	A college-level course is a college or university course that meets college-level standards. Credits earned in a college-level course apply toward the requirements of a certificate, diploma, or degree. (MnSCU Procedure 3.3.1, Part 1, Subpart A, 2008.)
College In The Schools (CIS)	A National Association of Concurrent Enrollment Programs (NACEP) accredited concurrent enrollment program serving high school students, teachers, and schools by increasing access to college learning, supporting excellence in teaching, and strengthening high school-university connections. (University of Minnesota) A College in the Schools course is delivered in the high school by a high school teacher.
Community-Based Organization	A private, nonprofit organization of demonstrated effectiveness that is representative of communities or significant segments of communities and that provides job-training services. Examples include the National Urban League and the United Way of America.
Concurrent Enrollment	A PSEO concurrent enrollment course is a college or university course made available through the PSEO Program offered through a secondary school, and taught by a secondary teacher. (MnSCU Policy 3.5 Post-Secondary Enrollment Options [PSEO] Program)
Concentrator (Career & Technical Education)	Secondary and postsecondary (refer to Accountability)
Consolidated Annual Report (CAR)	A Perkins IV state report of performance submitted annually to the U.S. Office of Education each year that includes state accountability data, fiscal reporting and continuous improvement outcomes. (MDE/MnSCU, 2009)
Consortium	A Perkins consortium is a consortium involving at least one eligible postsecondary institution and at least one eligible secondary school district that is formed to plan for and implement career and technical education programming and receive Perkins funds in a geographic region of the state. (MDE/MnSCU, 2008)
Contextual Learning	Contextual knowledge is learning that occurs in close relationship with actual experience. Contextual learning enables students to test academic theories via tangible, real world

	<p>applications. Stressing the development of “authentic” problem-solving skills, contextual learning is designed to blend teaching methods, content, situation, and timing. (adapted from the National Conference of State Legislatures, 2002)</p>
<p>Continuum of Service Provision (CSP) (see also Brokering of Services)</p>	<p>The Continuum of Service Provision is a set of support services, curricular processes, and educational products determined by consortia that create value for students. Such services should leverage systemic change within, between, and among local consortia. Any consortium wishing to engage in CSP has a choice from four different options:</p> <ul style="list-style-type: none"> ● Sequential - Student need determined by consortium seeking CSP ● Concurrent - Student need determined jointly by two or more consortia seeking CSP but CSP within each consortium is separate ● Coordinated - Student need determined jointly by two or more consortia but CSP within all consortia aligned ● Integrated - Student need determined jointly by two or more consortia with every consortium having identical CSP <p>Which option is most appropriate for a local consortium depends on the following criteria:</p> <ul style="list-style-type: none"> ▪ Student needs ▪ Cohorts versus individual students ▪ Development and coordination time ▪ Availability of staff resources ▪ Funding constraints ▪ Degree of adaptability
<p>Cooperative Education</p>	<p>A method of education for individuals who, through written cooperative arrangements between a school and employers, receive instruction, including required rigorous and challenging academic courses and related career and technical education instruction, by alternation of study in school with a job in any occupational field, which alternation –</p> <ol style="list-style-type: none"> A. shall be planned and supervised by the school and employer so that each contributes to the dedication and employability of the individual, and B. may include an arrangement in which work periods and school attendance may be on alternate half days, full days, weeks, or other periods of time in fulfilling the cooperative program. (Perkins Act, 2006).
<p>Coordination</p>	<p>For the purposes of staffing or directing local consortium activities associated with this application, the term coordination means activities conducted by consortium leadership to carry out the goals. Coordination may include organization and operation of professional development experiences, leadership and operation of activities associated with program development and expansion including the development and implementation of programs of study, activities associated with coordinating work supported by Perkins funds with activities supported by other (state or local) resources, and activities associated with developing and sustaining the consortium. In Minnesota, coordination activities are not included among those activities held to the 5% administrative cap, but should be included in the application narrative under the appropriate goal(s). This definition does not apply to coordination of student activities as a teacher/faculty/coordinator or student organization advisor. (MDE/MnSCU, 2008)</p>
<p>Credit (Postsecondary)</p>	<p>A quantitative measure of instructional time assigned to a course or an equivalent learning experience such as class time per week over an academic term. (MnSCU Procedure 3.36.1, Part 2, Subpart P, 2009)</p>
<p>Curriculum</p>	<p>[At the postsecondary level] A coherent set of instructional experiences designed through established system college and university procedures to achieve desired student learning outcomes. Curriculum may refer to an academic program, an academic program element such as the major, an instructional unit, the general education component, or the entirety of offerings of a college or university. (MnSCU Procedure 3.36.1, Part 2, Subpart Q).</p>

<p>Disability</p>	<p>Any individual who:</p> <ul style="list-style-type: none"> a) has a physical or mental impairment that substantially limits one or more of the major life activities of that individual; b) has a record of an impairment; c) or is regarded as having an impairment. <p>This definition includes any individual who has been evaluated under Part B of the Individuals with Disabilities Education Act and is determined to be an individual with a disability who is in need of special education and related services; and any individual who is considered disabled under Section 504 of the Rehabilitation Act of 1973. At the secondary level, counts of learners with disabilities are typically based on whether a learner has an Individualized Educational Program (IEP). At the postsecondary level, counts of learners with disabilities are typically based on learner self-reports of disabling conditions. [1990 Americans with Disabilities Act]</p>
<p>Disadvantaged</p>	<p>Individuals</p> <p>Other than individuals with disabilities who, due to economic or academic deficiencies, require special services and assistance in order to succeed in career & technical education programs. This term includes individuals who are members of economically disadvantaged families, migrants, individuals of limited English proficiency and individuals who are dropouts from, or who are identified as potential dropouts from, secondary school.</p> <p>Academically Disadvantaged</p> <p>An individual who scores at or below the 25th percentile on a standardized achievement or aptitude test, whose secondary school grades are below 2.0 on a 4.0 scale (on which the grade “A” equals 4.0), or who fails to attain minimum academic competencies. This definition does not include individuals with learning disabilities. [Federal Register, Section 400.4(b)]</p> <p>Economically Disadvantaged</p> <p>A family or individual that is eligible for any of the following:</p> <ul style="list-style-type: none"> • The program for Aid to Families with Dependent Children under Part A of Title IV of the Social Security Act (42 U.S.C. 601). • Benefits under the Food Stamp Act of 1977 (7 U.S.C. 2011). • Is counted for purposes of section 1005 of Chapter 1 of Title 1 of the Elementary and Secondary Education Act of 1965, as amended (Chapter 1) (20 U.S.C. 2701). • Qualifies for free or reduced-price meals program under the National School Lunch Act (42 U.S.C. 1751). • Determined by the Secretary to be low-income according to the latest available data from the Department of Commerce. <p>Identified as low income according to other indices of economic status, including estimates of those indices, if a grantee demonstrates to the satisfaction of the Secretary that those indices are more representative of the number of economically disadvantaged students attending career & technical education programs. The Secretary determines, on a case-by-case basis, whether other indices of economic status are more representative of the number of economically disadvantaged students attending career & technical education programs, taking into consideration, for example, the statistical reliability of any data submitted by a grantee as well as the general acceptance of the indices by other agencies in the State or local area. (Authority: 20 U.S.C. 2341(d)(3)). [Federal Register, Section 400.4(b)]</p>

