



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.

TABLE OF CONTENTS

SECTION I: PROGRAM PLANNING AND OPERATION

1.1	Perkins IV Program Overview	1
1.2	Local Application Goals	2
1.3	CTE Program Approval	4
1.4	Local Application	4
1.5	Monitoring	4
	Frequently Asked Questions for Program Planning and Operation	5

SECTION II: ACCOUNTABILITY

2.1	Perkins IV Local Program Improvement	16
2.2	Perkins IV Sanctions	16
2.3	Perkins IV Waiver of Sanctions	17
2.4	Perkins IV Performance Indicators	17
2.5	Perkins IV State Adjusted Levels of Performance	18
2.6	Perkins IV Local Adjusted Levels of Performance	18
2.7	Annual Performance Report (APR)	18
2.8	Personnel Activity Reports (PARs)	18
2.9	Data Privacy	19
2.10	Office of Civil Right (OCR) Reviews	19
2.11	Retention of Perkins IV Grant Records	19
	Frequently Asked Questions for Accountability	20

SECTION III: FINANCIAL REQUIREMENTS

3.1	Local Application Budget Changes within the Fiscal Year	24
3.2	Fiscal Year Expenditure Timelines	24
3.3	WorkForce Center Collaboration Expenditures	24
3.4	Funds for Support Services (Nontraditional by Gender)	24
3.5	Perkins IV Finance Cost Centers	25
3.6	Using Perkins IV Resources to Fund Personnel	26
3.7	Using Perkins IV Resources to Fund Postsecondary Perkins Programs	26
3.8	Postsecondary Customized Training Courses and Programs	26
3.9	Perkins IV – 5% Administrative Cost Allowances	27
3.10	Supplement Not Supplant Requirements	27
3.11	College Expenditure Reimbursement	27
	Frequently Asked Questions for Fiscal Requirements	28

SECTION IV: PERKINS IV FEDERAL AND STATE DEFINITIONS

	Definitions (Federal and State)	34
	Acronyms	50

SECTION V: PERKINS IV POLICY AND PROCEDURES

CTE/Perkins policies and procedures that regulate state and consortium operations 51

SECTION VI: PERKINS STATE STAFF DIRECTORY

Directory 52

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 that 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](http://cfl.state.mn.us/MDE/Academic%20Excellence/Career%20Technical%20Education/Forms%20Resources/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) <p>CTE courses are those that offer a coherent sequence and:</p> <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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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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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

	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)
Continuum of Service Provision (CSP) (see also Brokering of Services)	<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
Cooperative Education	<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).
Coordination	<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>
Credit (Postsecondary)	<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>
Curriculum	<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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