CARL D. PERKINS CAREER AND TECHNICAL EDUCATION ACT OF 2006

An Act that Supports
Career and Technical Education in
Minnesota

Minnesota State Five-Year Plan

July 1, 2008 to June 30, 2013

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

April 1, 2008

The Table of Contents will change as the plan is revised

TABLE OF CONTENTS

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

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

STATE PLAN COVER PAGE

State Name: Minnesota

Eligible Agency Submitting Plan on Behalf of State:

Minnesota State Colleges and Universities Office of the Chancellor

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

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Type of State Plan Submission (check *one*):

_X_ 5-Year Full Plan – FY 2008 – FY 2013

___ 1-Year Transition Plan – FY 2007-2008

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

___ Unified - Secondary and Post-Secondary

___ Unified - Post-Secondary Only

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

___ Title I and Title II

State Certificate
State of Minnesota

I hereby certify:

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

   SOLE STATE AGENCY

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

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

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James H. McCormick
Chancellor

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Date

PART A: STATE PLAN NARRATIVE

Introduction

The 2006 Carl D. Perkins Career and Technical Education Act:

The 21st Century Context for Advancing Career and Technical Education in Minnesota

I. Career and Technical Education in the National Context

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

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

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

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

As will be pointed out in this introductory section, national efforts at meeting the challenge to restructure CTE have a resulted in the now reauthorized 2006 Carl D. Perkins Career and Technical Education Act (Perkins IV). As detailed more fully in this document, Minnesota puts forward an

innovative plan that restructures CTE in such a manner that both high school and college CTE students will be fully prepared for a dynamic 21st century Minnesota, national and global economy and society.

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

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

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

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

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

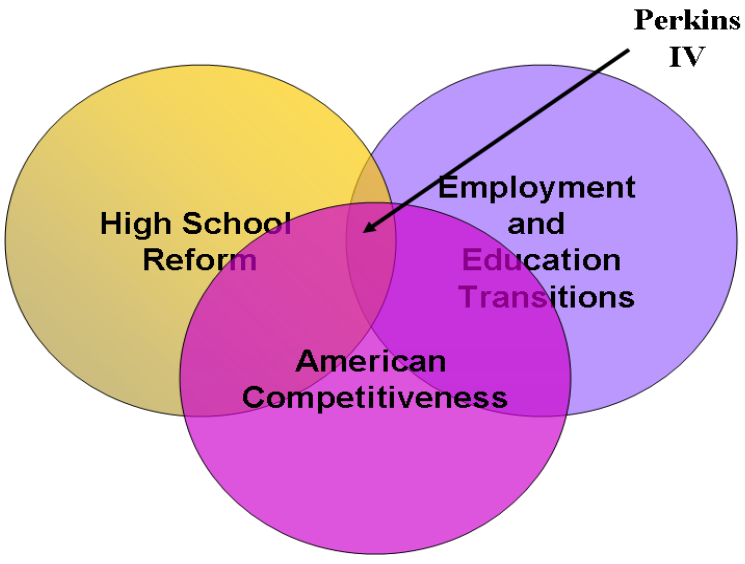
- The Carl D. Perkins Career and Technical Education Act (Perkins)
- The Workforce Investment Act (WIA)
- The Elementary and Secondary Education Act (No Child Left Behind)
- Temporary Assistance for Needy Families (TANF) Act

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

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

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

Figure 1: CTE and the Reform Strategy Triad



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

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

The Minnesota State Transition Plan[1] for CTE established a solid beginning by directly addressing the ***Reform Strategy Triad***. This will be detailed even more thoroughly in the **Minnesota Five-Year State CTE Plan**[2].

II. The Case for Restructuring CTE in Minnesota

As a state, Minnesota has a strong, diverse economy (the state ranks 11th on the most recent New Economy Index[3]). The key is for the state to respond to changing demographics and increased international competition for intellectual capital. Like everywhere else in the United States, an hour-glass economy is taking shape in Minnesota that raises concerns about the state's ability to be economically competitive in the global labor marketplace. To place the Minnesota CTE Five-Year State Plan within the broader state education and employment efforts, the following facts and figures provide the context for restructuring CTE in Minnesota and place the Minnesota Five-Year State CTE Plan within the broader state education and employment efforts.

A. *Minnesota's Hour Glass Economy*

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

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

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[1] Available at www.cte.mnscu.edu
[2] Referred to as the State Plan in the rest of this document
[3] As compiled by the Ewing Marion Kaufmann Foundation, http://www.kauffman.org/items.cfm?itemID=766

Recently released national data on the 2016 employment projections[4] indicates the following about a changing job picture:

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

Additionally:

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

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

B. *The Changing Face of Education In Minnesota*

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

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

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

- 10 percent have not completed high school
- 29 percent have only completed high school
- 24 percent have some college (but no degree)[5]
- 37 percent have an associate, bachelor's, or graduate degree

Other contributing factors include:

- At 65 percent, Minnesota's college participation rate (the percentage of high school graduates enrolling in college within 12 months of graduation) is among the highest in the nation. However, this rate has remained fairly flat over the past several years, and the overall number of high school graduates is projected to begin a steady decline after 2009.
- First- to second-year retention at Minnesota's 2-year institutions is 57 percent; at Minnesota's 4-year institutions, it is 78 percent.
- Cohort-based graduation rates at Minnesota institutions[6] are:
    - 34 percent for 3-year graduation rates from 2-year institutions
    - 35 percent for 4-year graduation rates from 4-year institutions
    - 58 percent for 6-year graduation rates from 4-year institutions
- Nearly two out five high school graduates attending the University of Minnesota or an institution within the Minnesota State Colleges and Universities system required remediation in reading, writing, and/or mathematics.[7]

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

- According to the State Demographer, Minnesota is first in the percentage of individuals above the age 25 having at least a high school degree. In contrast, the current high school graduation rates of students from Minnesota's minority groups (particularly Hispanic and African American) are a third lower than the state average for high school graduation.
- Of college undergraduates, 15 percent are students of color; the majority of African American and Native American undergraduate students attend two-year schools; Asian and Latino students attend four-year schools in greater proportions than other students of color.
- 26 percent of undergraduates are first-generation college students[9]; the majority of these attend two-year schools.
- 28 percent of Minnesota college students are adult students (i.e., over the age of 25, which includes graduate students). The majority of these are enrolled part-time at two-year schools.

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

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

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

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

[9] This will likely increase with the influx of the immigrant population

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

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

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

- Overall college success[11] rates are around 58% for students of color and 70% for white students,
- For students who graduate within the cohort timeframe, the rate is 14% for students of color as compared to 23.1% for white students,
- Students of color who transfer within the cohort period, the rates of students of color and white students respectively is 19.0% and 21.1%.

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

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

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

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

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

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

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

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

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

The Minnesota State Colleges and Universities system and the Minnesota Department of Education have a demonstrated history in their capacity, commitment and collaboration in

promoting CTE in Minnesota. The development of the State Career and Technical Education Plan is taking the relationship to the next stage.

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

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

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

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

As indicated above, significant work has already been undertaken to strengthen an already strong collaborative structure of jointly addressing education and workforce development issues, which include building and diversifying the talent pool in Minnesota by stressing work readiness, academic preparation, and technical skill proficiency. Besides planning at the state

level, several collaborative projects have been undertaken at the local level that mirror statewide efforts by tapping the experience and expertise of the frontline workforce and education delivery systems. The primary goal of these local efforts is to improve talent development through better integration of educational programming, support services and workforce and employment assistance. The common thread permeating all initiatives listed above, as well as others, is the presence of identified policy and program barriers. More generally, how Minnesota will use the **Minnesota Five-Year State CTE Plan** as a vehicle to address the above-mentioned ***Reform Strategy Triad*** and directly tackle the emerging policy and program barriers should take the relationship between education and workforce development to the next stage.

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

The Carl D. Perkins Career and Technical Education Act of 2006 (Perkins IV) directs how Perkins funds are used for secondary, postsecondary, and adult career and technical education (CTE). Perkins IV replaces the 1998 Carl D. Perkins Vocational and Technical Education Act (Perkins III). As required by the Perkins IV Act, Minnesota is required to submit to the U.S. Department of Education (USDE) either a full six-year (July 1, 2007-June 30, 2013) Plan or a one-year Transition Plan (July 1, 2007-June 30, 2008) followed by a five-year Plan (July 1, 2008 – June 30, 2013).

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

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

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

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

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

- *Provide programs and services integral for state and regional economic needs*
  Minnesota CTE Goal: Effectively use employer, community and education partnerships to support career and technical education

- *Innovate to meet current and future educational needs efficiently*
  Minnesota CTE Goal: Examine and expand collaborative practices to support CTE programs at the secondary and postsecondary levels to ensure a continuum of service provision.

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

B. Minnesota CTE Plan Under Perkins IV: A Synopsis

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

- **Local Consortium**: Established formal consortia of secondary and postsecondary partners to receive Perkins funds and jointly administer programs and support services for all secondary and postsecondary CTE students through an *annual joint local consortium plan*. In Minnesota, 26 CTE consortia have been formed to implement the intent of Perkins IV locally.
- **Programs of Study**: Each local consortium must design, develop and implement programs of study/career pathways that span at least two years of high school and the first two years of postsecondary education to meet a new requirement under Perkins IV. These programs of study will be implemented by each consortium in an incremental fashion over the five-year span of the Perkins legislation.
- **Accountability**: The accountability provisions have more indicators, a greater degree of precision, and higher reporting requirements than under Perkins III. Under Perkins IV the accountability provisions include requiring:
  - The development of separate technical skill attainment measures as part of the overall accountability requirements.
  - Measuring of secondary CTE performance using the No Child Left Behind accountability measures.
  - Negotiation between each local consortia and the state on all accountability indicator targets and performance.

- **Tech Prep**: Minnesota is combining the Perkins Basic and Tech Prep funds to support and reinforce the intent of Perkins IV, which is to connect secondary and postsecondary CTE – as has been the model under Tech Prep.

- **Special Populations**: While ensuring the continued provision of programs and services to special populations, which has been the hallmark of the Perkins legislation, both at the state and local levels, consortia must address through their local plan:

- The targeting of under-served and special populations, by advocating the use of the same strategies and measurement outcomes that apply to all other student populations, and
- Preparing non-traditional students for high-skill, high-wage, or high-demand employment in the region.

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

C. Policy Implications Resulting From State CTE Plan Implementation

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

1. Redirect how Minnesota designs its CTE programs to support programs of study/career pathways implementation.

2. Establish a differentiated system of accountability for all CTE programs that distinguishes between technical skill proficiency and conventional graduation outcomes, significantly affecting how learner outcomes are assessed in high school and college CTE programs.

3. Strengthen secondary and postsecondary collaboration by requiring high schools and colleges to expend Perkins funds as a consortium of high schools and colleges who together will meet the intent of the Perkins Law through a single joint local plan.

4. Determine the process for allocating Perkins funds to high schools and colleges based on a rationale agreed to by the Chancellor of the Minnesota State Colleges and Universities and the Commissioner of the Minnesota Department of Education.

5. Explore coordinated data systems that allow for a wider array of accountability measures as students move directly from high school to college, in and out of education, and transition between education and employment.

6. Require that dual enrollment and articulation strategies be addressed as consortia are implementing programs of study/career pathways.

7. Support the goal of improving college readiness by identifying the high school academic and CTE courses that are preparatory to college programs as an integral part of implementing programs of study/career pathways.

8. Target Perkins funds to complement state and other federal programs that focus primarily on student support services to the underserved student, including those classified as special populations.

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

D. Looking Towards Implementation of Perkins IV in Minnesota

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

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

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

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

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

1. Prepared jointly by the Perkins staff in the Office of the Chancellor, Minnesota State Colleges and Universities, and at the Minnesota Department of Education.

2. Reviewed by a statewide taskforce who provided input and recommendations on the following seven sections:
   - ***a. Planning, Coordination, And Collaboration Prior To Plan Submission***
   - ***b. Program Administration under a New Consortium Structure***
   - ***c. Service to Special Populations***

d. Tech Prep Programs[12]
e. Accountability and Evaluation
f. Financial Requirements
g. EDGAR Certifications and Other Assurances

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

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

4. Amended, as needed, by the Minnesota State Colleges and Universities Office of the Chancellor and the Minnesota Department and Education, to incorporate the:
   a. Input and recommendations of the task force
   b. Comment and input from the public

5. Submitted for approval by the Minnesota State Colleges and Universities Board of Trustees, as the responsible agency, under the federal legislation and state statute.

6. Submitted as required to the U.S. Department of Education on behalf of the Minnesota State Colleges and Universities.

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

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

SECTION ONE

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

I. The Minnesota Perkins IV Transition Plan: Overview and Summary

The Carl D. Perkins Career and Technical Education Act of 2006 (Perkins IV) directs the operation of secondary, post-secondary, and adult technical education programs for the period from July 1, 2007 to June 30, 2013. Perkins IV maintains much of the program improvement emphasis of the 1998 Vocational and Technical Education Act (Perkins III). Minnesota successfully submitted on May 4, 2007 its one-year Perkins IV Transition Plan (available at www.cte.mnscu.edu),[13] and received approval on July 2, 2007 from the US Department of Education. Much work has already been undertaken, as part of the Transition Plan development, for building the various parts of the State CTE plan under Perkins IV. As a result, Minnesota is well poised to begin implementing, the **Minnesota Five-Year State CTE Plan** (referred to throughout this document as the State Plan) in earnest as outlined in detail in this document.

A. Pre-Conditions for Developing the State Plan

The State[14] began laying the foundation for developing the State Plan as far back as 2004 while keeping in mind the larger goal of developing a full five-year CTE Plan for Minnesota. Minnesota's move from Perkins III to the Perkins IV Transition Plan in 2007, and now to the full five-year plan, has been made much easier because of the following pre-conditions:

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

Staff from the Minnesota Department of Education and the Office of the Chancellor attended multiple national conferences regarding the future direction of the Perkins Act and the gathered information was disseminated in a variety of ways including making presentations at local meetings and conferences of secondary and post-secondary local leaders and administrators. In particular, several listening sessions, (details of which can be found in the Minnesota State Perkins

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

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

Transition Plan, Appendix C, www.cte.mnscu.edu) were conducted in 2005 focusing on the following six questions:

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

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

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

B. General Requirements Under the Transition Plan

Minnesota's new direction, as outlined in the Transition Plan, has been the product of significant discussion within the Minnesota Department of Education, the Minnesota State Colleges and Universities Office of the Chancellor, and local Perkins and Tech Prep recipients. Based on these discussions, as well those that have been occurring since the approval of Minnesota's Transition Plan in June 2007, Minnesota is well under way in its preparation for the State Plan. The following general requirements were adopted by the State regarding the development of the 2007-2008 Minnesota CTE Transition Plan:

- The administrative structure that was in place under Perkins III was to be maintained under Perkins IV for the transition year. Funds were separately distributed to secondary Basic, postsecondary Basic and Tech Prep local recipients.
- Local secondary and postsecondary recipients were independently responsible for meeting negotiated accountability measures under Perkins IV. Additional student performance measures that describe successful high school to college transitions were explored, collected, and used within a framework of continuous program improvement.
- The State began developing the conceptual framework for establishing career pathways/programs of study and established the requirement that each local recipient would implement at least one program of study in FY09 (July 1, 2008 to June 30, 2009).
- The State provided technical assistance to current secondary and postsecondary Basic and Tech Prep local recipients on several topical areas such as successfully developing and fostering partnerships, career pathways and programs of study, and implementing technical skill assessment frameworks.

- The State explored and began developing a framework that distinguishes the processes for separately achieving technical skill attainment and high school and college success.

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

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

Perkins IV requires Career and Technical Education (CTE) to have a **renewed and strengthened focus on collaborative partnerships and the development and implementation of programs of academic and technical preparation spanning secondary and post-secondary education**. To promote this heightened expectation of collaboration between secondary and post-secondary CTE, the following *guiding principles* became instrumental in moving CTE forward in Minnesota under Perkins IV Transition Plan:

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

Rather than developing a vision and mission for CTE in Minnesota, these guiding principles acted as the primary drivers for advancing CTE within Minnesota high schools and colleges. In particular, adhering to these guiding principles will be critical at the local level as high schools and colleges begin implementing the key new feature of the Minnesota CTE Plan: A *New Consortium Structure* that requires each consortium of high school and college partners to develop a SINGLE LOCAL PLAN, starting July 1, 2008, and all years thereafter. The SINGLE LOCAL PLAN will govern and mange the use of secondary basic, postsecondary basic and tech prep[15] funds for each recognized consortium. At the same time, it enables the State to achieve its vision of having a seamless CTE education system through a *New*

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

Consortium Structure, which is pivotal for the successful implementation of the State Plan. Finally, the guiding principles should provide CTE stakeholders the overall framework for enabling the necessary input and recommendations for the State Plan.

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

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

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

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

   This goal addresses the planning and provision of structural recommendations for the implementation of Perkins IV (beginning FY09). In FY08, high schools and colleges must begin the process at the local level of identifying the **new consortium structure**. In order for secondary and postsecondary recipients to obtain funding after June 30, 2008, a recipient must participate in a consortium that includes at least one Perkins-eligible postsecondary institution and at least one Perkins-eligible secondary school district. Elements to consider when selecting consortium partners include current effective relationships, anticipated programs of study, roles of brokering services with other Perkins schools/institutions, matriculation patterns of high school graduates to colleges within the Minnesota State Colleges and Universities system, and geographic proximity.

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

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

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

   This goal builds upon the successes of Minnesota Indicator 12 under Perkins III by expanding on collaboratively planned activities that support career and technical education programming. Indicator 12 is the requirement, which directs at least 10% allocation of local funds to be spent on collaborative activities at the local level, but allowing for separate planning and implementation to occur for most of the local funds.

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

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

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

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

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

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

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

When moving from the Transition Plan to the State Plan, as indicated above, the goals have either been modified or become more targeted. However, the State Plan objectives will not be any different because, in the first place the Transition Plan objectives were specifically crafted to align with ones which were already being discussed in the larger education and workforce development community. The objectives, as identified in the Transition Plan, and will continue in the State Plan, are:

➔ High school graduation of CTE students
➔ College readiness prior to entering the postsecondary CTE system
➔ Technical skill proficiency of high school and college students in CTE programs
➔ Postsecondary credential attainment of students in CTE programs

➔ Narrowing the high school and college CTE student success achievement gap, particularly for underserved students and those in special population groups.