Displaced Homemaker	An individual who: <ul style="list-style-type: none"> a) has worked primarily without remuneration to care for a home and family, and for that reason has diminished marketable skills; and b) i) has been dependent on the income of other family member but is no longer supported by that income; or ii) is a parent whose youngest dependent child will become ineligible to receive assistance under Part A of Title IV of the Social Security Act (42 U.S.C. 601 et seq.), not later than 2 years after the date on which the parent applies for assistance under this title; and c) is unemployed or underemployed and is experiencing difficulty in obtaining or upgrading employment. (Perkins Act, 2006).
Dropout (School)	An individual who is no longer attending any school and who has not received a secondary school diploma or its recognized equivalent. (MARSS data files, 2006).
Dual Enrollment or Concurrent Enrollment	Opportunities for high school students to be enrolled in courses that count for both high school and college credit. (US DOE, 2007).
Economically Disadvantaged Family or Individual	See Disadvantaged
Employer, Community, and Education Partnerships	Committees designed to provide guidance and advice on program design, operation, accountability, and closure. Advisory committees consist of employers, students, parents, faculty, teachers and staff. Advisory committees may be established to serve related programs at multiple institutions, which may include high schools, colleges, and/or universities. (adapted from MnSCU Board Policy 3.30).
English as a Second Language (ESL)	See Limited English Proficiency (LEP)
English Language Learner (ELL)	See Limited English Proficiency (LEP)
Entrepreneurship	“Entrepreneurship” means a school supervised business venture undertaken to teach the free enterprise system, including the functions of organizing and managing the factors of production or a distribution of goods or services.
Equality	A state of being equal, usually used in reference to equal treatment without regard to gender or ethnicity. [Office of Civil Rights Compliance (OCR)]
Equitable Participation	Providing members of special populations with an opportunity to enter career & technical education that is equal to that afforded to the general student population. (OCR)
Equity	A state beyond discrimination that is characterized by fair and just treatment rather than equal treatment. (OCR)
First Generation	A student for whom neither parent attended college. (MnSCU, 2007)
Full Participation	Providing the supplementary and other services necessary for special populations to succeed in career & technical education. (ESEA Act of 2006)
General Education	A cohesive curriculum defined by system college or university faculty to develop general knowledge and reasoning ability through an integration of learning experiences in the liberal arts and sciences. (MnSCU Procedure 3.36.1, Part 2, Subpart S, 2009)
General Occupational Skills	Experience in and understanding of all aspects of the industry the student is preparing to enter, including planning, management, finances, technical and production skills, underlying principles of technology, labor and community issues, and health, safety, and

	environmental issues. [P.L. 101-392, Section 521(17)]
Goals	A statement of purpose or direction. (MnSCU/MDE Working Group)
High School to College – Pre College, Dual Enrollment and Credit for Prior Learning Opportunities	<ul style="list-style-type: none"> • Technical Preparation College Credit – Credit that is a part of a course(s) articulation agreement between high schools, colleges, or universities, and provides credit for college-level course work completed in high school. • CITS – College In The Schools is similar to contracted or concurrent enrollment. • AP – Advanced Placement program allows high school students to take college-level courses in a high school setting. • IB – International Baccalaureate (IB) Diploma Program is a comprehensive two-year pre-college curriculum that is offered in high schools across the globe. • CLEP – The College-Level Examination Program® (CLEP) provides the opportunity for individuals to receive college credit at colleges and universities that accept the program. • PSEO – Established by Minnesota State Statutes 124D.09, PSEO is a program that provides eligible high school students with opportunities to earn both secondary and postsecondary credit for college or university courses completed on a college or university campus, at a high school, or at another location. (MnSCU Board Policy, The College Board, The College-Level Examination Program, Minnesota Office of Higher Education, and Minnesota Department of Education, 2009)
High-Skill, High-Wage, High-Demand	<p>High-Skill – a pathway that leads to occupations that have technical and knowledge skills sufficient to provide a breadth of challenging responsibilities. (O*NET, Job Zone 3 or higher)</p> <p>High-Wage – occupations projected to have more openings as a share of employment than the area’s average, that have an annual median salary higher than the area’s median salary, and that comprise at least 0.1% of total area employment. (Department of Employment and Economic Development)</p> <p>High-Demand – occupations that have a high projected demand in employment to justify the return on investment of a diploma, associate degree, certification/licensure, or baccalaureate degree. (MnSCU/MDE, 2007)</p>
Hyperion/BRIO	See BRIO
Individualized Educational Program (IEP)	A written statement for an individual with a disability developed in accordance with sections 612(4) and 614(a)(5)] the IDEA [20 U.S.C. 1412(4) and 1414(a)(5)] [Federal Register, Section 400.4(b)]
Industry Certification	Credentials that are recognized by national, state or regional industry groups verifying the attainment of skills necessary for success in a given occupation or job. (MnSCU/MDE, 2000)
ISRS	Integrated Student Record System
Knowledge and Skills	Industry-validated statements that describe what learners need to know and be able to do for career success within a cluster and/or pathway. (Career clusters initiative, 2008)
Labor Market Area	An economically integrated geographic area within which individuals can reside and find employment within a reasonable distance, or can readily change employment without changing their place of residence. Labor markets are classified as either metropolitan or non-metropolitan (small labor market) areas. [U.S. Bureau of Labor Statistics]

Limited-English Proficiency (LEP) (Individual with)	An “individual with limited English proficiency” means a secondary school student, an adult, or an out-of-school youth who: <ul style="list-style-type: none"> • has limited ability in speaking, reading, writing, or understanding the English language; and • whose native language is a language other than English; or • who lives in a family or community environment in which a language other than English is the dominant language. (Perkins Act, 2006)
Maintenance of Effort	A provision to ensure that states continue to provide funding for career and technical education programs at least at the level of support of the previous year. The U.S. Secretary of Education may grant a waiver of up to 5% for exceptional or uncontrollable circumstance (such as a natural disaster or a dramatic financial decline) that affect the state’s ability to continue funding at the prior year’s levels, or ratably reduce the maintenance of effort requirement upon states if federal funds are reduced. (Perkins Act, 2006)
Measure	A measure quantifies (measurable) the outcome or strategy in relation to an objective; and should be reported using numbers and percentages in comparison to baseline data. (MnSCU/MDE Working Group 2007)
Measurable Objectives	A specific statement of intended results. Characteristics of a measurable objective include the following: a definite time frame, the audience, degree of measurement, and resources needed. (MnSCU/MDE, 2007)
Migrant	An individual who is, or whose parent or spouse is, a migratory agricultural worker, including a migratory dairy worker, or a migratory fisher, and who, in the preceding 36 months, in order to obtain, or accompany a parent or spouse in order to obtain, temporary or seasonal employment in agricultural or fishing work (A) has moved from one school district to another; or (B) resides in a school district of more than 15,000 square miles, and migrates a distance of 20 miles or more to a temporary residence to engage in a fishing activity. (MDE – MARSS Manual 2006)
Minnesota Academic Standards	<p>Prior to graduation, Minnesota students must meet state standards and successfully complete state assessments in language arts, mathematics and science. Minnesota students must meet state standards in social studies as determined by locally developed assessments. Minnesota students must meet either state or locally developed standards in the arts using locally developed assessments.</p> <p>Public high schools must offer at least three and require at least one of the following five arts areas: media arts; dance; music; theater; and visual arts.</p> <p>Academic standards for language arts, mathematics and science apply to all public school students, except the very few students with extreme cognitive or physical impairments for whom an individualized education plan team has determined that the required academic standards are inappropriate. An individualized education plan team that makes this determination must establish alternative standards.</p> <p>A school district, no later than the 2007-2008 school year, must adopt graduation requirements that meet or exceed state graduation requirements established in law or rule.</p> <p>A district must establish its own standards in health and physical education, career and technical education, and world languages, and must offer courses in these elective subject areas. A district must use a locally selected assessment to determine if a student has achieved an elective standard. (M.S. 120B.021)</p>

Minnesota Graduation Requirements	<p>Students beginning 9th grade in the 2004-2005 school year and later must successfully complete the following high school level course credits for graduation:</p> <ol style="list-style-type: none"> (1) four credits of language arts; (2) three credits of mathematics, encompassing at least algebra, geometry, statistics, and probability sufficient to satisfy the academic standard; (3) three credits of science, including at least one credit in biology; (4) three and one-half credits of social studies, encompassing at least United States history, geography, government and citizenship, world history, and economics OR three credits of social studies encompassing at least United States history, geography, government and citizenship, and world history, and one-half credit of economics taught in a school's social studies, agriculture education, or business department; (5) one credit in the arts, and (6) a minimum of seven elective course credits. <p>A course credit is equivalent to a student successfully completing an academic year of study or a student mastering the applicable subject matter, as determined by the local school district.</p> <p>An agriculture science course may fulfill a science credit requirement in addition to the specified science credits in biology and chemistry or physics under clause (3).</p> <p>A career and technical education course may fulfill a science, mathematics, or arts credit requirement in addition to the specified science, mathematics, or arts credits under paragraph (a), clause (2), (3), or (5). (M.S. 120B.024)</p>
Minnesota State Colleges and Universities (MnSCU)	<p>Colleges and universities governed by the Board of Trustees. (MnSCU Procedure 3.36.1, Part 2, Subpart CC, 2009)</p> <ul style="list-style-type: none"> • Colleges (MnSCU) Are community colleges, technical colleges, and consolidated colleges that are separately accredited by the Higher Learning Commission of the North Central Association. Consolidated colleges mean community colleges and technical colleges that, under Board direction, have formally organized into a single institution. • Universities Confer academic awards through the graduate level and accredited by the Higher Learning Commission of the North Central Association.
Nontraditional Fields	<p>Occupations or fields of work, including careers in computer science, technology, and other emerging high-skill occupations, for which individuals from one gender comprise less than 25 percent of the individuals employed in each such occupational or field work. (Perkins Act, 2006)</p>
Objective	<p>Specific statement of outcome that will achieve or work toward achieving the goal. (MnSCU/MDE Working Group, 2006)</p>
Occupational Skills Standards	<p>Performance specifications that are business or industry based, and that identify knowledge, skills, and abilities essential for individuals to succeed in the respective business or industry. (MnSCU/MDE, 1998)</p>
Online Academic Program	<p>An online academic program that is delivered entirely or almost entirely over the Internet. When pedagogically necessary, limited portions of an online academic program may require face-to-face instruction, professional practice or applied activities that are not appropriate for online delivery. (MnSCU Procedure 3.36.1, Part 2, Subpart Z, 2009)</p>
Outcome	<p>The end result desired from an objective. An outcome should focus on students or benefit to students. (MnSCU/MDE, 2006)</p>
Participant	<p>Refer to Accountability Student Definitions</p>

Personnel Activity Report (PAR)	A record of activities conducted by an individual funded by Perkins resources or whose services are supported by funds included in a state match of Perkins resources. As specified in USOE Circular A-87, all eligible recipients receiving Perkins IV and Tech Prep resources must maintain Personnel Activity Reports (PAR). PARs must be completed for <u>each</u> affected staff member and maintained on file at the eligible institution for audit purposes. A Personnel Activity Report form, along with instructions, is included as a part of each local application.
Postsecondary Educational Institution	An institution of higher education that provides not less than a 2-year program of instruction that is acceptable for credit toward a bachelor's degree; a tribally controlled college or university; or a nonprofit educational institution offering certificate or apprenticeship programs at the postsecondary level. (Perkins Act, 2006)
Preparatory Services	Services, programs, or activities designed to assist individuals who are enrolled in career & technical education programs in the selection of, or preparation for participation in, an appropriate career & technical education training program. Preparatory services include, but are not limited to: <ul style="list-style-type: none"> • Services, programs or activities related to outreach to, or recruitment of, potential career & technical education students • Career counseling and personal counseling • Career & technical assessment and testing [Federal Register, Section 400.4(b)]
Professional Development	Instructional programs for secondary and postsecondary teachers, faculty, administrators, and career guidance and academic counselors who are involved in integrated CTE programs, including in-service and pre-service training on <ul style="list-style-type: none"> • Effective integration and use of challenging academic and career and technical education provided jointly with academic teachers to the extent practical • Effective teaching skills based on research that includes promising practices • Effective practices to improve parental and community involvement • Effective use of scientifically-based research and data to improve instruction (Perkins Act, 2006)
Program Advisory Committee	Refer to Employer, Community, and Education Partnerships
Programs of Study	Sets of aligned programs and curricula that begin at the high school level, no later than grade 11 and preferably by grade 9, and continue through college and university certificate, diploma, and degree programs. The following are key elements that underlie the definition: <ul style="list-style-type: none"> • Competency-based curricula tied to industry expectations and skill standards; • Sequential course offerings that lead to manageable „stepping stones“ of skill building, high school graduation and postsecondary education completion; • Flexible course and program formats convenient for learner segments; • Course portability for seamless progression; and • Connections between high school and postsecondary education, skill progression, and career opportunities that align academic credentials with job advancement in high-skill, high-wage or high-demand occupations. (Minnesota Career Fields, Clusters Pathways Chart Explanation, 2007)
Projected Budget	Total estimated budget required to complete the objective for the given target period. (MnSCU/MDE Working Group, 2006)
Sanctions	A withholding of Perkins consortium funds implemented after an opportunity for a hearing and when a consortium meets one of three conditions: <ul style="list-style-type: none"> • Fails to implement the required improvement plan. • Makes no improvement within one year of implementing the improvement plan. • Fails to meet at least 90% of a performance level for the same performance