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

Minnesota specified the following strategies in the Transition Plan:

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

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

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

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

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

III. Statutory Requirements

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

- ⇨ First, use the Transition Plan as the starting point for writing a draft State Plan;
- ⇨ Then, a statewide taskforce was asked to provide input and recommendation on the drafted State Plan;
- ⇨ Next, once the input and comment from the task force deliberations were incorporated into a revised draft State Plan, it was made available for input and comment to the general public; and,

- ⇨ Finally, once all input and recommendation received from key informants, stakeholders, and the public is incorporated into a draft revised plan, it is presented for approval to the Minnesota State Colleges and Universities Board of Trustees, who serve as the legally eligible agency responsible for submitting the approved State Plan to the US Department of Education.

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

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

Public Hearings

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

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

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

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

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

3. ***You must develop the State plan in consultation with academic and career and technical education teachers, faculty, and administrators; career guidance and academic counselors; eligible recipients; charter school authorizers and organizers consistent with State law; parents and students; institutions of higher education; the State tech prep coordinator and***

Minnesota Perkins Career and Technical Education (CTE) State Plan Advisory Task Force[16]

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

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

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

- The Minnesota Chamber of Commerce
- The Minnesota Business Partnership
- The Minnesota AFL-CIO
- Minnesota School Boards Association
- Department of Labor and Industry
- Education Minnesota
- Minnesota's Career and Technical Education Professional Organizations
- Minnesota's School and College Counselor Associations
- The University of Minnesota Department of Work and Human Resource Education
- PACER (Champions for Children with Disabilities)
- Minnesota Minority Education Partnership
- Minnesota College Access Network

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

- Minnesota High Tech Association
- Minnesota Council of Nonprofits
- The Minnesota Parent Teacher Association (PTA).
- The Minnesota Foundation for Student Organizations with a request that information be forwarded to state officers of all Minnesota career and technical education student organizations and all Minnesota career and technical education student organization advisors.
- The Minnesota Department of Employment and Economic Development with a request that information be forwarded to all community-based organizations that have linkages to the state's workforce center system.

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

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

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

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

SECTION TWO

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

I. Introduction and Overview

Much discussion has taken place around the state regarding how Minnesota should sustain career and technical education (CTE) into the 21st century. While the State[17] intends to use federal CTE funds[18] to target all students who enter and exit high school, and all students entering and exiting college, a particular emphasis for the State in implementing Perkins IV will be to develop systems, processes and procedures that focus on high school to college transitions. However, given that many who enter college do not come directly from high school, or are adults transitioning in from the workforce or from other state or federal programs, care must also be taken to assure how CTE funds are used to target these populations, once they enter into college CTE programs.[19]

The Minnesota Department of Education, the Minnesota State Colleges and Universities Office of the Chancellor, and each new local Perkins IV consortium receiving CTE funds have begun to lay the foundation for a long-term alignment between high schools and colleges regarding administration, funding, accountability, and, most importantly, programming of career and technical education (CTE). The following briefly describes how Minnesota CTE will expand, continuously improve and sustain itself under a new Perkins IV consortium structure. Section Five below will detail how Minnesota intends to implement and sustain its plan for building a new consortium structure. In the next section, an overview of the plan is provided.

II. The New Consortium Structure in Minnesota: An Overview

1. Structure

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

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

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

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

- ⇨ One secondary fiscal agent and one post-secondary fiscal agent will review the funds in each consortium to use in implementing a collaboratively-developed consortium plan.

2. Local Consortium Formation Timeline
   - In the FY08 transition year (July 1, 2007 to June 30, 2008), each Perkins and Tech Prep recipient existing at that time recommended secondary school districts and post-secondary institutions with which each would partner under the new consortium structure.
   - Recommendations regarding the newly formed consortia were reviewed by the State, having reserved the right to negotiate the final consortium structure so that no eligible secondary school district or college is excluded.
   - The new consortium structure, with the identified Perkins IV local consortia, was in place by January 31, 2008.
3. Funding and Administration
   - All CTE funds will be allocated separately to each eligible secondary and post-secondary fiscal agent. However, how those funds will be expended will be governed by the local consortium plan.
   - The state intends to distribute the 10% reserve funds utilizing a separate formula that recognizes the different needs and efforts that grew from the former tech prep consortia and that now are incorporated into the consortium plan.
   - Each consortium may utilize funds across secondary and postsecondary lines in any manner dictated by the approved consortium plan, as long as such funds are utilized in accordance with rules for the use of CTE funds distributed by the state.
   - The FY2009 consortium plan (see Section Five below) submitted for the 2008-2009 year (due in Spring 2008), and each successive plan thereafter, will need administrative signature endorsement from each secondary school district superintendent *and* each college president included under that consortium plan.
   - For the FY2009 consortium plan, and for each successive plan thereafter, the State will promote a local planning process that places the focus on broad goals rather than specific required and permissible activities. The State has developed a matrix that relates these broad goals to required and permissive activities as stated in the Perkins IV legislation. Appendix C shows this matrix.
   - Minnesota Department of Education and Office of the Chancellor Perkins staff will provide technical assistance to the newly established consortia to support successful plan development, implementation, and sustainability.
4. Accountability
   - Secondary and post-secondary recipients of Perkins funds will be independently responsible for meeting accountability measures under Perkins IV.
   - For the FY09 local application plan, and for each successive plan (FY10-FY13), the state will promote a local planning process that places the focus on broad goals rather than specific required and permissible activities.
   - As described below in the ***Accountability Section***, Minnesota's Perkins IV definitions either are an adoption of those provided by OVAE, or definitions modified to suit the

Minnesota state accountability measures and performance targets. As the new consortium structure is implemented at the local level, the state will ensure that each secondary school district/consortium's and each college's individual performance targets are consistent with the state accountability plan to ensure that local performance targets are met at both secondary and post-secondary levels.

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

IV. Statutory Requirements

2. You must describe the career and technical education activities to be assisted that are designed to meet or exceed the State adjusted levels of performance, including a description of—

(a) The career and technical education programs of study, that may be adopted by local educational agencies and post-secondary institutions to be offered as an option to students (and their parents as appropriate) when planning for and completing future coursework, for career and technical content areas that

i. Incorporate secondary education and post-secondary education elements;

ii. Include coherent and rigorous content, aligned with challenging academic standards, and relevant career and technical content in a coordinated, non-duplicative progression of courses that align secondary education with post-secondary education to adequately prepare students to succeed in post-secondary education;

iii. May include the opportunity for secondary education students to participate in dual or concurrent enrollment programs or other ways to acquire post-secondary education credits; and

iv. Lead to an industry-recognized credential or certificate at the post-secondary level, or an associate or baccalaureate degree.

Program Approval for Secondary CTE Programs

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

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

Program Approval for Post-Secondary CTE Programs

The Minnesota State Colleges and Universities system has developed policy and procedure for approving all academic[20] programs including CTE programs. (http://www.mnscu.edu/board/policy/336.html) The purpose of the Academic Programs policy is to direct system decision-making regarding the development, approval and management of academic programs to meet Minnesota's educational needs. This policy applies to credit-based academic programs of system colleges and universities.

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

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

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

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

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

An approved academic program shall include curricular requirements for earning an academic award, such as credits in general education, in a major and/or minor, and for all prerequisite courses. Approval of the system chancellor is required for new academic programs, changes to existing academic programs, suspension of academic programs, and closure of academic programs at system colleges and universities.

The chancellor shall maintain the academic program inventory. Only academic programs approved by the chancellor as recorded in the academic program inventory may be offered by system colleges and universities. Each system college and university shall regularly review its academic programs for the purpose of academic planning and improvement and shall submit an annual summary of its academic program review activity to the chancellor. The chancellor, as

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

appropriate, may conduct statewide or regional reviews of academic programs or program clusters, report findings to the Board of Trustees and, when necessary, impose conditions on academic programs.

Career Pathways and Programs of Study

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

- Promoting early consideration of career clusters as a guidance tool (middle school), discussion is centering on a set of six Minnesota Career Fields that encompasses the 16 career clusters.
- Minnesota has begun to apply the 81 Career Pathways Model as developed by the National Association of State Directors of Career and Technical Education Consortium (NASDCTEc) to Minnesota's CTE curricula at the secondary and post-secondary levels.

Using the career pathways/POS framework developed nationally and by other states, but in particular Nebraska, the State has developed an organizing framework (graphically depicted in Appendix D) of the foundation knowledge and skills, career fields, career clusters, and career pathways that Minnesota will use for developing programs of study in career and technical education. Along with this organizing framework, guidelines and print and electronic communication pieces, the State has begun to lay a solid foundation for local consortia to implement at least one POS in FY09 (July 1, 2008 to June 30, 2009). A draft version of these guidelines is shown in Appendix E.

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

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

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

- Career pathways/POS will either be developed locally or developed by the State with local input;

- Span at least grades 11-14 by identifying a non-duplicative sequence of both academic and technical courses within a program of study;
- Make high school graduation a minimum requirement;
- Lead to an industry-recognized certification or a certificate, diploma or an associate degree from a two-year college;
- Align with the program approval processes established by the Minnesota Department of Education and the Minnesota State Colleges and Universities system; and,
- Incorporate articulation agreements, dual- or concurrent-enrollment opportunities, or postsecondary enrollment options so that students may earn college credit while in high school.

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

- Existing programmatic career pathways in the colleges which can serve as a foundation for identifying POS that connect secondary and post-secondary levels through a sequence of non-duplicative courses.
- The development of new, or the modification of existing, pathways using the current Tech Prep articulation agreements between secondary education and post-secondary education institutions as initial points of discussion. For example, Perkins III recipients had already begun developing POS in Information Technology, Health, and Manufacturing under existing Tech Prep articulation agreements
- Use already developed POS models from different US states and several national organizations. A case in point is the statewide model POS in the area of Agriculture and Natural Resources. The intent is to have this model implemented in several high schools and colleges in Minnesota in the program year 2009-2010.
- Incorporation of dual- or concurrent-enrollment opportunities, articulation agreements, or postsecondary enrollment options within each POS.
- Identifying, for students and their parents, the academic and technical courses needed for broad preparation in various career fields at the secondary level, and specialization at the post-secondary level.
- Developing resources for counselors in order to understand the role of career pathways/POS as a mechanism for moving towards a post-secondary education or employment.

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

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

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

- Initially Minnesota used the term *brokering of services* and made special reference to the fact a situation might arise, when, in a local consortium, either the secondary or post-secondary components of a given program of study is absent, but consortium students have expressed an interest in the missing component. It is then incumbent on the local consortium to facilitate the movement of CTE students from high school to college, by identifying, and expediting the transfer into, another local consortium that has the complete program of study. The concept of *brokering of services* has been expanded to include other situations in which two or more local consortia might have reason to pool funds to provide services in a manner that ensures a continuum of service provision (hence the acronym CSP). See also Section Five below.
- Continuum of Service Provision (CSP) is one of the five goals to which funds have to be targeted and educational programming and support services provided to students within the local consortium (see Section Five below). CSP arises when a local consortium is unable to provide adequate service to its own CTE students. In such situations, the local consortium that is in need of adequate services should engage in formal and informal relationships with other local consortia to ensure that educational programming and support services requested by the student(s) are provided. Minnesota expects the application of the CSP concept to be a key ingredient in forging new articulation and dual-enrollment agreements that extend beyond a single consortium, and set the stage for regional and statewide agreements that help CTE students move from secondary into post-secondary education, in and out of post-secondary education, and between education and employment.
- Using the term articulation more expansively, the State has decided to make some of the permissible activities under Perkins IV required activities, particularly, articulation and dual enrollment. Minnesota has a long established state-supported dual enrollment program. For 11th and 12th grade high school students to enroll in post-secondary education at the state's expense and under certain conditions, they can do so under the Minnesota's Post-Secondary Enrollment Options (PSEO) Act (M.S 124D.09). The PSEO or concurrent enrollment program has thus far had limited application when it comes to high school students enrolling in college-level CTE courses. Nevertheless, as Minnesota's new CTE consortium structure gets more firmly established and local consortia begin exploring the different ways in which a high school student can participate in college-level coursework, PSEO and concurrent enrollment certainly becomes one of the choices offered to a CTE student within a particular local consortium. It also creates opportunities for consortia to begin engaging in continuum of service provision (CSP), as described in Section Five below.

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

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

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

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

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

- Parent Web Portal – The development of a new Parent Portal by ISEEK will be coordinated with the parent resources provided by Minnesota Department of Education. This online resource by provides career and education-related resources for parents to

assist with decision-making on CTE programs and careers opportunities including nontraditional career options.

- ISEEK – The Internet System for Education and Employment Knowledge (ISEEK) http://www.iseek.org is Minnesota's electronic gateway to career and education information and resources. The website operates under a joint powers agreement among the University of Minnesota, the Minnesota State Colleges and Universities, Minnesota Department of Education, the Department of Employment and Economic Development, the Minnesota Office of Higher Education, and the Minnesota Office of Enterprise Technology, and relies on advice from affiliate partners from the Minnesota Department of Human Services, the Minnesota Department of Labor and Industry, the Governor's Workforce Development Council, and the Minnesota Private College Council. ISEEK is used in classrooms and career centers in K-12 school districts, in career development offices of colleges and universities, and by workforce center counselors and other citizens seeking education and career information. ISEEK provides monthly updated news articles on career and education topics of importance to Minnesota students, workers, educators, and other professional staff. ISEEK provides career development information and planning processes including skills assessment, resume writing protocols, and job bank links. ISEEK also provides interactive, online links where workforce counselors communicate to each other to aggregate client needs and connect employers with training providers for specific training needs.
- Career Information: Minnesota provides information to students and the general public about high skill/high wage opportunities using three primary career development products: the Minnesota Careers publication, the Minnesota Department of Education Minnesota Career Information System and internet-based products, and iSEEK Solutions, a web-based system of education and employment information, that involves several agencies responsible for education and employment information. All products are coordinated by the iSEEK Solutions Board, a joint powers board involving six state agencies and the state's public and private higher education institutions.
- eFolio Minnesota: is a statewide electronic portfolio infrastructure http://www.efoliomn.com that permits all Minnesota residents and students to construct and showcase their education and workforce skills and abilities. Partially supported with Perkins leadership funds, eFolio is entirely web-based and will accommodate text and/or multi-media files (images, audio, and video). A product of the Minnesota State Colleges and Universities, it is the nation's first statewide electronic portfolio management system.
- Use of Technology: Parametric Technology Corporation made a gift to Minnesota school districts of site licenses of Pro-E modeling software. Utilizing resources from a grant from the National Governors' Association, Minnesota made this software available to any school district whose staff participated in Pro-E training. While not limited to career and technical education programs, the majority of participating school districts have incorporated this software into CTE mechanical and engineering drafting programs. Minnesota has encouraged the implementation of Oracle Academy programming through promotion by the state secondary business education specialist.
- CTE and STEM: Minnesota has promoted access to science, technology, engineering and mathematics (STEM) education through multiple initiatives, not the least of which

has been state support, utilizing Perkins state leadership and MnSCU Center of Excellence funding, for two positions helping school districts to implement Project Lead The Way (PLTW) pre-engineering curriculum and qualifying for PLTW site certification.

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

The State has developed a local application plan (see Section Five below) that describes the criteria to approve eligible recipients for funds under the Act. The local application plan for 2008-2009 is provided as an attachment in Appendix H, along with a scoring rubric (Appendix I). The rationale for the local consortium application plan and the scoring rubric is provided in Section Five.

(f) The criteria that you will use to approve eligible recipients for funds under the Act, including criteria to assess the extent to which the local plan will—

i. Promote continuous improvement in academic achievement;

Minnesota has established data systems that, at the state level, identify participants and concentrators in secondary career and technical education programs and which identify whether those students have met the academic performance requirements established by the state under the Elementary and Secondary Education Act. Summary data, disaggregated by sub-populations, is made available to Perkins recipients and will be used as the baseline for promoting academic achievement of career and technical education concentrators.

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

ii. Promote continuous improvement of technical skill attainment; and

The expectation under Perkins IV that technical skill attainment must be measured with valid and reliable instruments aligned with industry standards and certifications (where available and appropriate) will pose a significant challenge for Minnesota. Like many states, Minnesota has measured technical skill attainment using either program completion or level of participation as prima facie evidence of a student gaining technical skills. To move beyond such measures, as the Law requires, state leaders throughout the country reached consensus on the use of assessments that were developed by third parties and which provide evidence of validity and reliability but administered locally.

Minnesota faces several issues with regard to developing a statewide strategy for measuring technical skill attainment separately from conventional student success measures (GPAs, course completion, retention, graduation etc.). Specifically, the development of technical

assessments in all CTE fields at the state level goes well beyond available resources. However, whatever statewide strategy on technical skill attainment Minnesota pursues, it will ensure that such a strategy will include a portfolio of valid and reliable assessment instruments. (See Section Four below).

As Minnesota develops a consistent and uniform strategy for measuring technical skill attainment at the state level, it has already begun a process for collecting information about the various efforts measuring technical skill attainment at the local level. These include:

- Several **secondary** eligible recipients received funding in 2006 to begin the process of local selection or development of technical skill assessments. Results from the gathered information should provide guidance regarding the available opportunities for, and the constraints faced when, using technical skills assessments.

- At the **post-secondary** level, building upon the current Minnesota State Colleges and Universities system accountability measures, the use of pass rates on licensure exams will be implemented for nursing and law enforcement programs. However, using the measure of licensure pass rates as a proxy for technical skill attainment impacts only a limited number of programs and students.

- Minnesota is contracting with V-TECS to build baseline information on the extent to which high schools and colleges are using the different third-party industry based assessments to measure technical skills of students completing CTE courses and programs.

- Some high schools and colleges have been using the National Occupational Competency Testing Institute (NOCTI) assessments to measure technical skill attainment, particularly in nursing-related and allied health programs for some time. We will explore additional uses of NOCTI assessments for both local and statewide implementation.

- Through AMATROL, a company specializing in a skill-based interactive technical learning for engineering, manufacturing and technology programs, Minnesota is beginning the process for exploring the inclusion of technical assessments in its two-year college and four-year university Science, Technology, Engineering and Mathematics (STEM) programs.