	indicator three years in a row. (Perkins Act, 2006)
SCANS (Secretary Commission on Achieving Necessary Skills)	<p>A Commission convened by the United States Secretary of Labor in February 1990 to examine the demands of the workplace and to determine whether the current and future workforce is capable of meeting those demands. The Commission was directed to:</p> <ul style="list-style-type: none"> ● define the skills needed for employment; ● propose acceptable levels in those skills; ● suggest effective ways to assess proficiency; and ● develop a strategy to disseminate the findings to the nation’s schools, businesses, and homes. <p>The Commission identified five competencies (i.e., skills necessary for workplace success) and three foundations (i.e., skills and qualities that underlie competencies).</p> <p>Competencies – effective workers can productively use: <i>Resources</i> – allocating time, money, materials, space, and staff; <i>Interpersonal Skills</i> – working on teams, teaching others, serving customers, leading, negotiating and working well with people from culturally diverse backgrounds; <i>Information</i> – acquiring and evaluating data, organizing and maintaining files, interpreting and communicating, and using computers to process information; <i>Systems</i> – understanding social, organizational, and technological systems, monitoring and correcting performance, and designing or improving systems; <i>Technology</i> – selecting equipment and tools, applying technology to specific tasks, and maintaining and trouble-shooting technologies.</p> <p>Foundations – competence requires: <i>Basic Skills</i> – reading, writing, arithmetic and mathematics, speaking, and listening; <i>Thinking Skills</i> – thinking creatively, making decisions, solving problems, seeing things in the mind’s eye, knowing how to learn, and reasoning; <i>Personal Qualities</i> – individual responsibility, self-esteem, sociability, self-management, and integrity.</p>
SERVS Financial System	State Educational Record View and Submission – Financial System
Single Parent	<p>An individual student who:</p> <ol style="list-style-type: none"> 1. is unmarried or legally separated from a spouse; and 2. a. has a minor child or children for which the parent has either custody or joint custody; or b. is pregnant [P.L. 101-392, Section 521 (301)]
Special Populations	<ul style="list-style-type: none"> ● individuals with disabilities; ● individuals from economically disadvantaged families, including foster children; ● individuals preparing for nontraditional fields; ● single parents, including single pregnant women; ● displaced homemakers; and ● individuals with limited English proficiency. (Perkins Act, 2006)
State-Recognized Equivalent for Carnegie Units	In the United States, a unit of credit for college preparatory coursework. Each unit represents a year’s course in a recognized subject, normally a minimum of about 130 hours of instruction. (The Carnegie Foundation for the Advancement of Teaching)
Strategy	An activity used to achieve an objective. (MnSCU/MDE Working Group, 2006)
Supplement Not	A directive that Perkins funds shall not replace (supplant) non-federal funds expended for

Supplant	career and technical educational including Tech Prep activities. (Perkins Act, 2006)
Support Services	Services related to curriculum modification, equipment modification, classroom modification, supportive personnel, and instructional aids and devices. (Perkins Act, 2006)
Tech Prep College Credit	TPCC courses intended for articulation as College Credit must be identical or equivalent to college or university courses, have college-level assessments, and count toward the credit requirements of a certificate, diploma, associate degree, or baccalaureate degree. The course(s) must be part of a signed 2+2 Program Articulation Agreement. (MnSCU/MDE Working Group, 2003).
Technical Assistance	A consultative form of counsel provided to Perkins consortia to assist local consortia in the successful completion of Perkins program requirements. Contact information for Minnesota Perkins staff is provided in the Perkins IV Operational Handbook. (MDE/MnSCU, 2008)
Technical Skill Attainment	Student attainment of technical skills required to successfully complete a career and technical education program as measured through a formal valid and reliable assessment instrument and process. (MnSCU/MDE, 2009)
Undergraduate Course Level	<p>The degree of difficulty, the breadth and depth of learning expectations, or the sequential learning of required knowledge. Course content and level are determined by system college and university faculty through established procedures. (MnSCU Procedure 3.36.1, Part 2, Subpart EE, 2009)</p> <p>Developmental – courses that prepare students for entry into college-level courses. Developmental level course credits do not apply toward a certificate, diploma, or degree.</p> <p>Lower-division – courses that prepare students for specific academic program outcomes or for upper-division undergraduate coursework at a university.</p> <p>Upper-division – courses that build upon or integrates knowledge gained in lower-division undergraduate courses. Content of upper-division courses is determined by the university faculty through established procedures.</p>
Use of Funds	Categories of eligible uses of funds for Perkins activities separated into Required-Federal, Required-State and Permissible-Federal. A notated listing and description is available in Section III: Resources of annual application materials. A complete listing and description of required and permissible uses of funds is available in Section 135 of the Perkins Act of 2006. (MDE/MnSCU, 2009)
Vocational and Technical Education	See Career and Technical Education
VTECS	<p>An organization that has the purpose to promote the systematic development, implementation and marketing of innovative industry validated, competency based resources for career and workforce development.</p> <p>Products include software that houses technical industry & curriculum standards. VTECS Direct software may be used to help build curriculum and assessments related to programs of study. VTECS Connect is the work place, work-based management software that assists in matching industry skills to course content; and facilitates the development and electronic use of internship or clinical agreements. (VTECS, 2009)</p>

Acronyms

APR - Annual Performance Report

BRIO - Now Hyperion/BRIO (software name)

CIP - Classification of Instructional Programs

CSP - Continuum of Service Provisions

CTE - Career and Technical Education

ESEA - Elementary and Secondary Education Act (No Child Left Behind)

FACS - Family and Consumer Science

ISEEK - Internet System for Education and Employment Knowledge

ISRS - Integrated Statewide Records System

MARSS - Minnesota Automated Reporting Student System

MCA - Minnesota Comprehensive Assessments

MCIS - Minnesota Career Information System

MDE - Minnesota Department of Education

MnSCU - Minnesota State Colleges & Universities

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

NOCTI - National Occupational Competency Testing Institute

OCR - Office of Civil Rights

OLA - Office of the Legislative Auditor

OMB - Office of Management and Budget

OOC - Office of the Chancellor

OVAE - Office of Vocational and Adult Education

PAR - Personnel Activity Reports

PLTW – Project Lead The Way

POS - Program(s) of Study

PSEO - Postsecondary Enrollment Options Act (Minnesota Statutes § 124D.09)

STAR - Staff Automated Reporting

TPCC - Technical Preparation College Credit

UFARS - Uniform Financial Accounting and Reporting System

USOE - United States Office of Education

VTECS – (now stands alone, but in the past meant Vocational Technical Education Consortium of States)

Section V: POLICY AND PROCEDURES

(Space left intentionally for future documents to be inserted here)

SECTION VI: PERKINS STATE STAFF DIRECTORY

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Minnesota
STATE COLLEGES
& UNIVERSITIES



Minnesota Guidance on Personnel Activity Reporting (PAR)

Prepared March, 2011

Any employee whose wage, salary, and/or fringe is funded in whole or in part by Federal grant funds or Federal contract must complete a time and effort report to ensure the budgeted time and effort is equivalent to the actual time and effort worked on a program. In recent years, there has been increased scrutiny of the time and effort reports prepared for federally-funded programs. In an effort to clarify the expectations and requirements regarding the reporting of time and effort, the Perkins leadership team at Minnesota State Colleges & Universities and Minnesota Department of Education has prepared some additional guidance for local Perkins recipients in Minnesota regarding the preparation of Personnel Activity Reports (PAR) that serve as time and effort verification under Perkins.

This packet includes several documents that will help local Perkins recipients in meeting the PAR requirements and in training employees who are required to prepare PAR. Included in this packet are:

- A summary of the essential requirements for PAR reports for both secondary and postsecondary employees
- PAR report templates that can be used locally
- Sample secondary and postsecondary PAR reports that highlight both the requirements for accurate reporting and model the level of appropriate detail for PAR reporting
- A narrative statement that provides background and rationale for PAR expectations

Local Perkins leaders are expected to train appropriate staff, collect and retain PAR and assure local compliance with the requirements. If you have additional questions about PAR reporting, you should contact Marlys Bucher, Secondary Perkins Coordinator at Minnesota Department of Education (marlys.bucher@state.mn.us) or Denise Roseland, Director for CTE Planning and Evaluation at Minnesota State Colleges and Universities (denise.roseland@so.mnscu.edu) .

Personnel Activity Reporting: Summary of Key Requirements

	Secondary ¹	Postsecondary ²	
What is the purpose of Personnel Activity Reports (PARs)?	Any employee whose wage/salary is funded in whole or in part by Federal grant must complete a time and effort report to ensure the budgeted time and effort is equivalent to the actual time and effort worked on a program.	Any employee whose wage/salary is funded in whole or in part by Federal grant funds or Federal contract must complete a time and effort report to ensure the budgeted time and effort is equivalent to the actual time and effort worked on a program.	
Who completes PARs?	Any person paid from Federal grants such as Perkins	Any person paid from Federal grants such as Perkins	
PAR Frequency	They must be prepared at least monthly (unless the individual is funded entirely by a single source of federal funds where such reports are prepared semi-annually, or acting only on indirect cost activity where such activity will be reported by the institution and not the employee), and must coincide with one or more pay periods	Professional/Administrative ³	Each term
		Professorial ⁴	Each term
		Administrative Support ⁵	Monthly
		Other classification of employee	Monthly
PAR Level of Detail	Each PAR must report 100% of an employee's time regardless of the funding source	Each PAR must report 100% of an employee's time regardless of the funding source	
	Must represent the percentage distribution of activity of employee. Budget estimates or other distribution percentages determined before the services are performed do not qualify as support for charges to Federal awards	In an academic setting, teaching, research, service and administration are often inextricably intermingled. Therefore, percentage of time apportioned to different activities may rely on estimates in which a degree of tolerance is appropriate. ⁶	
	Must reflect an after-the-fact distribution of the actual activity of each employee. They must account for the total activity for which each employee is compensated.	Must represent the percentage distribution of activity of employee	
	They must be signed by the employee	Must reasonably reflect the activities for which an employee is compensated	
Acceptable Methods of Reporting	Appropriately detailed timesheets OR After-the-Fact Activity Records	Can be reported using one of three methods. Within Minnesota State Colleges & Universities, the appropriate method is After-the-Fact Activity Records	
PAR Approval	Signed by employee or responsible official using suitable means of verification that the work was performed	Signed by employee, principal investigator, or responsible official using suitable means of verification that the work was performed	
Other Notes		<i>Electronic entry and verification is allowable when system meets conditions outlined OMB Circular A-21 subsection J.10.b(2)</i>	

¹ Source of Guidance OMB Circular A-87

² Source of Guidance OMB Circular A-21

³ Includes MAPE members, recruiters, advisers, administrators, and non-clerical business office staff

⁴ Includes MSCF members, primarily those who are technical faculty

⁵ Includes AFSCME employees, primarily clerical and support staff

⁶ From OMB Circular A-21 subsection J.10.b(3)(c)



Personnel Activity Reporting Under the Carl D. Perkins Career and Technical Education Act of 2006

The Carl D. Perkins Career and Technical Education Act was reauthorized in 2006. This was the fourth iteration of the Perkins Act, succeeding versions authorized in 1984, 1990 and 1998. Over time the emphasis of the Perkins Act changed from a vehicle for primarily providing services to members of special populations under Perkins I, to movement toward general program improvement through Tech Prep Education in Perkins II and III. Perkins IV goes even further toward general program improvement while maintaining a requirement that recipients of Perkins funds take actions necessary to make certain that members of special populations of students can fully participate and be successful in high quality career and technical education programs.

When reauthorized in 2006, the stated purpose of the Perkins Act was:

To develop more fully the academic and career and technical skills of secondary education students and postsecondary education students who elect to enroll in career and technical education programs

– Carl D. Perkins Career and Technical Education Act of 2006, Section 2

The new Act is also designed to promote stronger alignment between secondary and postsecondary elements of career and technical education with a requirement that each recipient of Perkins funds implement at least one Program of Study [Minnesota requires seven by 2011], defined by Minnesota as:

- A nonduplicative sequence of academic [general education or liberal arts and sciences] and technical courses,
- Beginning no later than grade 11 and extending for at least two years beyond high school,
- Culminating in a degree, diploma or certificate.