Minnesota will pursue a continuous improvement strategy in measuring and reporting technical skill attainment. The net result will be that at the end of Perkins IV, there will be valid and reliable measures that reflect the extent of student and program coverage that that are a reflection of the level of technical skill attainment of CTE students in Minnesota. In addition to the conventional exiting outcomes measure of technical attainment (grades and placement rates), at the end of Perkins IV Minnesota plans to have a set of technical skill assessment measures that provide additional evidence of technical skill attainment which will then be used to establish the relationship between grades, placement rates and pass rates on technical skill assessments at the post secondary level.

iii. Identify and address current or emerging occupational opportunities;

The Office of the Chancellor (OOC) has a contract with Economic Modeling Specialists Inc. (EMSI) to use web-based software called Community College Strategic Planner (CCSP). CCSP has customized its product to fit the needs of the Minnesota State Colleges and Universities system in order to assist at the system level and at the college level to analyze industry, occupation, and demographic trends in geographic areas and to tailor program offerings to effectively respond to expected economic changes in a pre-determined workforce area. Additionally, the OOC has used information from EMSI to identify a preliminary list of career pathways in Minnesota that are high-skill, high-wage or high-demand. More analysis is currently being conducted to fine tune this list by taking into consideration elements on the supply (program and graduate information) and elements of demand (long-term and short-term statewide and regional projections).

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

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

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

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

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

Post-Secondary

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

- Using Perkins Leadership Funds to promote the **development of new programs** in colleges, either on their own or collaboratively, in high-skill, high-wage, or high-demand. occupations.
- Developing the **College and University Program Planning System (CUPPS)** to:
  - Determine the supply-demand gaps or program overlaps, which indicate what existing academic programs can be considered for expansion, reduction, closure, replication or relocation
  - Determine the market share of Minnesota State Colleges and Universities in the state for specific program areas
  - Identify the extent to which Minnesota State Colleges and Universities graduates obtain related jobs, retain them through time, or pursue further education.

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

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

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

- Utilizing the fulltime **labor market analyst** at the Office of the Chancellor, who assists various Academic and Student Affairs divisions and units with advice and guidance on:
  - Linking demand side information to existing post-secondary engagement, attainment and transitions data.
  - Producing information, reports and documents on employment and wage activity for individual colleges and universities within the Minnesota State Colleges and Universities as they develop, maintain, and adjust academic programming on their local campuses.
  - Providing the critical link to the research and statistical information unit in the Department of Employment and Economic Development (DEED), allowing both agencies to share data electronically and use that data in specific projects within the Minnesota State Colleges and Universities and DEED.

Secondary

- Using the Minnesota Career Information System (MCIS) to provide information for schools, students and their parents on employment trends and opportunities and educational

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

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

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

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

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

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

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

See discussion under (h) above.

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

See discussion under (h) above.

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

See discussion below in the Tech Prep Section.

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

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

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

Secondary

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

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

Post-Secondary

See the answer given in (5) below.

3. You must describe how comprehensive professional development (including initial teacher preparation and activities that support recruitment) for career and technical teachers, faculty, administrators, and career guidance and academic counselors will be provided, especially professional development that—

(a) Promotes the integration of coherent and rigorous academic content standards and career and technical education curricula, including through opportunities for academic and career and technical teachers to jointly develop and implement curricula and pedagogical strategies;

Professional Development

It is important for college faculty and secondary teachers to continue professional growth, and to do so, college faculty and secondary teachers need to set clear goals and means to accomplish these goals. Professional development includes continuing improvement in: teaching and learning skills and methods, discipline and program content, student interactions, service to the school, the college and the greater community, and personal growth related to the secondary school teacher's or a post-secondary faculty's employment responsibilities.

Secondary

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

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

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

Post-Secondary

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

The purpose of the professional development plan is to identify activities and/or strategies to be used by the faculty member to maintain currency in the faculty member's credential field(s) and in teaching and learning skills and may include activities that go beyond maintaining currency . The plan shall be developed by the faculty member in consultation with the faculty member's supervisor and shall address specific objectives and expected outcomes with respect to the following components, as appropriate to the faculty member's needs:

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

The system-level Center for Teaching and Learning (CTL) provides several programs for two-year-college faculty that promote the ongoing improvement of curricula and teaching methods. One of the most broadly engaging is an annual series of 12-18 discipline or program workshops, each organized by teams of faculty from technical and community colleges (and including our system's universities). Discipline workshop funding is granted only to teams whose agendas center on collaborative development, discussion, and review of curricula and pedagogy. More information and the calendar of current and archived workshops is found at http://www.ctl.mnscu.edu/programs/discipline_work/. Discipline workshops in career and technical education typically involve presentations and workshops on new industry standards and technologies, and integration into curricula at a system-wide level.

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

Secondary

Perkins Sate leadership funds support positions at both the University of Minnesota and Bemidji State University, the two institutions primarily responsible for preparing career and technical

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

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

Post-Secondary

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

Prior to being granted unlimited status, a faculty member shall successfully complete courses in the following content areas focused on the post-secondary student learning environment: course construction; teaching/instructional methods; student outcomes assessment/evaluation; and philosophy of community and technical college education. The learning experiences defined in this requirement are intended to: provide the faculty with an insight into the culture and climate of teaching at a community or technical college in Minnesota; lay the groundwork for excellence in teaching and learning; and ensure that faculty possess the minimum instructional knowledge, skill and practice components foundational for the community and technical college teaching environment.

New faculty members who hold a degree in education focused on a post secondary student learning environment, have documented evidence of successful completion of equivalent coursework in the specified teaching and learning content areas, or three years of successful full-time (or equivalent) secondary, postsecondary, industry, or trade apprenticeship teaching experience in the field for which they are being hired will be exempt from taking the first three courses. The philosophy course shall be waived for individuals who, at the time of hire, have documented evidence of successful completion of equivalent coursework. The equivalency determination will be made by the Office of the Chancellor Human Resources Office.

Southwest Minnesota State University has developed the three courses at both the undergraduate and graduate to meet the Teaching and Learning Competency requirements of the College Faculty Credentialing Policy. There is an agreement between the Office of the Chancellor and Southwest

Minnesota State University to fund the development of the course syllabi and provide a tuition match for the delivery of the courses to unlimited community and technical college faculty.

The Philosophy of Community and Technical College Education non-credit course has been developed and will be delivered online by the Center for Teaching and Learning at the Office of the Chancellor.

These courses are also offered through the Teacher Education Sequence (TES) at both Bemidji State University and the University of Minnesota. The "teacher education sequence," is a series of courses designed to prepare individuals for new CTE teaching positions whose technical background is gained through either coursework or industry experience. (Someone will need to explain what the 'funding' arrangement is with these to universities).

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

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

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

(c) Is high quality, sustained, intensive, and focused on instruction, and increases the academic knowledge and understanding of industry standards, as appropriate, of career and technical education teachers;

Secondary

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

classroom settings. The state continues to promote this particular activity, and uses it as a model for future professional development activities in other areas.

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

Post-Secondary

Besides the discipline workshops described above in 3(a), the system-level Center for Teaching and Learning provides a variety of professional development programs, services, and resources for faculty statewide, all focused on continual improvements in instruction and in student learning outcomes.

- An annual system-wide conference, *Realizing Student Potential: ITeach* brings together more than 1,200 faculty for a day of discipline/program meetings, interactive instructional sessions, and sharing of best practices. Through this event, CTE faculty share information about industry standards, for new pedagogical practices across institutional boundaries, but also increase interact meaningfully with academic faculty, increasing awareness of common student learning needs.
- The system's "ITeach Center," an online professional development center, offers resources and tools for improving instruction, hundreds of them targeted at the needs of career and technical faculty.
- CTL instructional development grants are offered on a competitive basis to faculty who wish to experiment with new strategies for teaching and learning. Each round of grants includes several awarded to CTE faculty for course improvements.
- The Center administers the College Faculty Awards for Excellence program, through which approximately $3M per year in funding appropriated by the Minnesota legislature for competitive compensation for faculty is awarded to two-year-college faculty for individual achievements in promoting excellence in student learning. Hundreds of CTE faculty members have received these awards since their inception in 2006. The awards, and the competitive proposal process through which they are received, seem to be having a beneficial direct impact on the classroom as well as on faculty innovation above and beyond normal teaching responsibilities.

In addition, two of the Center's staff are dedicated to direct support of professional development for career and technical educators:

- One of two faculty coordinator positions is filled by an experienced CTE faculty member who works closely with the system's Perkins unit, with faculty development leaders on campus, and with campus administrators, to remain informed on CTE issues and faculty needs, and to make recommendations for CTL programs to serve them. (.75 FTE Perkins-funded)
- The Center's director for programs and services is an experienced CTE instructor who ensures a balance in CTL offerings, serving university, liberal arts, and career and technical educators, and their need to interact with and learn from one another. (.25 FTE Perkins-funded)

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

Secondary

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

Post-Secondary

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

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

Secondary

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

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

Post-Secondary

See the responses to item (a)-(c) above for post-secondary

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

Secondary

When the Minnesota Board of Teaching decided not to continue licensure for technical tutors (support personnel working primarily with students of special populations), special legislation was enacted allowing support for paraprofessionals within career and technical education programs as long as those paraprofessionals met the requirements as identified in the Elementary and Secondary Education Act. The state has implemented on-line instruction to assist individuals to meet these requirements.

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

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

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

Post-Secondary

Minnesota State Colleges and Universities has an established policy and procedure related to college faculty credentialing which is the process for evaluating an individual's formal education, training, professional/occupational experience and any required state licensure or industry certification in accordance with system-established minimum qualifications for individuals teaching in specific programs or disciplines as well as academic counselors and librarians. (http://www.mnscu.edu/board/policy/332.html http://www.mnscu.edu/board/procedure/332p1.html) This assures that qualified individuals are teaching in the system colleges through these system-established faculty minimum qualifications.

The process to establish and revise minimum qualifications includes:

- ➔ Analysis that includes programs and disciplines from a national, regional and state perspective; availability of education and/or training in the specific area for faculty; national standards; industry, professional or state requirements for faculty in a specific program or discipline and any other pertinent background information.

- ➔ Consultation with industry representatives, faculty, administrators, and others as appropriate that culminates in a recommendation regarding required minimum qualifications.

- ➔ Alignment with the approved college programs and college-approved disciplines (see the response under 3a above).

Additionally,

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

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

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

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

The Minnesota State Colleges and Universities system has 25 two-year colleges and seven state universities. Since its constitution in 1998, the Minnesota State Colleges and Universities Office of the Chancellor has sought to establish consistent practices for accepting credit for undergraduate college-level courses transferred into a system college or university. The Minnesota State Colleges and Universities system has established a policy (http://www.mnscu.edu/board/policy/321.html) and a procedure (http://www.mnscu.edu/board/procedure/321p1.html) for undergraduate course credit transfer. A website has been created www.mntransfer.org, which has considerable information about transfer from sub-baccalaureate to baccalaureate programs including the following items:

- A tutorial on transfer for students http://www.mntransfer.org/orientation/welcome.html
- Information on Bachelor of Applied Science (BAS) programs http://www.mntransfer.org/Educators/AppliedBachelors/appbacindex.html, a baccalaureate degree with a major in a technical area with substantial applied content that a student can partially acquire by completion of another instructional program or experience in a technical field.
- Articulation agreements: http://www.mntransfer.org/Agreements/articagree.html site includes a template for designing an articulation agreement and course equivalencies
- Project Lead the Way template http://www.mntransfer.org/Educators/PLTW/PLTW_index.html
- Links to each college and university transfer information http://www.mntransfer.org/Educators/MNTransWeb.html and a list of transfer specialists at each college and university http://www.mntransfer.org/Specialists/TransferSpecialists.html

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

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

Minnesota has established a separate policy (http://www.mnscu.edu/board/policy/337.html) for general education courses reflecting competencies adopted by the public higher education entities in Minnesota. The 1994 "Minnesota Transfer Curriculum Agreement" is a document developed by faculty representatives of Minnesota public colleges and universities outlining the conditions by

which students transfer their completed general education work at one public college or university to meet lower division general or liberal education requirements at any public college or university in Minnesota. The agreement was signed by the chief executive officers of the existing public higher education systems in 1994. The agreement identifies ten areas of emphasis and goals and student competencies in each area of emphasis. The ten "goal areas" refer to the areas of emphasis identified in the Minnesota Transfer Curriculum Agreement: 1) Communication, 2) Critical Thinking, 3) Natural Sciences, 4) Mathematical and Logical Reasoning, 5) History, Social and Behavioral Sciences, 6) Humanities and Fine Arts, 7) Human Diversity, 8) Global Perspective, 9) Civic and Ethical Responsibility, and 10) People and the Environment.

Colleges and universities within the Minnesota State Colleges and Universities system have policies and procedures with regard to the development, approval and management of academic programs to meet Minnesota's educational needs (see above discussion regarding the academic programs policy and procedure). The Minnesota Transfer Curriculum policy and procedure has been developed in such a manner that they are consistent with academic programs policy and procedure. Unlike the undergraduate course credit transfer policy and procedure (see above) where the receiving institution determines criteria for accepting credit, each receiving system college and university shall accept a Minnesota Transfer Curriculum course, goal area, or the entire curriculum as determined and documented by the sending system college or university. Each system college and university shall publish its Minnesota Transfer Curriculum requirements and policies. A corresponding procedure must be developed to implement the Minnesota Transfer Curriculum policy (http://www.mnscu.edu/board/procedure/337p1.html).

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

See Section One above.

7. ***You must describe efforts that your agency and eligible recipients will make to—***

(a) Improve the academic and technical skills of students participating in career and technical education programs, including by strengthening the academic and career and technical components of career and technical education programs through the integration of academics with career and technical education to ensure learning in--

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

ii. Career and technical education subjects;

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

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

Secondary

Secondary CTE programs in Minnesota are required to address all aspects of industry in their curricula, and the Minnesota Department of Education has provided resources and professional

development around all nine aspects of industry that are common to any enterprise. Students should gain strong experience in, and understanding of all nine aspects, which are:

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

Post-Secondary

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

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

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

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

Secondary

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

a. Language Arts – state standards established for grades 9-12 and state assessments established in reading and writing.

b. Mathematics – state standards established for grades 9-12 and state assessments.

c. Arts – state recommended standards established or districts may develop their own standards; assessments determined locally.

d. Science – state standards established for grades 9-12 and state assessment under development.

e. Social studies – state standards established for grades 9-12; assessments determined locally.

f. Health and physical education – locally determined standards and assessments.

g. World languages – locally determined standards and assessments.

Each district is required by statute to offer courses in career and technical education and to develop local standards and assessments. Curriculum frameworks have been developed to assist districts to determine appropriate standards and assessments, and to align coursework in career and technical education with state and local standards in academic subjects.

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

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

Post-Secondary

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

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

Secondary

The Minnesota Department of Education maintains program specialists in five career and technical education fields who also serve as regional contacts for all career and technical education programming under the Perkins Act. These individuals will be first contacts for

providing technical assistance, and will bring issues to the State career and technical education team so that recurring needs are addressed in a timely manner and in a consistent fashion.

Post-Secondary

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

Joint Perkins IV Planning

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

With the Perkins Act now enacted, the joint planning has focused on Basic and Tech Prep local planning. The joint planning has resulted in all recipients, Secondary Basic, Postsecondary Basic, and Tech Prep, using the same format for the local application and a common operational handbook. Frequently asked questions (FAQs), be they from secondary or post-secondary, are answered in a single document. All documents, materials and resources produced in preparation for informing local eligible recipients on the intent of the new law, Minnesota's new direction, Minnesota's five Perkins IV goals, and Minnesota's rationale for the new consortium structure are available on www.cte.mnscu.edu.

Future Planning and Technical Assistance

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

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

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

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

See the discussion in the Introductory Section above.

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

See the discussion in the Introductory Section above.

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

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

A. Statutory Requirements

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

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

- Programs and services for those with the greatest need to ensure participation and completion of CTE programs.
- Ensuring awareness efforts and learner accommodations so that members of special populations will not be discriminated against on the basis of their status.
- Providing members of special populations the same opportunities as other CTE students regarding information about preparing for high skill, high wage or high demand occupations and careers.
- Ensuring that college activities are aligned and coordinated with campus TRIO programs, high school alternative programs and other programs that serve underrepresented students to secure equal access to career and education opportunities.
- With the removal of academically disadvantaged students as a special population, even while addressing the needs of academically disadvantaged students has gained statewide and national prominence, local consortia must first meet the needs of the special populations that have been defined under Perkins IV first before shifting any resources to academically disadvantaged students. Nevertheless, targeting academically disadvantaged students in partnership with other entities who deal directly with this group, such as Adult Basic Education or community-based organizations, has been encouraged within the local consortium plan.

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

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

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

All Perkins IV eligible recipient plans are reviewed by the Office of the Chancellor and Minnesota Department of Education to ensure that discrimination against members of special populations in learning, student support services, and physical accessibility is not apparent in written goals, objectives, and strategies.

Secondary

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

Post-Secondary

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

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

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

- **Diversity Planning** - Aligning of the state Perkins plan with other departmental strategic planning, e.g. Office of Diversity and Multiculturalism strategic planning and OCC strategic planning related to access and opportunity. Beginning collaborative strategies between Perkins stakeholders and other community providers allows for a more streamlined and effective transition of learning for the students (e.g. Project C^3 – Connecting Youth to Communities and Careers at http://www.c3online.org). Counseling services at both the secondary and postsecondary settings should be aligned to assist students in special populations with access, accommodations and appropriate support services that will allow the student to have smoother transitions and a better chance for academic and career success.

- **Proactive Advising** - Utilizing early and proactive advisory techniques, through which secondary and post-secondary students will be provided the opportunity to develop a career development plan that will be reviewed each year. The plan will include the five transition areas addressed at each individual educational program (IEP) team meeting. Excluding recreation, the other four areas are addressed below:

    - Employment - A specific sequential series of courses and experiences provide the high school learner the opportunity to enhance their knowledge about the world of work and develop baseline assessment of skills and abilities. The creation of Programs of Study and Career Pathways allows the student to obtain some of these skills in a pathway that includes postsecondary and/or job preparation training. Exposing all special population learners earlier to careers establishes the opportunity for students to obtain knowledge about nontraditional careers.