Relying on the intent of Perkins IV to promote even stronger secondary-postsecondary relationships through Programs of Study, Minnesota opted to distribute all Perkins funds through a new consortium structure under which each Perkins recipient must be a part of a consortium that includes at least one eligible secondary school district and at least one eligible postsecondary college. The consortium structure was built into Minnesota's State Plan for Career and Technical Education and approved by the Chancellor of the Minnesota State Colleges and Universities, the Commissioner of Education, and the Office of Vocational and Adult Education at the US Department of Education. Minnesota's approach in building its consortium structure was to rely on the working partnerships that had developed under Perkins III through the Tech Prep consortia and a state requirement under the basic grant that 10% of funds be used in collaboration with other partners, primarily secondary and postsecondary recipients of Perkins funds.

Minnesota knew that to make the new consortium structure work would mean addressing two historical issues:

1. The secondary-postsecondary split of Perkins funds, and
2. How Perkins funds were used at the local level by secondary and postsecondary recipients.



The first item was addressed by establishing a formula-driven process for dividing the funds between secondary and postsecondary recipients, and modifying that formula to divide 20% of the funds equally between secondary and postsecondary recipients to promote consortium development and maintenance. Item 1 was also addressed by allowing local consortia to use funds across the secondary-postsecondary divide as deemed appropriate in the locally-developed plan.

The second item is addressed through transparency of operation and a requirement that the consortium plan, the legal document governing the use of Perkins funds, would be signed by all participating college presidents and school district superintendents.

It is this need for transparency of operation, combined with a federal requirement for accountability in the use of funds, which drives Minnesota's position on the use of Personnel Activity Reports (PAR).

Governing Documents

While the Perkins Act itself obligates the state to ensure that federal funds are used according to the requirements of the Act, the requirements for reporting the activities of personnel supported by federal funds are regulated primarily by two documents from the Office of Management and Budget:

- OMB Circular A-87, Cost Principles for State, Local, and Indian Tribal Governments [including school districts]
- OMB Circular A-21, Cost Principles for [postsecondary] Educational Institutions

In many respects, the language of these two documents is quite similar. Both define direct costs of providing career and technical education and give details about the types of activities that may be, or may not be, funded with federal education dollars. The primary differences between OMB Circular A-87 and OMB Circular A-21 revolve around the timing of personnel activity reports.

To summarize, OMB Circular A-87 requires the following for Personnel Activity Reports:

- They must reflect an after-the-fact distribution of the actual activity of each employee,
- They must account for the total activity for which each employee is compensated,
- They must be prepared at least monthly (unless the individual is funded entirely by federal funds where such reports are prepared semi-annually, or acting only on indirect cost activity where such activity will be reported by the institution and not the employee), and must coincide with one or more pay periods, and
- They must be signed by the employee.

Budget estimates or other distribution percentages determined before the services are performed do not qualify as support for charges to Federal awards.

OMB Circular A-21 makes certain exceptions to PAR reporting requirements for postsecondary institutions on the understanding that, in an academic setting, instruction, research, service and administration are often inextricably intermingled. These terms are defined in OMB Circular A-21 as:

- *Instruction* means the teaching and training activities of an institution.
- Organized *research* means all research and development activities of an institution that are separately budgeted and accounted for.
- Other sponsored activities means programs and projects financed by Federal and non-Federal agencies and organizations which involve the performance of work other than instruction and organized research. Examples of such programs and projects are health *service* projects, and community *service* programs.
- *Other institutional activities* means all activities of an institution except:
 1. Instruction, departmental research, organized research, and other sponsored activities as defined above;
 2. F&A [facilities and administrative costs] cost activities ...; and
 3. Specialized service facilities....

To summarize, OMB Circular A-21 requires the following for Personnel Activity Reports:

- They must reflect the full distribution of activity expended by employees covered by the system.
- They must reflect an after-the-fact reporting of the actual activity of each employee.
- If budget estimates or other distribution percentages are determined before the services are performed these must be promptly adjusted if significant differences are indicated by the activity records.
- Reports must reasonably reflect the activities for which employees are compensated by the institution.
- They must be signed by the employee or a responsible official who can verify that the work was performed.
- For professorial and professional staff they must be prepared each academic term or at least semi-annually. For other employees they need to be prepared at least monthly and must coincide with one or more pay periods.

Methods of PAR Reporting

Generally speaking, personnel activity reporting in Minnesota will be by one of two methods:

- PAR Timesheet
- PAR Reports/Activity Reports based on a log or calendar review

PAR Timesheet

On a PAR Timesheet, employees identify daily activities by payroll code that reflects actual work performed. Staff members supported by Perkins funds maintain logs of standard activities and appropriate cost codes and highlight, on a daily basis, the hours spent at each activity. This information can then be sorted and transferred to the PAR Timesheet. Data are stored within the payroll system and no separate PAR documentation is required.

PAR Reports/Activity Reports

On a PAR Report/Activity Report, employees identify activities by pay category (Perkins, other) that reflects actual work performed during the time period (usually monthly). Actual activities are identified through daily logs or a calendar review and transferred to the Personnel Activity Report.

Example of PAR Sort Log

PAR Sort [Compatibility Mode] - Microsoft Excel	
A	B
1060	MSEA Presentation
1060	MTEA
1060	Newsletters
1060	P-16 College and Work Readiness
1060	Paraprofessional Credential
1060	Performance Reviews
1060	Personnel Issues
1060	Position Descriptions
1060	Project Search (DEED)
1060	Real World Design Challenge
1060	Records Retention
1060	Robbinsdale Technical Assistance
1060	Routine e-mail and voice mail
1060	Science Standards
1060	Section meeting
1060	Senate E-12
1060	Service Learning
1060	STAR System
1060	State Fair
1060	STEM Careers Webinar
1060	STEM Community of Practice
1060	STEM Grants
1060	STEM Licensure Endorsement
1060	STEM Symposium
1060	STEM Teacher Prep
1060	Strategic Planning
1060	Student Organizations and TRA
1060	Supervise ACE staff
1060	Support staff assignments and procedures
1060	Technology Position Interviews
1060	Tekne Award
1060	Trade & Industrial/Tech Prep position
1060	Transition-Disabled
1060	Tuition billing
1061	Board of Teaching Paraprofessional Committee
1061	CAR Report
1061	Computer clean up
1061	CTE Accountability and assessment
1061	CTE Summit
1061	Data Quality Institute
1061	EDEN
1061	E-mail cleanup
1061	FAUPL
1061	FFA Focus Group
1061	Follow-Up
1061	Grants Management
1061	Green Jobs Task Force
1061	Interview MnSCU
1061	JoAnn Simzer
1061	Labor Distribution Worksheet/Time Reporting
1061	Michael Murphy
1061	Mileage Recording
1061	MnSCU Board of Trustees
1061	Next Steps Work Group
1061	OVAE Monitoring Visit
1061	OVAE Webinar
1061	PAR Reporting

Example of Calendar Review

December 2010						
Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
Nov 28	29 MN Assessment Blueprints News	30 Work Readiness MAELC Special N	Dec 1 Leave computer	2 Performance Rev Next Steps Work	3 Performance Rev Electronic and H	4
5 Marie's Surprise	6 MnSCU/MDE Mo Performance eva Center for Posts	7 Review SERVS bi Center for Posts Travel to St. Clou	8 Leave computer	9 Perkins and Fast Anoka-Hennepir MAELC Grants - I	10 Travel to Mankat TSA - Visual Arts Travel from Mani	11
12	13 Ag Summit LDW Training: C PAR Time reports	14 MAELC - Bring a Perkins Data, I-T	15 PLTW State Lead Data Quality We Travel to Chaska	16 Resume Review; TSA Meeting Agr	17 Vacation; TBD; L GWDC Executive Larry Litecky	18
19	20 Travel to Brainer Central Lakes; Br Travel from Brain	21 MnSCU; 3310 Wf MnSCU Interview DIRECTOR S MEE	22 Tomorrow b-day Perkins meeting Leave computer	23 Programs of Stud	24 Christmas Holidi Dentist; Parkway	25 Holiday
26	27	28	29	30	31	Jan 1, 11

PAR Report based on either PAR Sort Log or Calendar Review

Adult & Career Education Personnel Activity Report			
This form is used by employees who are required to report that work coincides with funding. Reporting of time and effort is required if the work involved more than one activity program. Completed monthly.			
Name <u>Daniel Smith</u>	Title/Classification <u>Education Supervisor - Adult & Career Ed.</u>	Reporting Period (circle one): 2010 January April July October February May August November March June September December	
TIME DISTRIBUTION (budget code and title)	Percent of time	DESCRIBE ACTIVITIES	
Federal Vocational Admin (1061)	45%	Supervise vocational staff , Perkins Negotiations, CAR Report, Next Steps Work Group, Labor Distribution Worksheet/Time Reporting, SERVS Financial, Perkins Fiscal, Resume Review, Perkins Fund Distribution, Mileage Recording, Perkins Monitoring	
Fed. Vocational Leadership (1062)	50%	CTE Licensure, Health Careers Grant, MDE/MnSCU Staff, Technical Skill Attainment, Pathways to Employment, Perkins Communications Plan, FastTRAC, Postsecondary Transitions Planning, Central Lakes Faculty Teacher In-Service, Programs of Study	
State Work-Based Learning (1060)	5%	Supervise ACE Staff, Position Descriptions, CTE Levy System, Performance Reviews, Labor Distribution Worksheet/Time Reporting, Center for Postsecondary Success, Directors/Supervisors, Transition-Disabled, MAELC Grants, MAELC, Communications, Learn & Serve Evaluation	
I have performed the above duties as described. I certify that to the best of my knowledge the above named employee has performed the duties described.			
Employee Signature	Date	Supervisor Signature	Date

Resources:

- PAR Reporting Forms at: <http://www.cte.mnscu.edu/forms/index.html>
- Perkins consortium map at: http://www.cte.mnscu.edu/consortia_resources/index.html
- OMB Circular A-87 at: <http://frwebgate.access.gpo.gov/cgi-bin/getpage.cgi>
- OMB Circular A-21 at: <http://frwebgate.access.gpo.gov/cgi-bin/getpage.cgi>

The provisions of **OMB Circular A-87** regarding support for salaries and wages are:

1. Charges to Federal awards for salaries and wages, whether treated as direct or indirect costs, will be based on payrolls documented in accordance with generally accepted practice of the governmental unit and approved by a responsible official(s) of the governmental unit.
2. No further documentation is required for the salaries and wages of employees who work in a *single indirect cost activity*.
3. Where employees are expected to work solely on a single Federal award or cost objective, charges for their salaries and wages will be supported by periodic certifications that the employees worked solely on that program for the period covered by the certification. These certifications will be *prepared at least semi-annually* and will be signed by the employee or supervisory official having first hand knowledge of the work performed by the employee.
4. Where employees work on multiple activities or cost objectives, a distribution of their salaries or wages will be supported by personnel activity reports or equivalent documentation which meets the standards in subsection 8.h.(5) of this appendix unless a statistical sampling system (see subsection 8.h.(6) of this appendix) or other substitute system has been approved by the cognizant Federal agency. Such documentary support will be required where employees work on:
 - (a) More than one federal award,
 - (b) A federal award and a non-Federal award,
 - (c) An indirect cost activity and a direct cost activity,
 - (d) Two or more indirect activities which are allocated using different allocation bases, or
 - (e) An unallowable activity and a direct or indirect cost activity.
5. Personnel activity reports or equivalent documentation must meet the following standards:
 - (a) They must reflect an *after-the-fact distribution of the actual activity of each employee*,
 - (b) They must account for the *total activity for which each employee is compensated*,
 - (c) They must be prepared *at least monthly* and must coincide with one or more pay periods, and
 - (d) They must be *signed by the employee*.
 - (e) Budget estimates or other distribution percentages determined before the services are performed do not qualify as support for charges to Federal awards but may be used for interim accounting purposes, provided that:
 - (i) The governmental unit's system for establishing the estimates produces reasonable approximations of the activity actually performed;

- (ii) At least quarterly, comparisons of actual costs to budget distributions based on the monthly activity reports are made. Costs charged to Federal awards to reflect adjustments made as a result of the activity actually performed may be recorded annually if the quarterly comparisons show the differences between budgeted and actual costs are less than ten percent; and
 - (iii) The budget estimates or other distribution percentages are revised at least quarterly, if necessary, to reflect changed circumstances.
- 6. Substitute systems for allocating salaries and wages to Federal awards may be used in place of activity reports. These systems are subject to approval if required by the cognizant agency. Such systems may include, but are not limited to, random moment sampling, case counts, or other quantifiable measures of employee effort.
 - (a) Substitute systems which use sampling methods (primarily for Temporary Assistance to Needy Families (TANF), Medicaid, and other public assistance programs) must meet acceptable statistical sampling standards including:
 - (i) The sampling universe must include all of the employees whose salaries and wages are to be allocated based on sample results except as provided in subsection 8.h.(6)(c) of this appendix;
 - (ii) The entire time period involved must be covered by the sample; and
 - (iii) The results must be statistically valid and applied to the period being sampled.
 - (b) Allocating charges for the sampled employees' supervisors, clerical and support staffs, based on the results of the sampled employees, will be acceptable.
 - (c) Less than full compliance with the statistical sampling standards noted in subsection 8.h.(6)(a) of this appendix may be accepted by the cognizant agency if it concludes that the amounts to be allocated to Federal awards will be minimal, or if it concludes that the system proposed by the governmental unit will result in lower costs to Federal awards than a system which complies with the standards.
- 7. Salaries and wages of employees used in meeting cost sharing or matching requirements of Federal awards must be supported in the same manner as those claimed as allowable costs under Federal awards [emphasis added throughout].