    - Post-Secondary Education and Training - The alignment of Programs of Study with secondary and postsecondary institutions allows students a more systematic approach to identifying appropriate career pathways. Earlier recognition of insufficient skill levels necessary for postsecondary education gives the student learner time to enhance these skills at the secondary level rather than take remedial course work in the postsecondary setting.

    - Counseling Services: C 3 - Connecting Youth to Community and Careers. The implementation of the C3 Project allows a vehicle for student learners, parents, and school counselors to assist with the identification of appropriate services and agencies that provide that service in the transition of special needs student learners.

    - Work Based Learning and the state-supported Transition-Disabled programs also allow students with disabilities the opportunity to acquire skills that will prepare them for postsecondary education and employment.

- Implementation of career and technical education programs specifically designed for students with disabilities only where such intervention is required under the individual educational program (IEP). Support is provided for these specially-designed career and technical education programs using state transition-disabled funds.

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

- **Using Electronic Career Guidance Tools for Raising Interest in Nontraditional Careers:** The purpose of the project is to encourage young students to explore electronic resources by using the

Internet System for Education Employment and Knowledge (ISEEK) www.iseek.org to research more useful information about career options available in non-traditional careers. The end result will be the creation of a white paper report based on student feedback of existing electronic tools that can be utilized as guidelines for focusing interest in non-traditional careers throughout the Minnesota State Colleges and Universities system.

- **MindQuest Academy**: Specifically targets adults identified as academically disadvantaged and/or having limited English proficiency. A new educational service delivery model that helps these adults successfully make the transition to college has been developed and implemented at a community college. The aim of the project is to provide college preparatory services through a mix of online and classroom approaches with open access to assessment, educational planning, counseling, and instruction. The college provides on-campus classroom space and computer technology with teachers from Adult Basic Education (ABE) instructing the adult learners using the interactive MindQuest Academy online college prep curriculum. This delivery model gives MnSCU and ABE programs a new opportunity to work together collaboratively to create a seamless path into post-secondary education for adult at-risk learners.

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

- **Equity training for improving recruitment and retention of special population students**. In collaboration with MnSCU Center for Teaching and Learning two projects are intended to target special populations through professional development: (1) the enhancement of existing online tutorials with the addition of training on equity issues that provide for more inclusive teaching approaches; (2) host train-the-trainer workshops to address student achievement through gender equity.

Minnesota has mad substantial efforts in meeting the needs of special population using some of the strategies outlined above. Both at the secondary level, but particularly at the post-secondary level, it has to be underscored that collecting data on special population groups is challenging given that information gathered from students is based on self-identification. Nevertheless, both the Minnesota Department of Education and the Minnesota State Colleges and Universities system have developed methods to identify the special population groups within their normal data collection processes.

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

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

Minnesota has legislated many alternative educational opportunities for students, most notably area learning centers and charter schools. Minnesota Statute 123A.06 identifies the programming requirements for area learning centers and specifically specifies, “The programs and services of a center must focus on academic and learning skills, applied learning opportunities, trade and vocational

skills, work-based learning opportunities, work experience, youth service to the community, transition services, and English language and literacy programs for children whose primary language is a language other than English."

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

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

- **Functional Literacy** – reading, math, and writing development directly related to career and technical preparation or other activities which support adult learners in preparation for career and technical education or employment

- **Development of Assessment Procedures** – assist participants with assessing their interests and abilities, as well as planning with career and technical education

- **Career Exploration or Career Guidance** – work sampling, job shadowing, visits to career and technical programs or industry, activities that allow participants to explore high skill, high wage, or high demand careers, or other activities that allow participants to engage in career planning such as career pathways

- **Transitional Services** – assist participants with moving from incarceration or transition with individual education plans to career and technical training and/or employment (i.e. jobs outside of correctional settings), such as work readiness skills training.

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

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

Efforts at the State level under Perkins IV will target specific career clusters and will be collaborative among staff from MDE, Office of the Chancellor and Department of Employment and Economic Development. Also, the local application requires Perkins IV recipients to submit goal(s), strategies, measure(s) and outcome target(s) for preparation for nontraditional training and employment. These activities are designed to have a direct positive impact on the accountability measures for completion of career and technical education programs that lead to nontraditional training and employment. Minnesota has allocated the full allowable expenditure ($150,000) toward this effort.

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

conducting research to identify high-skill, high-demand or high-wage career pathways. As part of this research, non-traditional occupations will be an additional determining factor.

SECTION FOUR
The FY08 Minnesota State Transition Plan: Accountability and Evaluation

A. Introduction and Overview

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

A. Statutory Requirements

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

Secondary

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

Post-Secondary

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

Known as the Perkins Brio database, the primary purpose so far has been to meet the Perkins III accountability requirements for compliance. However, with an increased focus on accountability under Perkins IV, the Perkins Brio database continues to be made more integral and dynamic and is positioned as an evidence-based accountability system. The ability to link certain information in ISRS

to the Perkins Brio database has led to the alignment of the Perkins accountability measurement definitions and approaches with those developed under the Minnesota State Colleges and Universities System Accountability Measures, particularly those that relate to student success and licensure pass rates.

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

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

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

In July 2007, a post-secondary accountability task force was created. The task force consisted of Office of the Chancellor Perkins accountability staff and accountability specialists from system colleges. The primary goal of the task force has been to develop valid and reliable measurement definitions and approaches for establishing baselines, performance targets and quantifiable improvement levels for all Perkins IV accountability indicators. These included:

- Reviewing trend data from Perkins III to set the stage for establishing baseline measures for each Perkins-eligible college for each of the Perkins IV accountability indicators.
- Creating measurement approaches that are consistent with those already in existence with the Minnesota State Colleges and Universities system.
- Seeking input from several Perkins coordinators, who under Perkins III served as peer technical advisors on the Perkins Brio data, to determine the extent to which colleges can feasibly meet different levels being considered as realistic for improvement.

The Minnesota State Colleges and Universities Office of the Chancellor Perkins Accountability task force has developed a strategy for CTE student definitions and measurement approaches that is consistent with the System Accountability Indicators, particularly the Student Success Indicator and the Licensure Pass Rate Indicator. During the deliberations of the task force, the following items came in the discussions and these were incorporated into the recommendations:

- Using a student cohort method to determine concentrator status.
- Having the data reported in the year following the ending year of the cohort.

- Separating the retention from transfer to obtain a more precise measure for each.
- The pros and cons of using the concentrator as the denominator in the non-traditional completion measure.
- How to move beyond licensure pass rates in a limited number of fields as a measure of technical skill attainment.

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

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

Secondary

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

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

Post-Secondary

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

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

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

The Office of the Chancellor will use the post-secondary entry-level cohort-based Perkins database for negotiating individually with each college. The Office of the Chancellor is proposing to undertake the following steps:

- Each Perkins eligible college will be provided a baseline measure for each Perkins IV indicator. The baseline measures are obtained by examining Perkins III trend data (2003-2007).
- Each college will not only be provided an average baseline measure, but an acceptable range as well. These baseline measures are derived from examining Perkins III trend data for each indicator and sub-indicator.
- Based on the Perkins III trend data, at the aggregate and the disaggregated level, a proposed level of increase for each indicator will be provided to each college.

- The Office of the Chancellor Perkins staff will engage in formal discussions to solidify the baseline measure for each indicator, and the proposed level of increase in each measure, to the satisfaction of both the Office of the Chancellor as well as each college. The process is expected to be completed by June 2008. However, preliminary estimates for each college will developed to determine the state-adjusted level of performance for each core indicator (see below).

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

The second stage, in consultation with the Minnesota State Colleges and Universities Office of the Chancellor Perkins Accountability task force, will be the determination of the state adjusted level of performance. The consultation will include the following:

- With local adjusted levels of performance, and subsequent levels of increase for each indicator established, the Office of the Chancellor will conduct a review and analysis of each locally negotiated level of performance. The analysis will serve as the basis for developing a state baseline measure and adjusted level of performance for each indicator. As part of the State Plan development process, preliminary baseline measures for each indicator will be provided and will be indicated in Part C.
- To determine the levels of increase from the state baseline measure, further analysis will be conducted using Perkins III trend data as well as including the impact of other state-level strategic efforts on CTE performance.
- Prior to the FY2009 FAUPL negotiations with the US Department of Education, a final review will be undertaken by seeking input from the Office of the Chancellor Research and Evaluation Division and key research and policy staff within the colleges.

For the FY2009 FAUPL, Minnesota will submit valid and reliable measurement definitions and approaches, with final baseline values and final proposed improvement targets for all post-secondary accountability indicators.

Measuring Secondary and Post-Secondary Technical Skill Attainment

Minnesota is proposing to adopt a different approach to gathering accountability data for the technical skill attainment indicator. While recognizing that the approach taken by secondary will be different from that taken by post-secondary, Minnesota faces fundamentally the same problem at both levels: the use of proxy measures (enrollment in, and graduation from, CTE programs) as an indicator for technical skill attainment. Shifting from such an approach to an approach that is exclusively based on third-party assessment will require the dedication of substantial resources, time and effort. Hence, Minnesota is proposing the following general approach as an alternative to measuring technical skill attainment:

- Two "baseline" measures will be established, one for secondary and the other for post-secondary. However, they are not ***baseline*** measures as traditionally defined. On the contrary, they are the state **target** rates that Minnesota intends to attain at the end of Perkins IV. In other words, these ***baseline*** measures are equilibrium rates that will be achieved as local consortia expand student and program coverage with regard to technical skill attainment using third-party instruments.
- For the FY2009 fiscal year, all secondary and post-secondary recipients will use the respective state equilibrium targets as the local targets for technical skill attainment

- Starting in FY2009, Minnesota begins the technical skill attainment process in which each new consortium will identify how they will use, assess, and report data on student achievement in technical skills.
- Each subsequent fiscal year, local consortia will set in motion strategies to expand student and program coverage, separately for secondary and post-secondary recipients.
  - Efforts will be made to use the same assessment at the secondary and post-secondary level, particularly across similar programs. However, adjustments to the measurement process will be made to accommodate the current level at which student is in the program of study he or she might be pursuing.
  - As each local consortium begins to expand student and program coverage at different rates, the State will adjust local targets accordingly for the fiscal years following FY2009.

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

- **S**kill: How is technical skill attainment defined?
  - Level of inclusion
  - Degree of specificity
- **C**ost: Who bears the burden of the cost?
  - Test Development
  - Update costs
  - Administration costs
- **R**ationale: Why the need for a differentiated system of accountability?
  - Measures the Value-Added of CTE
  - Direct Link to Employer Perceptions
- **A**lignment: Which takes precedence?
  - Industry Standards;
  - College and Program Accreditation (Student Learning Outcomes)
  - State and Local Requirements (Student Success)
- **P**enetration: How does one arrive at a single performance level?
  - Program coverage
  - Student Coverage
- **P**erformance: How does one arrive at a single performance level?
  - Target
  - Baseline
  - Variability
- **E**stimation: Does the estimation procedure truly measure technical skill assessment?
  - Validity
  - Reliability
- **R**eporting: Which provides the most consistent results?
  - End of Course
  - End of Program
  - At Job Market Entry Point

A long-term goal for Minnesota will be to apply the above characteristics and answer the underlying questions. By so doing, Minnesota intends to build and sustain a technical skill attainment process that is based on solid rationale, using a cost-effective, widely-reported,

well-aligned, broadly penetrable and perfectly-estimated assessment instruments, and leads to a true measurement of student technical skill performance levels.

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

   Section 113(b) of the Act describes the measures that a State must use for student attainment of challenging academic content standards and student academic achievement standards in reading/language arts and mathematics (1S1 and 1S2, respectively) and student graduation rates (4S1). These measures have been pre-populated on the Final Agreed Upon Performance Levels (FAUPL) form. You do not need to describe how these definitions and measures are valid and reliable in your State plan narrative.

See the completed form.

Secondary

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

Post-Secondary

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

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

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

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

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

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

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

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

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

      To measure attainment of these two core indicators, a State must develop and reach agreement with the Department on "adjusted performance levels," which constitute the State's performance targets for a program year. Permissible targets (i.e. "adjusted performance levels") for these two core indicators would be a State's "annual measurable objectives" (AMOs) from its State's ESEA accountability workbook. (To ensure that a State's schools are making "adequate yearly progress" (AYP) as required under section 1111(b)(2)(A) of the ESEA, section 1111(b)(2)(G) of the ESEA requires a State to establish Statewide AMOs, which identify a single minimum percentage of students who are required to meet or exceed the proficient level on the State's academic assessments each year.) Under the Perkins Act, a State may propose different performance levels (targets) for these two core indicators instead of its AMOs as discussed below.

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

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

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

Post-Secondary
While the State does not have to reach agreement on the "2008-2009 "adjusted performance levels" with the U.S. Office of Education for the post-secondary indicators, the Office of the Chancellor continues to collect data, refine its measures, and develop strategies for negotiating "adjusted performance levels" with individual colleges. See the discussion under 2 above.

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

Secondary
Minnesota plans to encourage districts that exceed state adjusted levels of performance to negotiate to at least their current level of performance, giving some latitude to negotiate with those districts that are falling short of targets. The Minnesota Department of Education will negotiate no targets that are lower than existing levels of performance unless mandated to do so under the provisions of the Act or substantive evidence is provided to support the request.

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

- A minimum level which may be above state adjusted performance level, which will act as the floor in the negotiation process.
- Trend data from Perkins III will be used as evidence to indicate that an eligible recipient is capable of reaching targets set above the state adjusted performance level.

- A recommendation by the college when the final negotiated level is below the state adjusted performance level.
- What the college would recommend with regard to improvement in performance for different indicators given what the college knows about trends in their local data.

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

Secondary

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

Post-Secondary

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

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

Secondary

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

Post-Secondary

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

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

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

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

See the description in (2) above.

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

Secondary

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

Post-Secondary

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

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

Between Secondary and Post-Secondary

As indicated in the introduction of this section, within both secondary and post-secondary CTE systems, a solid foundation has been established with regard to accountability, evaluation and monitoring. However, the ability to share and use data across the two systems is very limited. Nevertheless, the State has been exploring provisional solutions for following secondary students into the post-secondary system. One method that has been used for the past two years has been the

development of post-secondary tech prep enrollment and accountability measures. The method is described in Appendix L. Even while Minnesota has chosen to combine the tech prep and basic programs under Perkins IV, the technique described in Appendix L will definitely find application as Minnesota begins implementing its new consortium structure.

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

A. Statutory Requirements

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

Overview

Minnesota's move to combine the Basic and Tech Prep programs reflects the expectation under Perkins IV that Basic programs also address integration and articulation. Starting July 1, 2008, tech prep and basic grant funds will be combined for distribution to local consortia. Local consortium plans must continue to address tech prep activities within the limits of the Basic Grant structure under the new Act.

Rationale for Combining Tech Prep and Basic Grant Programs

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

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

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

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

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

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

- Each Tech Prep consortium recipient completed the same application form as the one completed by eligible recipients under the Basic Grant.
- Tech Prep consortia, even though the activities they have promoted have all been based on collaboration, had agreed to reserve 10% of their funds for identifying and building the new consortium structure.
- As Minnesota moves towards a single consortium structure, in which secondary and post-secondary eligible recipients will be jointly providing CTE services that also include tech prep services, there will be need for enhanced data collection systems that are able to follow high school students moving along particular pathways/programs of study towards post-secondary education or employment. [21]

High schools and colleges have moved forward in identifying a new consortium structure, and, for many of them the starting point for discussion has been the existing Tech Prep consortia. Ultimate success in moving CTE forward in Minnesota will depend on having Tech Prep and Perkins working together. The remainder of this section provides more details about the new consortium structure for CTE in Minnesota.

[21] Recently, the Office of the Chancellor was able to estimate the number of secondary Tech Prep students that entered the Minnesota State Colleges and Universities system. That technique has become a possible source for sharing data between secondary and post-secondary and putting in place strategies for sharing data across secondary and post-secondary CTE education at the state and local levels. See Appendix N for details.

Building the New Local CTE Consortium Structure in Minnesota

I. Introduction and Overview

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

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

II. Emerging Issues in Consortium Development

As part of the 2007-2008 local application plan, secondary basic grant, post-secondary basic, and tech prep grant recipients were to submit a single local application that focused on five goals, one of which was building a new local consortium[22]. As a requirement for a completed application plan, each secondary basic grant, post-secondary basic, and tech prep grant recipient (usually within a region of the state) was required to engage in preliminary discussions about how they would reconfigure themselves into a single consortium.

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

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

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

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

1. What is the vision for career and technical education in your region of the state? (What do you want to accomplish?)
2. How will you support and foster relationships among consortium members?
3. What leadership structure should exist for meeting the goals of your new consortium?
4. What practices or processes will you use to build and implement programs of study, identify and measure technical skill attainment, and address accountability?
5. What fiscal/administrative rules are needed for the operation of your new consortium?

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

B. Requirements

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

Why these partners?

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

How will the Consortium operate?

- ☐ Continuum of Service Provision
- ☐ Leadership Structure

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

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

To facilitate discussion and provide structure to consortium building, the State requested current recipients, in addition to providing who the new local consortium members might be, to provide a brief report on how the new local consortium is anticipating addressing the above six components. These reports, along with the identification of the new local consortia, were submitted by each secondary basic, post-secondary basic, and tech prep grant recipient on or before December 31, 2007.

III. The FY2009 Local Consortium Application Plan

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

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

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

In general, local eligible recipients must provide a narrative on how each local eligible recipient will accomplish each of the five goals and develop objectives, strategies, outcomes and measurements around these goals. Budget figures corresponding to each of the goals are to be provided separately for each goal. Based on the narrative for each goal, the eligible recipient must identify and discuss how the Perkins IV required activities will be addressed. A summary budget, along with a budget narrative must also be completed by each local eligible recipient. As part of the local application package, Minnesota has developed a scoring rubric (Appendix I), which is annually being revised and updated and will be reformulated to address the goals, objectives, strategies, and measurement outcomes for the new local consortium plan. During the transition year, Minnesota Department of Education and Office of the Chancellor Perkins staff, along with key staff from other divisions within Minnesota Department of Education and within the Office of the Chancellor, jointly reviewed secondary Basic, postsecondary Basic, and Tech Prep local applications. This practice is expected to continue for the local consortium plans, which are to be submitted in May 2008.

B. The FY2009 Local Consortium Plan: The Operational Framework

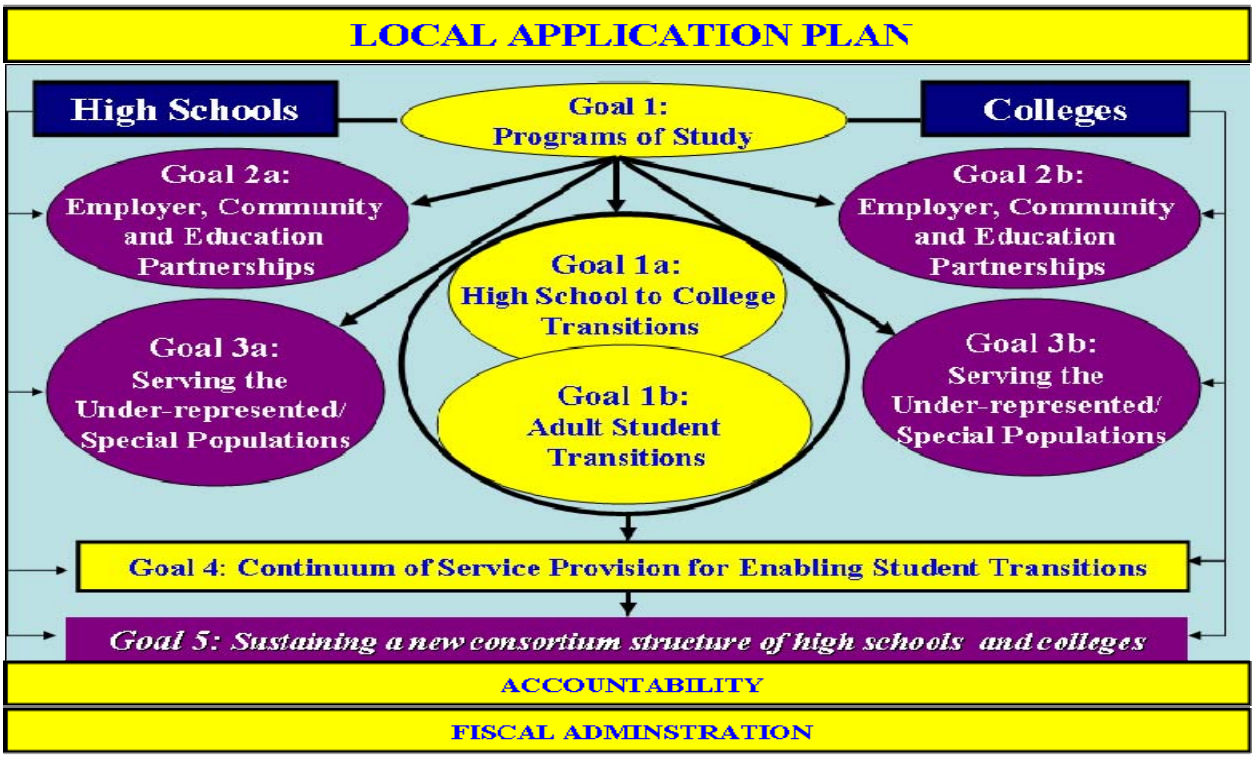
The local consortium plan begins with a focus on the achieving the following four goals by putting in place objectives and strategies, and developing corresponding outcomes and measures. The four goals are:

- ⇨ Build a Career Pathway/Programs of Study Structure that includes:
  - High school to college transitions for career and technical education students
  - Adult student transitions in high skill, high wage or high demand occupations
- ⇨ Provide access to the same set of programmatic and support services for the under-served and special populations in career and technical education programs that all other students are afforded

- ⇨ Effectively use employer, community and education partnerships to support career and technical education
- ⇨ Examine and expand collaborative practices under the new consortium structure to support CTE programs at the secondary and post-secondary levels thereby ensuring a continuum of service provision from multiple entry points to multiple exit points

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

Minnesota's CTE: Looking Beyond June 30, 2008



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

C. New Elements in the FY2009 Local Consortium Plan

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

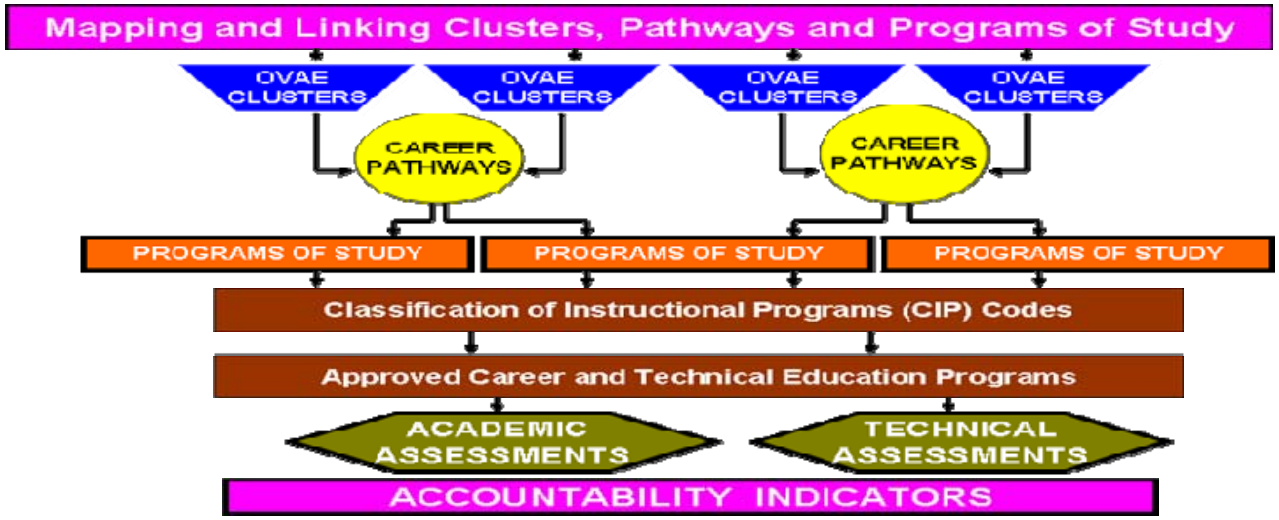
1. Geography: Logic says members of a consortium should be close to each other to facilitate planning, but it is not an absolute requirement, that school districts and their

partnering colleges are contiguous. In greater Minnesota (outside the Twin Cities metro area), geography implies that within a single consortium, large distances exist between school districts, as well as the distance between a college and a partnering school district. On the other hand, in the Twin Cities metro area, there are 60 school districts and 10 two-year colleges (11 campuses), and the interactions between consortia become critical for how each individual consortium in the Twin Cities area might operate.

2. Partnership History: School districts and colleges that already have a strong partnering history can only improve upon existing established relationships. Current partnership models that have been developed were premised on the Tech Prep consortium model under Perkins III, but there is no expectation that the new consortia must follow similar lines. As the new local consortia are being formed, it is now becoming more evident that none of the Perkins III structures were necessarily meeting Minnesota's new consortium structure completely.

3. Matriculation Patterns of Students: School districts should consider where their students go when entering postsecondary CTE studies and college should consider partnering with districts from which they draw students to enter their postsecondary CTE studies. An optimum partnership is one in which school districts and colleges are jointly attracting high numbers of students into CTE programs.

4. Programs of Study: With an understanding that CTE programs in Minnesota will start at least by grade 11 and continue through at least two years of college, establishing non-duplicative sequences of courses will be a driving force for building and sustaining Perkins consortia. The figure below shows how career clusters, pathways and programs of study are linked and mapped.



5. Continuum of Service Provision (CSP): Defined as the ability to bring fresh thinking to the consortium, CSP creates value for the student through new support services, curricular processes, and educational products, all of which should lead to an organic and systemic

change to the local consortium. Any consortium wishing to engage in CSP has a choice from four different options:

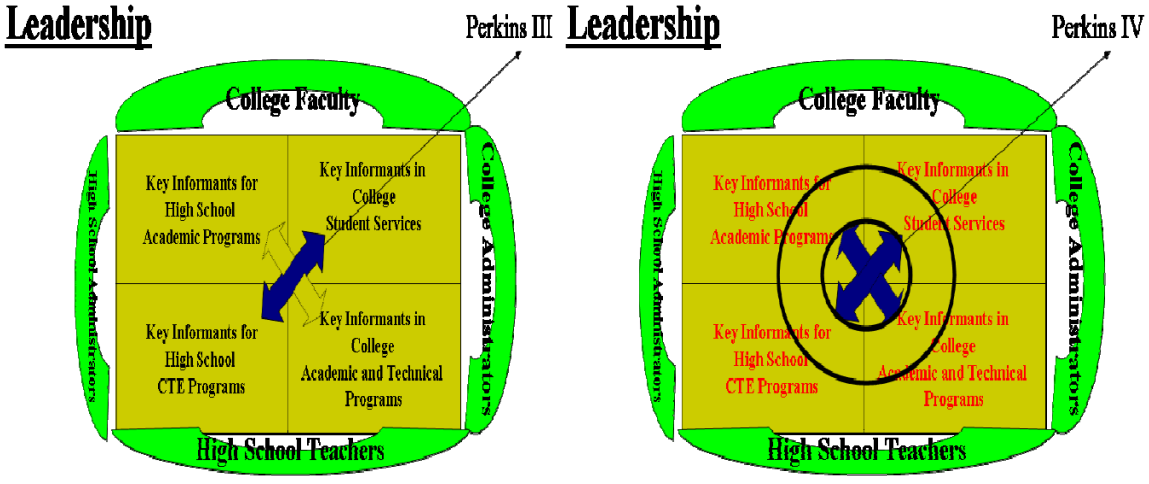
- ☐ *Sequentially* - Student need determined by consortia seeking CSP
- ☐ *Concurrent* - Student need determined jointly by two or more consortia seeking CSP but CSP within each consortium separate
- ☐ *Coordinated* - Student need determined jointly by two or more consortia but CSP within every consortium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

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

- Student Needs
- Cohorts versus individual students
- Development and coordination time
- Availability of staff resources
- Funding Constraints
- Degree of Adaptability

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

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



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

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

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

As of July 1, 2008, Minnesota expects to have around 25 local consortia that will be implementing the intent of Perkins IV in high schools and colleges. These local consortia will be implementing strategies that focus on:

- Developing collaborative partnerships, with the career pathway/programs of study as the centerpiece, for providing a continuum of education programming and support services to ensure smooth transitions from secondary into post-secondary education, in and out of post-secondary education, and between education and employment.
- Applying the same continuum of education programming and support services for students of color, for under-served populations, and for special populations as those that are applied to other groups.
- Establishing a differentiated system of accountability that distinguishes between technical skill proficiency and conventional academic success outcomes.
- Sustaining a statewide CTE consortium structure in which school districts and colleges are jointly attracting large numbers of high performing successful CTE students, who after completing their education, leave with sound academic knowledge and strong technical skills, making them ready for the fast-paced 21st century economy.

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

SECTION SIX
The FY08 Minnesota State Transition Plan:
FINANCIAL REQUIREMENTS

A. Statutory Requirements

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

With Minnesota moving forward towards a new consortium structure, the State felt that the current allocation of Perkins funds between secondary and post-secondary must be revisited. The following outlines the decision-making process the State undertook to arrive at the Transition Year (FY08 fiscal year) allocation of Perkins funds between secondary and post-secondary. It is the intent of the State to continue using the same allocation formula for the FY09 fiscal year between secondary and post-secondary, and within each of the two. How Perkins funds were allocated in the FY08 fiscal year is described next.

Between Secondary and Post-Secondary

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

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

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

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

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

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

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

Within Secondary and Post-Secondary

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

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

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

Tech Prep Programs

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

Use of the Ten Percent Reserve Funds

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

Administration and State Leadership Funds

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

3. ***You must describe how your agency will allocate any of those funds among any consortia that will be formed among secondary schools and eligible institutions, and how funds will be allocated among the members of the consortia, including the rationale for such allocation. [Sec. 122(c)(6)(B); Sec. 202(c)]***

For the transition year, Minnesota utilized the same structure of independent school districts, colleges, and consortia that existed during the final year of Perkins III for the allocation of funds. Funds were

distributed to the designated fiscal agent for any district, college, or consortia with the understanding that consortium funds were to be used only in such a way that benefits the entire consortium.

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

4. ***You must describe how your agency will allocate any of those funds among any consortia that will be formed among secondary schools and eligible institutions, and how funds will be allocated among the members of the consortia, including the rationale for such allocation. [Sec. 122(c)(6)(B); Sec. 202(c)]***

See (3) Above

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

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

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

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

a. $5.00/student enrolled in grades 9 through 12
b. Remaining funds distributed according to the ratio of participating independent school districts[23] to the total number of participating school districts.

[23] Independent school districts do not include cooperative school districts or charter schools.

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

SECTION SEVEN

The FY08 Minnesota State Transition Plan:

EDGAR Certifications

A. EDGAR Certifications

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

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

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

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

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

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

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

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

Refer to State of Minnesota on page iv.

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

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

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

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

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

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

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

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

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

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

B. Other Assurances

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

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

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

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

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

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

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

   Please refer to Appendix L.

5. ***You must provide a signed assurance that none of the funds expended under the Act will be used to acquire equipment (including computer software) in any instance in which such acquisition results in a direct financial benefit to any organization representing the interests of the acquiring entity or the employees of the acquiring entity, or any affiliate of such an organization. [Sec. 122(c)(12)]***

   Please refer to Appendix L.

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

   Please refer to Appendix L.

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

   Please refer to Appendix L.

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

   Please refer to Appendix L.

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

   Please refer to Appendix L.

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

    Please refer to Appendix L.

PART B: BUDGET FORMS

PERKINS IV BUDGET TABLE - PROGRAM YEAR 1
(For Federal Funds to Become Available Beginning on July 1, 2008)

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

A. Total Title I Allocation to the State	$17,783,491.00
B. Amount of Title II Tech Prep Funds to Be Consolidated with Title I Funds	$ 1,735,277.00
C. Total Amount of Combined Title I and Title II Funds to be distributed under section 112 (*Line A + Line B*)	$19,518,168.00
D. Local Formula Distribution (*Line C x 85%*)	$16,590,442.80
1. Reserve (*10% of Line D*)	$ 1,659,044.28
a. Secondary Programs (42%) $ 696,798.60	
b. Post-Secondary Programs (58%) $ 962.245.68	
2. Available for formula allocations (*Line D minus Line D.1)*	$14,931,398.52
a. Secondary Programs (42% of *Line D.2*)	$ 6,495,610.36
b. Post-Secondary Programs (58% of *Line D.2*)	$ 8,660,211.18
E. State Leadership (*Line C x 10%)*	$1,819,498.70
1. Nontraditional Training and Employment $100,000.00	
2. Corrections or Institutions $ 60,000.00	
F. State Administration (*Line C x 5%*)	**$**975,908.40
G. State Match *(from non-federal funds)*[24]	**$**975,908.40

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

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

II. TITLE II: TECH PREP PROGRAMS

A. Total Title II Allocation to the State $0

B. Amount of Title II Tech Prep Funds to Be Consolidated with Title I Funds $0

C. Amount of Title II Funds to Be Made Available For Tech Prep (*Line A less Line B*) $0

D. Tech Prep Funds Earmarked for Consortia $0

1. Percent for Consortia (*Line D divided by Line C*) [95%]

2. Number of Consortia 30

3. Method of Distribution (*check one*):

a. ☑ Formula
b. __ Competitive

E. Tech Prep Administration $0

1. Percent for Administration (*Line E divided by Line C*) [5%]

PART C: ACCOUNTABILITY FORMS

I. Student Definitions

A. Secondary Level

Career and Technical Education Participant

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

Career and Technical Education Concentrator

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

B. Post-secondary/Adult Level

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

Participant – Defined as:

II. A two-year college student in the Minnesota State Colleges and Universities System who:

- **Belongs to a particular fiscal year cohort, *and***
- **Enrolled in a CTE program[25], *and***
- **Declared as their degree intent (major) a CTE award[26]**

OR

III. A two-year college student in the Minnesota State Colleges and Universities System who:

- **Belongs to a particular fiscal year cohort, *and***
- **Enrolls in a career and technical education course[27]**

Concentrator – Defined as:

IV. A two-year college student in the Minnesota State Colleges and Universities System who:

- **Belongs in a particular fiscal year cohort, *and***
- **Enrolled in a long-term[28] CTE program, *and***
- **Declared as their degree intent (major) a CTE award**

OR

V. A two-year college student in the Minnesota State Colleges and Universities who:

- **Belongs in a particular fiscal year cohort, *and***
- **Enrolled in a short-term[29] CTE program, *and***
- **Declared as their degree intent (major) a CTE award, *and***
- **Completed and received the award in which they declared their intent**

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

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

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

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

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

MINNESOTA

II. FINAL AGREED UPON PERFORMANCE LEVELS FORM (FAUPL)

A. SECONDARY LEVEL

Column 1	Column 2	Column 3	Column 4	Column 5	Column 6
Indicator & Citation	**Measurement Definition**	**Measurement Approach**	**Baseline (Indicate Year)**	**Year One 7/1/07-6/30/08**	**Year Two 7/1/08-6/30/09**
1S1 Academic Attainment – Reading/Language Arts 113(b)(2)(A)(i)	**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. **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.	**State and Local Administrative Records**	**B: 62.00%**	**L: 62.00%** **A:**	**L: 63.00%** **A:**

Column 1	Column 2	Column 3	Column 4	Column 5	Column 6
Indicator & Citation	**Measurement Definition**	**Measurement Approach**	**Baseline (Indicate Year)**	**Year One 7/1/07-6/30/08**	**Year Two 7/1/08-6/30/09**
1S2 Academic Attainment - Mathematics 113(b)(2)(A)(i)	**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. **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.	**State and Local Administrative Records**	**B: 32.00%**	**L: 32.00%** **A:**	**L: 33.00%** **A:**
2S1 Technical Skill Attainment 113(b)(2)(A)(ii)	**Numerator:** Number of CTE concentrators who have earned at least 2 credits with passing grades within a career field by the reporting year. **Denominator:** Number of CTE concentrators who earned at least 2 credits in the career field by the reporting year.	**State and Local Administrative Records**	**B:**	**L: 85%**[30] **A:**	**L: 85.00%** **A:**

[30] **2S1 Technical Skill Attainment**: Minnesota is in the process of identifying and using valid and reliable technical skill assessments and are inventorying districts as to the use of industry skill standards. It will take several years to identify these assessments and establish reporting procedures. Our intent is to establish a system whereby state benchmarks will be identified at the program of study level, and that progress toward these benchmarks will be aggregated. Until this system is operational, Minnesota proposed using a proxy measure of success in the programs calculated as passing grades in all career field courses taken to reach the concentrator threshold. The state will need to renegotiate a baseline for this indicator when a system of technical skill assessments is implemented.