The provisions of **OMB Circular A-21** regarding support for salaries and wages are:

After-the-fact Activity Records: Under this system the distribution of salaries and wages by the institution will be supported by activity reports as prescribed below.

- (a) Activity reports will reflect the distribution of activity expended by employees covered by the system.
- (b) These reports will reflect an after-the-fact reporting of the percentage distribution of activity of employees. Charges may be made initially on the basis of estimates made before the services are performed, provided that such charges are promptly adjusted if significant differences are indicated by activity records.
- (c) Reports will reasonably reflect the activities for which employees are compensated by the institution. To confirm that the distribution of activity represents a reasonable estimate of the work performed by the employee during the period, the reports will be signed by the employee, principal investigator, or responsible official(s) using suitable means of verification that the work was performed.
- (d) The system will reflect activity applicable to each sponsored agreement and to each category needed to identify F&A costs and the functions to which they are allocable. The system may treat F&A cost activities initially within a residual category and subsequently determine them by alternate methods
- (e) For professorial and professional staff, the reports will be prepared each academic term, but no less frequently than every six months. For other employees, unless alternate arrangements are agreed to, the reports will be prepared no less frequently than monthly and will coincide with one or more pay periods.
- (f) Where the institution uses time cards or other forms of after-the-fact payroll documents as original documentation for payroll and payroll charges, such documents shall qualify as records for this purpose, provide that they meet the requirements in subsections J.10.c.(2)a through (e) of this Appendix.

PERSONNEL ACTIVITY REPORT (PAR)

As specified in the Carl D. Perkins Vocational and Technical Education Act of 1998, all colleges using Federal Perkins funds to pay full or portions of salaries, wages or benefits of employees must maintain Personnel Activity reports (PARs). A PAR must be completed for **each** funded individual and maintained at the college for audit purposes.

Name **Sample Sampleform**

Date **December 18, 2010**

Frequency of reports:		
Professional/Administrative ¹ OR Professorial ²	EACH ACADEMIC TERM	Indicate term covered by this report: Fall Spring Summer (only if position is Perkins funded during summer term)
Administrative Support ³ OR Other classification of employee	MONTHLY	Indicate month covered by this report: January April July October February May August November March June September December
SOURCE OF FUNDING	(RECORD AS % OF 100%)	DESCRIBE ACTIVITIES (Must reasonably reflect the actual activities for which an employee is compensated)
Federal Carl Perkins Local Grant	80%	Administer Perkins activities associated with career awareness: <ul style="list-style-type: none"> Meeting with customized training regarding manufacturing program involvement with high schools Career exploration day committee planning meeting (x3) Send out surveys to High School to get Jr career interests & Compile career interests from the surveys Prepare and deliver MCIS presentation at Discovery Middle school transitions Develop first draft of Sophomore sneak peak brochures; circulate to committee for feedback
All other local, state, or federal funding	20%	Perkins Administrative activities: <ul style="list-style-type: none"> Attend MACTA communications meeting in St Cloud Preparation of APR POS WebEx X2; attend 2 TSA meetings Attend State Accountability workshop in Twin Cities Review/revise articulation agreements in 6 CTE programs Meetings at ABC High school, EFG High School and XYZ High School re: articulation alignment meeting with teachers/faculty

I have performed the above duties as described.

I certify that to the best of my knowledge the above named employee has performed the above duties as described.



 Employee Signature

12/18/10
 Date

 Supervisor Signature

 Date

¹ Includes MAPE members, recruiters, advisers, administrators, and non-clerical business office staff

² Includes MSCF members, primarily those who are technical faculty

³ Includes AFSCME employees, primarily clerical and support staff

POSTSECONDARY PERSONNEL ACTIVITY REPORT (PAR)

As specified in the Carl D. Perkins Vocational and Technical Education Act of 1998, all colleges using Federal Perkins funds to pay full or portions of salaries, wages or benefits of employees must maintain Personnel Activity reports (PARs). A PAR must be completed for **each** funded individual and maintained at the college for audit purposes.

Name _____		Date _____	
Frequency of reports:			
Professional/Administrative¹ OR Professorial²		EACH ACADEMIC TERM	
Administrative Support³ OR Other classification of employee		MONTHLY	
SOURCE OF FUNDING		DESCRIBE ACTIVITIES	
(RECORD AS % OF 100%)		(Must reasonably reflect the activities for which an employee is compensated)	
Federal Carl Perkins Local Grant			
All other local, state, or federal funding			

I have performed the above duties as described.

I certify that to the best of my knowledge the above named employee has performed the above duties as described.

Employee Signature

Date

Supervisor Signature

Date

¹ Includes MAPE members, recruiters, advisers, administrators, and non-clerical business office staff

² Includes MSCF members, primarily those who are technical faculty

³ Includes AFSCME employees, primarily clerical and support staff

Name _____		Title/Classification _____		Reporting Period (circle one): January April July February May August March June September December			Year: October November December
TIME DISTRIBUTION	Percent of time	DESCRIBE ACTIVITIES					
PERKINS							
OTHER, LIST:							
OTHER, LIST:							

I have performed the above duties as described. I certify that to the best of my knowledge the above named employee has performed the above duties as described.

Employee Signature


Date

Supervisor Signature

Date

Name <u>SAMPLE SAMPLEFORM</u>		Title/Classification _____	Reporting Period (circle one): January April February May March June July August September Year: <u>2010</u> October November December
TIME DISTRIBUTION	Percent of time	DESCRIBE ACTIVITIES	
PERKINS	25%	Perkins Administration for POS/TSA: <ul style="list-style-type: none"> • Met with consortia district partners for POS meeting/training • Conducted TSA Perkins Staff Development with Service Occupations Teachers Perkins Administration: <ul style="list-style-type: none"> • Download consortia and district data • Work with district leaders on data review and interpretation • Develop workplan/timeline for FY12 Perkins Local Application, inform local district stakeholders 	
OTHER, LIST: District Administration Funds	70%	Classroom evaluation for teacher X Prepare school board reports for January Review district policies and budgets with business office manager Monitoring visit preparation for January NCA visit Presented for staff development day Participated in superintendent's quarterly management team meeting	
OTHER, LIST: XYZ grant	5%	Participate in webinar for grantees Prepare semiannual report for XYA Corporate Grant	

I have performed the above duties as described. I certify that to the best of my knowledge the above named employee has performed the above duties as described.


 Employee Signature 12/5/10
 Date

 Supervisor Signature Date