Column 1	Column 2	Column 3	Column 4	Column 5	Column 6
Indicator & Citation	**Measurement Definition**	**Measurement Approach**	**Baseline (Indicate Year)**	**Year One 7/1/07-6/30/08**	**Year Two 7/1/08-6/30/09**
3S1 Secondary School Completion 113(b)(2)(A)(iii)(I-III)	**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.	**State and Local Administrative Records**	**B:**	**L: 70.00%** **A:**	**L: 71.00%** **A:**
4S1 Student Graduation Rates 113(b)(2)(A)(iv)	**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.	**State and Local Administrative Records**	**B: 80.00%**	**L: *80.00%*** **A:**	**L: *81.00%*** **A:**
5S1 Secondary Placement 113(b)(2)(A)(v)	**Numerator:** Number of CTE completers who self-reported on a survey that they entered postsecondary education, employment or the military **Denominator:** Number of CTE completers who responded to the survey during the reporting year.	**Survey Methods**	**B:**	**L: 85.00%**[31] **A:**	**L: 85.00%** **A:**

[31] Minnesota's restrictive data practices have made sharing of data between the Department of Education and the state's higher education systems difficult. Recent developments point to a possible loosening of these restrictions. The Governor's P-16 Partnership has discussed secondary-postsecondary data sharing for several years and appears to be nearing a recommendation. The Commissioner of Education has asked school districts to voluntarily place a student's unique identifier number on transcripts so that data sharing between the Department of Education and the state's higher education institutions can be facilitated. The Department of Education has proposed language to the 2008 legislature that would allow data between the Department of Education and the state's higher education institutions to be matched through the independent Minnesota Office of Higher Education. Until any of these options become available to allow statewide data matching, the Department will continue to rely on a survey instrument which, admittedly, has had low response rates. The state will need to renegotiate a baseline for this indicator when a new data sharing process is implemented.

Column 1	Column 2	Column 3	Column 4	Column 5	Column 6
Indicator & Citation	**Measurement Definition**	**Measurement Approach**	**Baseline (Indicate Year)**	**Year One 7/1/07-6/30/08**	**Year Two 7/1/08-6/30/09**
6S1 Nontraditional Participation 113(b)(2)(A)(vi)	**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.	**State and Local Administrative Records**	**B:**	**L: 38.00%** **A:**	**L: 38.50%** **A:**
6S2 Nontraditional Completion 113(b)(2)(A)(vi)	**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.	**State and Local Administrative Records**	**B:**	**L: 35.00%** **A:**	**L: 35.50%** **A:**

III. FINAL AGREED UPON PERFORMANCE LEVELS FORM (FAUPL)

B. POST-SECONDARY/ADULT LEVEL

Column 1	Column 2	Column 3	Column 4	Column 5	Column 6
Indicator & Citation	**Measurement Definition**	**Measurement Approach**	**Baseline (Indicate Year)**	**Year One 7/1/07-6/30/08**	**Year Two 7/1/08-6/30/09**
1P1 Technical Skill Attainment 113(b)(2)(B)(i)	**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.	**Minnesota State Colleges and Universities Integrated Student Record System**	**B: 60 .0%**	**L: 60.0%** **A:**	**L: 60.0%** **A:**
2P1 Credential, Certificate, or Degree 113(b)(2)(B)(ii)	**Numerator:** Number of CTE concentrators in a given student entry cohort who, anytime in the cohort time frame, received a CTE certificate, diploma, AAS or an AAS and were designated as such at the time of the reporting year. **Denominator:** Number of CTE concentrators who achieved that status anytime during the cohort time frame and were designated as such at the time of the reporting year.	**Minnesota State Colleges and Universities Integrated Student Record System** **Perkins BRIO Unit Record Data**	**B: 36.0%**	**L: 36.0%** **A:**	**L: 37.0%** **A:**

Column 1	Column 2	Column 3	Column 4	Column 5	Column 6
Indicator & Citation	**Measurement Definition**	**Measurement Approach**	**Baseline (Indicate Year)**	**Year One 7/1/07-6/30/08**	**Year Two 7/1/08-6/30/09**
3P1 Student Retention or Transfer 113(b)(2)(B)(iii)	**Numerator:** Number of CTE concentrators in a given student entry cohort who, in the last year of the cohort time frame, were still intending to complete their program in the declared award, or have transferred to a two-year college or four-year university and were designated as such at the time of the reporting year. **Denominator:** Number of CTE concentrators who achieved that status anytime during the cohort time frame and were designated as such at the time of the reporting year.	**Minnesota State Colleges and Universities Integrated Student Record System** **Perkins BRIO Unit Record Data**	**B: 30.5%**	**L: 30.5%** **A:**	**L: 31.5%** **A:**
4P1 Student Placement 113(b)(2)(B)(iv))	**Numerator:** Number of CTE concentrators, who achieved that status anytime during the cohort time frame and were designated as such at the time of the reporting year, 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 post-secondary 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 anytime during the cohort time frame and were designated as such at the time of the reporting year.	**State-developed College Administered Surveys** **Employment and Wage Record Matching through Agreement with MN Dept. of Employment and Economic Development**	**B: 76.0%**	**L: 76.0%** **A:**	**L: 77.0%** **A:**

Column 1	Column 2	Column 3	Column 4	Column 5	Column 6
Indicator & Citation	**Measurement Definition**	**Measurement Approach**	**Baseline (Indicate Year)**	**Year One 7/1/07-6/30/08**	**Year Two 7/1/08-6/30/09**
5P1 Nontraditional Participation 113(b)(2)(B)(v)	**Numerator:** Number of CTE participants in a given student entry cohort who, anytime in the cohort time frame, were classified as enrolling in a CTE program classified as nontraditional for their gender and that was under-represented for their gender and were designated as such at the time of the reporting year **Denominator:** Number of CTE participants in a given student entry cohort who, anytime in the cohort time frame, were classified as enrolling in a CTE program classified as nontraditional for their gender and were designated as such at the time of the reporting year	**Minnesota State Colleges and Universities Integrated Student Record System** **Perkins BRIO Unit Record Data**	**B: 16.5%**	**L: 16.5%** **A:**	**L: 17.0%** **A:**
5P2 Nontraditional Completion 113(b)(2)(B)(v)	**Numerator:** Number of CTE completers in a given student entry cohort who, anytime in the cohort time frame, were classified as enrolling in a CTE program classified as nontraditional for their gender and that was under-represented for their gender and were designated as such at the time of the reporting year **Denominator:** Number of CTE completers in a given student entry cohort who, anytime in the cohort time frame, were classified as enrolling in a CTE program classified as nontraditional for their gender and were designated as such at the time of the reporting year	**Minnesota State Colleges and Universities Integrated Student Record System** **Perkins BRIO Unit Record Data**	**B: 10.5%**	**L: 10.5%** **A:**	**L: 11.0%** **A:**

PART D: APPENDICES

Appendix A:

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

General

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

- The website for Minnesota Career and Technical Education is www.cte.mnscu.edu.
- Additionally, a separate e-folio website (www.perkinsplan.project.mnscu.edu) for the State Plan Advisory Task Force has been set up for receiving and exchanging comments and input.

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

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

Guiding Principles

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

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

being developed within the 26 local CTE local consortia in Minnesota will move to integrating academic and technical programs at the high school level, and student support services and academic and occupational programs at the post-secondary level.

Special Populations

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

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

Accountability

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

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

- The principles of negotiation that are being applied at the state to local level are the same that have existed under Perkins III at the federal to state level.

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

- See Above

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

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

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

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

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

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

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

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

Technical Skill Attainment

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

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

Career Guidance and Counseling

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

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

Funding and Finance

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

- Minnesota believes that many of the activities conducted under Tech Prep can now operate under Perkins IV and all Tech Prep activities currently being undertaken in Minnesota must be incorporated into the local application planning process, including exploring dual enrollment and articulation strategies.
- Perkins Law, including the current one, has always permitted the use of funds for grades below grade nine, which, in Minnesota was primarily conducted through the use of Tech Prep funds. With the increased importance of programs of study/career pathways under Perkins IV, targeting funds towards activities such as information dissemination, program awareness, and professional development must be encouraged for those seeking to increase knowledge about CTE in lower grades, among academic teachers, and within student support services.

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

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

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

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

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

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

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

- Minnesota will combine Tech Prep with the Basic Grant for funding purposes.

- To approximate the previous allocation under Tech Prep, Minnesota is using the 10% reserve to ensure that small and rural high schools and colleges continue to operate activities that were previously funded under Tech Prep

Programs of Study

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

- There is no set limit to the number of programs of study that Minnesota expects to be developed under the State Plan.
- As part of their local application plan, due in May 2007, each consortium will indicate at least one program of study they intend to build, develop and implement.
- In general, Minnesota expects the program of study to be developed at the career pathways level, with at least a majority of the career clusters being addressed.
- It is Minnesota's expectation that a program of study will start no later than grade 11 and will continue for at least two years of postsecondary studies.

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

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

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

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

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

- Perkins IV has expanded its definition of career and technical education to include as an element the linkage from high school or two-year college CTE programs to the four-year baccalaureate preparation.

- In programs where the four-year baccalaureate program is the traditional path from high school, then how two-year programs connect this path must be explored.
- Alternatively, in CTE programs which only led from high school to two-year college, how the linkages to four-year baccalaureate programs within a given career path must included in any program of study/career pathway development.

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

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

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

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

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

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

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

- There is no presumption on the part of Minnesota that every consortium must have all the components necessary for student engagement, achievement and transition. Hence, as part of the local application planning process, each consortium must address as a separate goal the *continuum of service provision* within and across consortia.
- In particular, with reference to programs of study, the same articulation and dual enrollment strategies that were in place under Perkins III, specifically under Tech Prep, must continued forward and become part of what links the *program of study* goal and the *continuum of service provision* goal. Specifically, local, regional and state labor market information must be used highlighting the linkages between the two goals.

- The intent of Perkins is to improve the CTE program. Regardless of the extent to which individual members of a consortium is able to participate in CTE programming or not, the benefits to students across a consortium should come through other forms of participation such as professional development, student support strategies, and promotion of career and technical student organizations.

New Consortium Structure

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

Minnesota Rule 3505.1700 states:

> **3505.1700 ALLOTMENT AVAILABILITY OF FEDERAL FUNDS.**
>
> *A cooperative agreement between the commissioner of education and Minnesota State Colleges and Universities will annually provide for the distribution of federal funds between secondary and postsecondary vocational programs. Distribution to local education agencies must be determined by state and federal law.*

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

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

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

In many discussions involving leadership and staff from the Minnesota Department of Education and the Office of the Chancellor, it was recommended that these same factors be used for determining the secondary/post-secondary split of funds in the state plan developed for Perkins IV. The recommendation stemming from these discussions also recognized the importance of building the new consortium structure under Perkins IV in

Minnesota, and how these consortia would be best developed and sustained where members brought similar resources to a common table. As such, the recommendation on the secondary/post-secondary split included a provision by which 20% of the available local funds would be evenly split between secondary and postsecondary partners. Applying these factors to 2006 data calculated a funding split where 42% of funds would be distributed among secondary consortia and 58% of funds would be distributed among postsecondary consortia.

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

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

- Leadership under the new consortium structure must first include those key informants who have been instrumental in providing input in the planning activities that preceded the state plan development.
- Additionally, teachers, faculty and counselors must be part of the leadership structure as they will be critical to the Program of Study/Career Pathway development under Perkins IV.
- Finally, senior high school and college administrators must be integral to moving CTE policy forward in Minnesota if the implementation of the CTE State Plan is to be successful.

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

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

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

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

effectiveness of the strategies in addressing the goal from the perspective of the different population groups.

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

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

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

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

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

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

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

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

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

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

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

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

Q – Is "high skill, high wage" for all students or just for special populations?

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

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

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

Q – How will brokering of services work?

A – In its early stages, the Continuum of Service Provision (Brokering of Services) may focus on awareness of regional CTE offerings at both the high school and college levels. Eventually consortia will be expected to build communication channels with

other consortia throughout the state to assist students to make transitions within their selected programs of study.

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

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

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

A – Yes.

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

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

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

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

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

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

- The starting point in developing strategies around career development outreach gets back to the concept of programs of study and our use of the career fields, career clusters, and career pathways chart. We have said that what we would like is to have students start doing their career planning early in their career. Perhaps as early as grade seven.
- Now, we know that while this occurs, the funds for career and technical education under the Perkins Act really are to promote the career and technical education programs, and we have stated in Minnesota that these funds must go where we have state-approved programs and appropriately licensed teachers.
- However, we also know that funds for professional development and other supportive activities under your local plan can go to other, you know, functions as long as those functions are leading to participation in high-quality career and technical education programs.

- Career development is certainly a key component under the Perkins Law. So what we are asking you to do is give thought to how career and technical education and career planning will occur starting at grade seven, or that range, and how that leads to participation in quality career and technical education programs at the high school and post-secondary level.

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

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

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

- The rationale is a concern for the success of a student in a non career and technical education major rather than a career and technical education program. When we define concentrator in the Perkins accountability system, we define concentrators very narrowly. Narrowly in the sense that they have to belong to one of the 16 career clusters as defined by the CIP codes, and also be majoring in one of the four awards; certificate, diploma, A.A.S., and A.S.
- The A.A. student is not included within the Perkins accountability system. Please keep in mind that this is a Perkins accountability system. The success of A.A. students will be documented in other accountability measures and success measures that at least on the post-secondary side are being developed within the whole system measures of accountability.
- As far as removing the A.A. student from the accountability measure, what we are looking at is a three-year cohort. We look backwards, and when we look backwards and find out that a student is an A.A. student, we not only remove them from the numerator of the calculation of the success measure, we remove them from the denominator as well and that student is not part of the measurement.

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

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

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

- No doubt, we think there certainly was a lot of question in Minnesota, when we looked at tech prep and whether it should continue to operate it as a separate program or if we wanted to merge it with the basic grant program in Minnesota. We think that our decision in deciding to merge it was, in part, the fact that much of what we were already doing under the basic grant program looked like tech prep.
- We think more critically is that our expectation in the local plan that tech prep and the good things we have done under tech prep will still be a required element in that local plan. As local plans are received and approved by the state, we will be looking carefully to see that you are continuing to do those activities that promote academic and technical integration, that promote movement from high school to college, that promote outreach to students at earlier grades, all of the things that have been a mainstay under tech prep in the state.
- If you look at how tech prep had operated in Minnesota under Perkins III, we have always looked at it as a research and development process in terms of developing good, high-quality career and technical education program.
- There are three things that need to be highlighted:
  - One is the experience of tech prep in building secondary and post-secondary collaborations, and we expect to see that within this new consortium structure.
  - The second is developing the articulation agreements that are already in place within tech prep, and using them in programs, and then expanding that throughout the consortium as well and beyond the consortium, particularly through the brokering of services goal that we have in our local application plan.

- The third area in which tech prep has been innovative is in developing regional and local data systems that have allowed in terms of measurement of students moving from secondary to post-secondary and essentially be able to know how many tech prep students have received certificates and be able to count those in their success measure.

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

Q: What is brokering of services?

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

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

- Within the Minnesota State Colleges and Universities system, we have a data system that we call Integrated Student Record System (ISRS). In that data system, we have information about students both in terms of their engagement in career and technical education programs, we have in terms of their achievement of career and technical education programs, and we also have information about now, because of our relationships both with the department of economic -- employment and economic development and through the national student clearing house, we have information about the transition of those students.
- So, we actually can, at different levels, talk about these measures as part of the accountability measure. Not only do we have to report on graduation, but we will also be reporting on transfer as well as retention. In that sense we will be able to follow these students as they progress through a career and technical education program.

- The one other thing that we have done under Perkins III is to set up a Perkins data base system that colleges have access to that they can use for their continuous improvement planning, and we expect that within this new consortium structure that data base will be useful not only for the postsecondary side but also provide information to our secondary partners as some of their students look forward into going into programs, career and technical education programs at the post-secondary level.

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

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

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

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

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

- We know that as the State is gathering information for the purposes of accountability under Perkins, we are gathering information at the school district level. Each school district is providing much information to the state through our MARSS system, through our star system, through our UFARS and all the various systems we have from reporting from school districts from the State of Minnesota. For the purposes of accountability, however, the accountability provisions will be set at the level of the consortium. While we will be providing information to each school district about the performance of their students under these accountability measures, we will hold the consortium responsible so that there will be averaging among all the schools within a consortium so that it is at the consortium level that the accountability provisions will be applied.

- On the college side, the same would apply. In the new consortium structure that we have in Minnesota, there are two consortia in which there are more than one college in those consortia and for those sets of colleges, we will be looking at the consortium level but they will know their individual college performance information and it will be the consortium that decides how they will meet those accountability indicators at

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

- One of the things that the new law has stressed, for whatever reasons, is that they want professional development to be longer than a single-day event. In the past we were able to conduct professional development activities that were single-day events. Now what we must be able to do is, if they are one-day events, they must be part of a series of multiple-day events. We think that that will meet the intent and the letter of the law.

- I believe that Congress was concerned that too much of the Perkins funds were being used for short-term professional development that had no long-term impact on student success. In crafting Perkins IV, Congress did put in provisions that said short-term professional development will not be allowed. This does not mean the teachers cannot participate in a one-day workshop. What it means is that from that workshop there have to be ongoing activity that show that the information that was gained through that effort actually do have impact on student learning and that there will be follow-up activities so that the professional development has a greater impact.

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

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

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

- There has been a great deal of emphasis on project lead the way in Minnesota. Project lead the way, for those who are not familiar, is a program primarily involved in pre-engineering course work at the middle school and high school level. Our decisions around project lead the way in Minnesota are that it is a very good

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

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

- At the secondary level, while clearly we are not preparing students to the same degree of technical performance we would expect at our post-secondary levels, we need to see alignment in our technical skill assessments at the secondary level with the programs of study that are continuing at the post-secondary level. We will want to include in our work how our technical skill assessments will be aligned between secondary career and technical education and collegiate career and technical education.
- When you go and look at the plan, we are proposing a phased-in process, and we are actually looking five years down the road that we will be trying to increase both student coverage and program coverage as we develop these technical skill assessments systems. The thing that we have to keep in mind, and I think the confusion not only within ours in Minnesota but nationally, is a distinction between attainment and assessment. The assessment is what we are working on right now, but what we do have to report on immediately is attainment as well, and that is our dilemma. We proposed a phased-in process looking forward that we will reach some sort of an equilibrium rate in Minnesota in five years and we will assure the U.S. Department of Education that in the meantime we are increasing both student coverage and program coverage as well.

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

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

immediately at how you will assess the technical skill attainment of students in that beginning program of study that you are selecting.

- Now, we will be working on providing assistance and providing hopefully some model activities and some pilot activities that can assist all of us with technical skill attainment issue, but it is something you need to think about in relationship to the first program of study that is developed within each consortium.
- It is also true that as we look at the whole idea of programs of study and who will be offering what within a program of study, each of our consortia will clearly be working on one program of study to begin with and more programs as the years continue. We also believe that this concept of programs of study within a consortium should open up opportunities for students to access programming more than just within their own high school. Whether we are looking at distance learning or we are looking at shared teaching or whatever it takes, it is now highly possible that within a consortium thought will be given to how do we make instruction available so that students can enter into a program of study even if they do not have a full program in place in their local school.

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

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

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

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

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

- The first thing is that when you pick the program of study, we assume that you will be picking programs of study, what we are calling the low-hanging fruit, that exists on both secondary and post-secondary side.
- Clearly, while the program of study will be a focus, we are not expecting you to abandon all of the other career and technical education programs at the secondary and post-secondary side that you already have in place and are moving forward towards programs of study.
- There are other states that have done much more in programs of study than we have. We know that what we want folks to do is take the programs of study that are most developed as their starting point so that they get comfortable with this new way of thinking, of academic and technical partnering, of secondary to postsecondary transitions as one cohesive effort. Having done that in one program of study and building a comfort level within that one program of study, which the local consortia then can expand into new areas and make more opportunities available for students.

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

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

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

- It is a small amount of money within the big picture. Twenty ($20) million is not a lot of money. The primary focus of this new law is on this new concept, really, not a new concept, but it's a new framework for some people, programs of study. We think that if there is one thing we can impact, it is the development of programs of study. Through programs of study we can do a much better job of aligning high school courses and programs with college courses and programs and on into four-year baccalaureate programs than we have ever done, and we think this particular concept

alone can be a huge advantage to all learners in the state, high school as well as college and adult learners, because it will force us to do a better alignment of programming than we have ever done in the past. We have certainly done some of this at the college level, but this will require a concerted, focused effort to look at aligning courses and programs in a coordinated fashion so that the learners can access them in the best way possible.

- I think as we look at the plan that we put before you, we have to admit, we are excited about the plan that we have in front of us tonight. We think that, clearly, Minnesota has taken a direction that no other state has taken in putting together formal working consortia of secondary and post-secondary partners. And, yet, this builds so well upon the collaboration efforts we have had under Perkins III that really started the discussion between secondary career and technical education and post-secondary. We have heard from many folks that say that this new arrangement of secondary and post-secondary folks working together for the planning of programming that spans what used to be this gap that occurred at grade 12 will be a new direction for much of what we do in education in this state. So, is it much money? No. We wish we could give you more. But, at the same time, we know that what we're doing here in bringing secondary and post-secondary people together to help students progress from high school into college and beyond is really a wonderful challenge we have before us.
- We also would say that when the reauthorization of Perkins began three or four years ago, there was a lot of discussion separately on issues around high school reform, around American competitiveness, about transitions from high school to college and between education and employment. What we feel in the plan that we have developed in Minnesota that we are addressing all of those three simultaneously. An indication for that is we have been approached by others outside the high school and the college environment, to see whether they' can become part of this new consortium structure. The answer we have given is, we want to take this slow and develop this process as a model for the State of Minnesota for not only building collaborations from high school and college but also building collaborations with our workforce development partners as well as community-based organizations and, clearly, we have a model that we will test out as we go forward under Perkins IV.

Appendix C:

Matrix Relating Minnesota Broad Goals to the Federal Required and Permissive activities as stated in the Perkins IV legislation

G-1: Program of Study G-4: Continuum of Service Provision (Brokering)	G-2: Employer, Community & Educational Partnerships	G-3: Service to Special Populations	G-5: Consortium Structure Growth & Development
(R11) With a focus on initiatives for high school and college graduates to gain course credit at the next level of education, develop initiatives that facilitate the transition of sub-baccalaureate career and technical education students into baccalaureate degree programs, including articulation agreements, dual enrollment programs… The above activity, while permissible under federal definitions, is a state required use of funds item. Examples: • Articulation agreements high school to college and college to university • PSEO concurrent enrollment courses in core and CTE courses • Other forms of early college credit (R10) Brokering or a continuum of services to students • Collaborate with other consortia, as needed, to assist learners in locating programs of study that meet their career interests and aspirations. • Assist learners in locating appropriate preparatory courses or learning activities not available locally to prepare for a program of study. The above activity, while permissible under federal definitions, is a state required use of funds item.			(R10) Brokering or a continuum of services to students • Collaborate with other consortia, as needed, to assist learners in locating programs of study that meet their career interests and aspirations. • Assist learners in locating appropriate preparatory courses or learning activities not available locally to prepare for a program of study. The above activity, while permissible under federal definitions, is a state required use of funds item.

Matrix Relating Minnesota Broad Goals to the Federal Required and Permissive activities as stated in the Perkins IV legislation

Permissible Use of Funds	Examples
(P1) involve parents, businesses, and labor, in the design, implementation and evaluation of CTE programs (P2) provide academic and career guidance counseling that improves graduation rates, career planning and assistance to adult students who are updating skills (P3) for local education and business partnerships-- providing work-experiences to students, adjunct faculty arrangements and industry experiences for teachers (P4) Providing programs for special populations (P5) Assisting career and technical student organizations (P6) mentoring and support services (P7) Leasing, purchasing, upgrading, or adapting equipment, including instructional aids and publications (including support for library resources) designed to strengthen and support academic and technical skill achievement. (P8)- for teacher preparation programs that address integration of academic and CTE (P9)- to develop and expand postsecondary program offerings at times and in formats that are accessible for students, including working students (P10) develop initiatives that facilitate the transition of sub-baccalaureate CTE students into baccalaureate degree programs, *including articulation agreements*, *dual enrollment programs, [moved to state required activity R10]* academic and financial aid counseling or other initiatives to overcome barriers and encourage enrollment and completion.	• "College for Working Adults" program • Intrusive academic and career counseling Examples • In-services for best practices in teaching and learning • In-service for faculty on special pop' issues

Matrix Relating Minnesota Broad Goals to the Federal Required and Permissive activities as stated in the Perkins IV legislation

Permissible Use of Funds	Examples
P11)- provide activities to support entrepreneurial education and training of the adults and school dropouts (P12)- improving or developing CTE courses including the development of programs of study to prepare students for high skill, high wage occupations and dual or concurrent enrollment (P13)- develop and support career-themed learning communities (P14)- provide support to family and consumer sciences (P15) provide CTE programs for adults and school dropouts to complete secondary education or upgrade of technical skills (P16)- to provide assistance to individuals who have participated in services and activities under this Act in continuing their education or training or finding an appropriate job, such as through referral system (i.e. workforce center) (P17) Support training and activities (such as mentoring and outreach) in nontraditional fields (P18) Provide support for training programs in automotive technologies (P19)- pooling a portion of such funds for innovative initiatives, which may include establishing, enhancing, or supporting systems for— - accountability data collection and reporting - implementing CTE programs of study - implementing technical assessments ... or for improving the initial preparation and professional development of career and technical education teachers, faculty administrators, and counselors (P20)- to support other career and technical education activities that are consistent with the purpose of this Act	

Appendix D:
Organizational Framework for Programs of Study in Minnesota

Minnesota Career Fields, Clusters & Pathways Chart Explanation

FOUNDATION KNOWLEDGE AND SKILLS

Foundation Knowledge and Skills, located in the centermost circle of the Minnesota Career Fields, Clusters & Pathways chart, represent the base from which to build work and college readiness.

See Reverse Side

Minnesota State Colleges & Universities

Minnesota Department of Education

The Minnesota State Colleges and Universities system and the Minnesota Department of Education are Equal Opportunity employers and educators.

CAREER FIELDS

Career fields, which are identified in the segmented ring around Foundational Knowledge and Skills, are the organizing structure for the 16 career clusters and 81 pathways. The fields represent the broadest aggregation of careers. Students are normally exposed to career field exploration in middle school and early high school. Career fields have been identified as:

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

CAREER CLUSTERS

Career clusters, which are identified in the bold, colored bullets (■), represent a grouping of occupations and broad industries into a national classification of 16 clusters that are based upon common knowledge and skills. Career clusters include hundreds of occupations that may be grouped into pathways around which educational programs of study can be built.

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

CAREER PATHWAYS

Career pathways, which are identified by the symbol (>) under each cluster heading, represent an organization of related occupational areas within a specific career cluster. Each of these pathways has identified knowledge and skills validated by industry from which programs and programs of study are developed.

Minnesota Programs of Study

The Minnesota Career Fields, Clusters & Pathways chart, on the reverse side, graphically depicts the organizing framework of the foundation knowledge and skills, career fields, career clusters, and career pathways that Minnesota will use for developing programs of study in career and technical education. Once developed, learners at various levels (high school, collegiate, or workforce training level) will then be able to choose from several individual programs within a program of study in order to attain the specific knowledge, skills and abilities needed to pursue a career of their choice.

Programs of study are sets of aligned programs and curricula that begin at the high school level and continue through college and university certificate, diploma and degree programs. The following are some of the key elements that underlie the definition:

- Competency based curricula tied to industry expectations and skill standards;
- Sequential course offerings that 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.

October 2007

Appendix E:
Draft Guidelines for Programs of Study in Minnesota

DRAFT 3-1-08

The Process for Designing Programs of Study

Overview

The purpose of this document is to provide guidance and suggested process steps which each local Minnesota Perkins IV consortium should consider as they design and implement programs of study (POS). This document capitalizes on the work done by the National Association of State Directors of Career and Technical Education (NASDCTEc), the Career Clusters Transitions Initiative (CCTI) of the League of Innovations, and the career pathway work of other states. In May 2007, Minnesota began constructing a framework, guidelines, and communication strategies for making information about programs of study (POS) available to local recipients of Perkins funds. A 20 person statewide team, comprised of several State Perkins staff and key personnel from school districts and colleges was sent to Washington DC to attend a workshop on the development and implementation of POS at the local level, and the management of POS at the state level, and this group became subsequently known as the *Minnesota Program of Study State Advisory Task Force*. Very quickly, this task force adopted the following principle:

> *Minnesota's life-long learners will have the opportunity to follow a personal education plan that leads to career success and empowers them to become self-sufficient contributors to an interdependent global economy.*

The main focus of the task force was to formulate process steps for implementing POS at the local level. As part of the deliberation of the *Minnesota Program of Study State Advisory Task Force,* several sub-groups from local Perkins III and Tech Prep recipients were formed to begin designing the POS process steps.

With guidance from Perkins staff at the Minnesota State Colleges and Universities Office of the Chancellor (OOC) and the Minnesota Department of Education (MDE), these sub-groups have helped put together this document, which addresses the four stages in the design of POS:

Stage 1: The Building of Programs of Study
Stage 2: The Implementation of Programs of Study
Stage 3: The Communication and Marketing of Programs of Study
Stage 4: The Professional Development related to Programs of Study

As consortia work through these different stages in the POS design process, they may find that some stages need to be completed sequentially while others may need attention concurrently or throughout the entire process. Each local Minnesota Perkins IV consortium must have completed the above steps for at least one POS so that a sequence of courses within that POS is made available and offered to secondary and post-secondary students in the fall 2009.

Once local consortia have undertaken the four steps in POS design, a template must be completed. The template should be used as a document of record for POS. Template information will be useful to students, teachers, faculty, and counselors, as well as, to system professionals providing electronic exploration information resources. Along with the template, instructions for

completing the template are available as a separate document. In addition, general resources have been provided at the end of each stage so that consortia can design effective POS at the local level. Resource documents will be available at www.programsofstudy.project.mnscu.edu.

It is important that each local consortium follow a POS continuous improvement plan for evaluation and review that includes each of the stages and modifying the steps within, as necessary.

Minnesota Perkins consortia will expand the number of POS, and gradually increase student coverage at the secondary and post-secondary levels between March, 2008 and June 30, 2013, the end date for the 2006 Career and Technical Education Act (Perkins IV). Partnering together and sharing what works, Minnesota's workforce development stakeholders will increase opportunities for students in the 21st century; programs of study will have served as a catalyst in that accomplishment.

What are Programs of Study?

- **Programs of Study** are sets of aligned courses, programs and curricula that begin at the high school level (at least by grade 11 and best at grade 9) and continue through certificate, diploma and degree programs at the college and university levels. Elements needed in each program of study include the following.

    - POS are designed within the organizing framework that is based upon the six broad Minnesota Career Fields, 16 career clusters and 81 pathways;
    - Structured sequentially, the essential curricular elements that start at the high school level and continue through at least the first two years of college, curricula in courses and programs lead to employment in a specific career pathway and career field or prepare students to continue further education at the university level;
    - POS will provide learners access courses and programs within a POS at whatever level, secondary or post-secondary, and continue along a career pathway to whatever level learners desire.
    - Curricula is tied to industry expectations and skill standards in high wage, high skill, or high demand that lead to manageable "stepping stones" of skill building, high school graduation and postsecondary education completion;
    - Course and program delivery formats should be flexible and convenient for a diverse population of learners;
    - Curricula will lead to an industry recognized certification, license, certificate, diploma, associate and/or baccalaureate degree;
    - POS will provide a continuum of entry and exit points and awards to assure multiple opportunities for lifelong learning; and
    - POS will provide portability of credit, where appropriate, between high school and college and between college and university education.

The rest of this document details the four steps in the program of study design process.

Stage 1: The Building of Programs of Study

When building programs of study (POS), each local consortium must consider the following four steps:

Step 1: Stakeholder Support

- Inform high school and college administrators of the concept and definition of programs of study and the intended student benefits. (Includes high school and college teachers and faculty, counselors, and administrators, industry advisory groups, school boards and other stakeholders as identified in the consortium).
- Provide information and gain support from students and parents and the community.

Step 2: Program of Study Selection

POS are structured around *Minnesota Career Fields, Clusters, & Pathways* organizing framework and are designed and developed. Consortia will select at least one POS to develop in 2008-09.

- Review the existing high school and college programs and courses in the consortium; review articulation agreements between high school and college and between college and university in the consortium (www.mntransfer.org). These may point to program(s) of study that need to be considered first.
- Consider consortium and industry needs of the community and region that meet the parameters of high skill, high wage, or high demand.
- Consider a structure with multiple entry and exit points for learners for access to programs resulting in certificates, diplomas, and degrees or industry recognized credentials.

Step 3: Faculty and Teacher Alignment of Curricula

Teachers and faculty commonly use an instructional design process to develop new, or modify existing curricula. Local consortia should consider using this same process when building POS. Teams of faculty and teachers should:

- Evaluate the high school curricula and determine what knowledge and skills are needed to be prepared for entry into an occupational program in college;
- Review and use the foundation knowledge and skills found in the career clusters web site, compare to the existing high school and college curricula, and consider revisions, as needed, to reflect education and industry validated standards. www.careerclusgters.org;
- Identify core courses that are required for high school graduation and recommend additional courses for college program readiness;
- Recommend career and technical education courses that are of added value to the learner in preparing for the next level in a program of study; and

- Identify work-based, campus based, and other enhanced learning opportunities in the curricula. A few examples include, Work-based: industry tours, mentoring and internships; Campus-based: Career and Technical Student Organization (CTSO) participation (FFA/PAS, BPA, DECA, Phi Delta Epsilon, HERO, HOSA, SKILLSUSA); and Other: service learning

Step 4: Continuous Improvement

Each local consortium is expected to develop a continuous improvement plan for review and evaluation that is based upon the three steps discussed above. At a minimum, a continuous improvement plan for review and evaluation must include:

- Agreement by both teachers and faculty that the structural sequence of courses and programs within the POS adequately meets student needs
- The inclusion of multiple entry and exit points within the POS structure to provide smooth transitions to and from programs identified in a program of study.
- A strategy for ensuring a continuum of service provisions for students wishing to change career fields, career pathways and programs of study.

Resources:

- Framework: *Minnesota Career Fields, Clusters and Pathways*
- The Process for Designing Programs of Study (Draft)
- Process Checklist (Draft)
- POS Template (Draft)
- POS Template Criteria (Draft)
- Crosswalk of Minnesota State Colleges & Universities programs categorized by Classification of Instructional Programs (CIP) by Career Fields, Clusters, and Pathways
- "Table C" representing secondary Perkins approved programs by Career Cluster

Stage 2: The Implementation of Programs of Study

Once the POS has been designed, the following five implementation steps will be important.

Step 1: Industry partnerships

- Include industry in the design and implementation stages by involving them in validation of industry skills in the curricula and in outcome assessments.
- Provide learner access through flexible schedules and diverse delivery.

Step 2: Opportunities for earning college credit while in high school

- Consider opportunities for high school students to earn technical and liberal arts college credit. [e.g. PSEO-college delivered, Concurrent Enrollment-high school

delivered; High School to College Articulation credit (formerly Tech Prep College Credit); AP.]

Step 3: Enrichment of learning opportunities

- Consider online learning, flexible schedules, and multidisciplinary approaches to increase learner access.
- Further develop or reinforce ways to deliver academic concepts within technical programs.
- Consider non-credit bearing courses for employee training.

Step 4: Assessment for technical skill attainment.

- Consider including work readiness certification through third party assessment within high school CTE program offerings when the work readiness certification has been determined as a valid and reliable instrument for technical skill attainment.
- Identify industry licensure, industry certification, third-party technical skill assessment, or other industry validated means of demonstrating learner technical skill attainment, where appropriate.

Step 5: Continuous Improvement

- Identify areas of improvement or successes through analysis of data trends
- Identify successes that may be potential best practices or models that might assist other consortia (i.e. replication)
- Establish processes and timelines for teacher/faculty review of curricula.

Resources:

- Foundation Knowledge and Skills based upon industry standards as found in Career Clusters Initiative CDs have been provided to each Tech Prep Consortium, Secondary Perkins and Postsecondary Perkins consortium at the Fall Perkins Leadership Conference, October, 2007. (Also available online at www.careerclusters.org)
- Contact information for each Executive Director of Career and Technical Student Organizations (CTSOs)

Stage 3: The Communication & Marketing of Programs of Study

Once an implementation strategy is developed, promote the POS to students, parents/guardians, and other stakeholders. Consider the following steps.

Step 1: Develop Communication Systems

- Develop communication systems that will assure feedback and input from schools, community organizations, industries, colleges, universities, families, and other agencies and institutions to enhance the understanding and common use of the Minnesota Programs of Study.

Step 2: Provide Career Exploration Resources

- Provide career exploration resources for students and families to use for developing individual learning plans and exploring careers of interest and making educational program decisions.
- Provide multiple approaches and opportunities for outreach to students, and families in diverse communities about how programs of study connect with academic and career decisions.
- Link programs of study to high school and college web sites and interactive web based resources for career exploration, (MCIS-www.mcis.org; iseek-www.iseek.org, and MNCareers -www.mncareers.org).

Step 3: Provide for continuous improvement through evaluation and review of programs of study processes.

- Establish data systems to follow students from high school to college to determine how many continue within each program of study.
- Use system and consortium trend data to measure student success

Resources:

- Presentation tools for parents
- Presentation tools for students
- Presentation POS overview for principals, counselors, CSAOs, Counselors & Teachers—Draft is available
- Student & parent magazine for career exploration and planning (under development)

Stage 4: The Professional Development related to Programs of Study

Step 1: Understanding Programs of Study Conceptually

- Provide professional development for consortium partners, students, teachers and parents for the programs of study concept.

Step 2: Understanding the Program of Study Design

- Target and tailor professional development to the following groups:
  - ⇒ Counselors, teachers, faculty, staff, and administrators in colleges and high schools
  - ⇒ Industry partners
  - ⇒ Program Advisory committees

Step 3: Interdisciplinary collaboration across POS curricula

- Provide joint professional development for teacher and faculty teams to support interdisciplinary integration of high school core academics into CTE curricula.

Step 4: POS professional development (PD) as part of overall PD strategy

- Align program of study professional development with other efforts for teachers and faculty development that enhance student learning, such as:
  - ⇒ Center for Teaching and Learning workshops
  - ⇒ Research projects
  - ⇒ Work-based learning internships

Step 5: Continuous improvement

Review and evaluate the successes and needs of professional development as it relates to programs of study design, development, implementation and continuous improvement.

Appendix F:

Draft Template for Programs of Study in Minnesota

(*Consortium Name*) (Program of Study Name) ***Updated Draft 3-17-08 p.m,***

Career Field Drop Down Menu **Career Cluster** Drop Down Menu

Career Pathway Drop Down Menu

The selection of a program of study is a cooperative effort involving students, parents, teachers, and counselors. Learners should explore career fields and pathways that blend with their interests and abilities.

DISTRICTS & H IGH SCHOOLS

District Num	*District Name*	*High School Num*	*High School Name*

High School Courses

Subject	9th Grade	10th Grade	11th Grade	12th Grade
English				
Math				
Science				
Social Studies				
Other Requirements				
Suggested Career & Technical Electives				

Suggested Electives				

College Credit Options Legend:

Enhanced Learning (Optional Field)		
Work Based Learning		
Service Learning		
College Readiness		
Other		

College/University Programs

College(s)	Program Name	University (ies)	Related Program(s)

Short Term Training Certification Options (High School or College):		

Enhanced Learning (Optional Field)		
Work-Based Learning		
Service Learning		
Other		

Program of Study Signature Page (POS Name)	
Signatures *(add signature blocks as needed)*	
Signature	
(Name)	*(Name)*
College Chief Academic Officer	***High School Principal***
Signature	
(Name)	*(Name)*
College Chief Academic Officer	***High School Principal***

Documenting the Programs of Study Design
Instructions for Completing the POS Template

DRAFT
3-12-08

Overview

Each local Minnesota Perkins IV consortium is expected to follow a suggested process for designing a program of study. A separate document has been prepared for designing POS. It is the expectation of the Minnesota State Colleges and Universities Office of the Chancellor (OOC) and the Minnesota Department of Education (MDE) that each local consortium will complete the POS template as part of the POS design process. Having a consortium template for each POS will provides the necessary documentation for the POS design process. Completed templates should allow each local consortium, as well as the OOC and MDE, to:

- ⇒ Work with common elements, as identified in the template, across the state
- ⇒ Allow for the ease in brokering opportunities between consortia
- ⇒ Enable easier communication with web-based options at the consortium, high school or college levels.
- ⇒ Assist ISEEK and MCIS as these career exploration tools strive to keep content current relative to information about high school and college courses and programs
- ⇒ Prepare all students for success in further education or employment.

Instructions for completion of the required fields are described for each section of the template. A special Program of Study web site has been constructed for your convenience. Resources and updates useful in POS design, template completion, and implementation, as well as a page for feedback will be included on the web site, www.programsofstudy.project.mnscu.edu.

Instructions

Cover Page
Consortium Name: Enter New Perkins Consortium name
Career Field Title: Enter the career field of the cluster and pathway for the POS as listed in the Minnesota Career Fields, Clusters, and Pathways Framework.
Career Cluster Title: Enter one of the 16 career clusters that most closely relate the Pathway

selected as listed in the Minnesota Career Fields, Clusters, and Pathways Framework.
Career Pathway Title: Enter the pathway that best fits the POS from the list of Pathways in the Career Cluster as listed in the Minnesota Career Fields, Clusters, and Pathways Framework.
High School Name(s): Enter the name of the consortium high schools that will participate in the POS
Minnesota Occupations Enter the occupations in MN that relate to the Pathway in the POS
High School Section
District Name(s): Enter the name(s) of each district participating in the POS.
High School Name: Enter the name(s) of each high school participating in the POS.
CTE Approved Program Occupational Education (OE) Code: Enter the OE code for the approved CTE program.
Pathway Classification of Instruction (CIP) Code: Enter the CIP to indicate the Pathway classification as provided on the Crosswalk of Minnesota State Colleges and Universities programs categorized by the "*Classification of Instructional Programs (CIP) by Career Field, Clusters, and Pathways*"
CTE Approved Program Title: Enter the CTE approved program title (See "*Table C*" from MDE)
Required Core Courses (MN academic standards): Enter courses, as appropriate, that meet MN academic standards. Where courses are validated by college faculty and industry advisory groups as needed for preparation in the pathway, place an ASTERISK (*) by the course title.
Other Required Courses: Enter course titles of required courses not included elsewhere
Suggested Elective Courses: Enter course titles academic and technical courses that would be of added value for the pathway program.
College Readiness Assessments: Enter a statement if administering college readiness assessments and enter grade level assessments take place
Tech Prep Articulated College Credit: (TPCC) Enter course titles of related TPCC courses based upon articulation agreements with partnering or brokering colleges for a POS
Enhanced Learning Elements: Enter types of work-based, campus-based, or other enhanced learning opportunities in the curricula
Industry Certification, licensure or third-party assessments:-Enter types if identified at this stage of the process.
College Section
College Name(s): Enter the college name(s) participating in the POS
Identification of college required and suggested elective, general education courses related to the pathway: Enter requirements per award.
College Program CIP Codes: Enter the CIP code for the approved program(s) as listed on the *MnSCU CIP Crosswalk to Pathways.*
Approved Program Name: Enter the approved program name as listed on the *MnSCU CIP Crosswalk to Pathways.*
Type of Award: Enter certificate, degree, and/or type of industry certification or licensure
University Name(s): Enter the university name(s) that has programs related to the POS
Related University Programs: Enter Names of programs related to the POS
Type of Award- Enter certificate, degree type, and/or type of industry certification or licensure
Enhanced Learning Elements: Enter workplace or work-based learning, campus opportunities, CTSO availability (PPAS. Delta Epsilon Chi and SkillsUSA MN); and other types of leadership opportunities; and/or Industry Certification, licensure or third-party assessments
Related Career Fields: Enter the career fields that may relate or overlap with the specified career field. If none, leave blank
Related Career Clusters: Enter career cluster titles that may relate or overlap with the specified career cluster. If none, leave blank
Related Career Pathways: Enter career pathways within related clusters that also relate to the POS specified pathway. If none, leave blank
Signature Block: Enter the names and have signatures for the high school(s) principal(s) and

college chief academic officer(s) participating in this POS. A consortium may want to include high schools and colleges in the POS as a means of brokering. *A resource helpful to this effort will be a POS intent chart compiled from annual applications each year*.

Appendix G:
Identification of High-Skill, High-Wage or High-Demand Career Pathways in Minnesota
July 2007

Overview

As part of the overall effort to develop a work plan for Minnesota around programs of study, a major requirement under the 2006 Carl D. Perkins Career and Technical Education Act (Perkins IV), staff within the Minnesota State Colleges and Universities Office of the Chancellor (OOC) conducted an empirical analysis by combining Minnesota labor market information (LMI) with trend data of student participation in, concentration in, and completion of, career and technical education (CTE) programs. The study began with national developed career clusters framework that have identified 16 clusters and 81 pathways, from which several lists of clusters and pathways have been identified once specific demand and supply criteria have been applied. The information that follows is a summary of the study results.

Study Description

The following steps described the methodology used in the study:

- Determine selection of in-demand career pathways (IDCP) by including only those occupations where the training level requirements for each occupation in the pathway is no more than associate degree and/or require medium- and long-term on-the-job training
- Analyzing LMI data at the occupational level for the IDCP ranking and basing the ranking on three elements:
    - projected employment growth rate 2006-2016
    - projected annual openings/employment 2006-2016
    - median wage
- Create a composite IDCP ranking from the individual rankings of each of the above three elements. The number of IDCP is 58 career pathways in all 16 career clusters.
- Develop an overall sustained student interest in pathways (SSIP)[32] ranking using longitudinal (2002-2006) post-secondary CTE data by examining the patterns of retention in CTE majors and award completion of three cohorts of students who enter in specific fiscal years. The number of SSIP is 46 career pathways in all 16 career clusters.
- Produce a list of career pathways that are in both the CPID and the SSIP rankings
- Compare CPID Ranking with SSIP Ranking and categorize the pathways in four groups according to the following:
    - Above Median HDP Rank / Above Median SSIP Rank
    - Above Median HDP Rank / Below Median SSIP Rank
    - Below Median HDP Rank / Above Median SSIP Rank
    - Below Median HDP Rank / Below Median SSIP Rank
- The combined CPID and SSIP rankings are referred to as the programs of study pathways (POSP). The number of POSP is 41 career pathways in all 16 career clusters.
- Further narrow the POSP list by using the following criteria:
    - the Minnesota Department of Employment and Economic Development (DEED) definition of high demand occupations[33]

[32] Sustained Student Interest in Pathways (SSIP) is defined as students succeeding in a particular pathway, where success has been defined as the sum of graduation and retention, expressed as a percentage of the number of students in a particular cohort who attain concentrator status anytime during a three-year period. The concentrator definition is defined as a student who majors in a CTE cluster and declares a CTE award.

[33] For an occupation to be defined as a high demand occupation, the following conditions must prevail:

- SSIP career pathway must have a rank above the SSIP median ranking

- Three separate approaches to determining a marketable program of study pathway (MPOSP) have been identified:
  - Must meet the minimum median wage definition (M_1)
  - Must meet the minimum median wage definition, and, meet either the minimum growth rate or the minimum annual share of openings in total employment (M_2)
  - Must meet the median wage definition, and, meet either the minimum growth rate or the minimum annual share of openings in total employment, and, must have an above median SSIP rank (M_3)

Career Pathways that meet any of the above criteria are referred to as marketable program of study pathway (MPOSP). The table below indicates the number of MPOSP is equal to 16 in nine different clusters.

Which Career Pathways are Marketable? A Case Study From Minnesota		
ClstrNo	Cluster Name	Pathway
1	Agriculture/Natural Resource	Power Structural and Technical Systems
1	Agriculture/Natural Resource	Natural Resources Systems
2	Architecture & Construction	Construction/Maintentance
2	Architecture & Construction	Design/Pre-construction
3	Manufacturing	Production
3	Manufacturing	Production Design, Operations, and Maintenance
4	Transportation, Distribution, & Logistics	Facility and Mobile Equipment Maintenance
5	Information Technology	Interactive Media
5	Information Technology	Programming and Software Development
8	Hospitality & Tourism	Travel and Tourism
9	Business & Administration	Human Resources
10	Health Science	Diagnostics Services
10	Health Science	Therapeutic Services
12	Arts, A/V Technology & Communication	Audio and Video/Printing/Telecommunications
13	Law & Public Safety	Legal Services Pathway
16	Government & Public Administration	Public Management and Administration

Observations, Considerations and Issues

Each set of career pathways listed above lead to different actionable steps. When undertaking such steps, the following must be taken into account:

- Consider also the mix of industry and occupation focus among and within pathways
- If no electronic tool for matching is available, use federal and state labor market information (LMI)
- Read behind the ranking to understand what might be happening within the pathway
- Note that overall rankings are always sensitive to the choice of ranking components

This report is being updated and will be completed in July 2008.

- Median wage must be at or above the median wage for all occupations and this is $16.48
- Projected employment growth rate must meet a minimum threshold of 3,515 jobs in the occupation
- Projected number of annual openings/employment must be at least 3.6% annually

CARL D. PERKINS CAREER AND TECHNICAL EDUCATION ACT OF 2006

(Perkins IV)

An Act that Supports
Career and Technical Education

in Minnesota

LOCAL APPLICATION for the

FY 2008 - 2009

Perkins

A.

B. July 1, 2008 - June 30, 2009

Minnesota State Colleges and Universities
&
Minnesota Department Education

Section I – General Information

TABLE OF CONTENTS

Upon request, this Application will be made available in alternative formats, such as Braille, large print or audiotape. *Pages due with the Local Application

I. FY 2009 (July 1, 2008- June 30, 2009) Timeline

October 31-November 14, 2007	**Statewide Perkins IV Meeting, Ruttger's Bay Lake Lodge**
September 2007 – March 2008	**MDE/OOC Joint Staff Meetings to Develop the 5-Year Plan**
January 31, 2008	**MDE/OOC to notify Consortia of approved structure**
February 15, 2008	**Local Perkins IV Consortium Application Plan for the Year released to all Perkins Consortium Directors**
March 2008	**Training on the Local Plan (locations and dates to be determined)**
March 18, 2008	**Minnesota Career and Technical Education (CTE) State Plan Presented to the Minnesota State Colleges and Universities Board of Trustees for Approval**
March 31, 2008	**Local Post-Secondary Performance Targets set for each college FY08-09**
April 1, 2008	**Minnesota Career and Technical Education (CTE) State Plan due to US Department of Education Office of Vocational and Adult Education**
May 9, 2008	**FY 2009 Local Perkins IV Consortium Application Plan Due**
June 16, 2008	**Local Secondary Negotiation of performance targets for each consortium for all areas for FY08-09**
June 30, 2008	**Local Perkins Consortium notified of Plan and Budget Approval – No expenditures may occur before plan and budget approval.**
October 17, 2008	**Perkins Consortium FY 2008 Annual Local Performance Report (APR) due**
December 1, 2008	**Secondary FY 2008 audited budgets due to MDE, including a narrative report, the Excel budget work sheet completed, and a signed assurance from the fiscal office that the Perkins dollars were part of the district audit.**

FY2009 Perkins Local Consortium Plan Components

II. The Minnesota State Plan for Career and Technical Education: Overview and Summary

The Carl D. Perkins Career and Technical Education Act of 2006 (Perkins IV) directs the operation of secondary, post-secondary, and adult technical education programs for the period from July 1, 2007 to June 30, 2013. Perkins IV maintains much of the program improvement emphasis of the 1998 Vocational and Technical Education Act (Perkins III). Minnesota submitted on May 4, 2007 a one-year Perkins IV Transition Plan (available at www.cte.mnscu.edu)[34] to, and received approval on July 2, 2007 from, the US Department of Education. Much work has already been undertaken as part of the Transition Plan development, for building the various parts of the State CTE plan under Perkins IV. As a result, Minnesota is well poised to begin implementing in earnest, starting July 1, 2008 (when fiscal FY2009 begins) the **Minnesota Career and Technical Education (CTE) State Plan**.

Guiding Principles and a New Consortium Structure for Minnesota CTE

Perkins IV requires Career and Technical Education (CTE) to have a **renewed and strengthened focus on collaborative partnerships and the development and implementation of programs of academic and technical preparation spanning secondary and postsecondary education**. To promote this heightened expectation of collaboration between secondary and postsecondary CTE, the following *guiding principles* became instrumental in moving CTE forward in Minnesota under the Perkins IV Transition Plan:

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

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

Rather than developing a vision and mission for CTE in Minnesota, these guiding principles acted as the primary drivers for advancing CTE within Minnesota high schools and colleges. In particular, adhering to these guiding principles will be critical at the local level as high schools and colleges begin implementing the key new feature of the Minnesota CTE Plan: A *New Consortium Structure* that required each consortium of high school and college partners to submit a SINGLE LOCAL PLAN, starting July 1, 2008, and all years thereafter. The SINGLE LOCAL PLAN will govern and mange the use of Perkins[35] funds at the secondary and the post-secondary levels for each recognized consortium. At the same time, it enables the State to achieve its vision of having a seamless CTE education system through a *New Consortium Structure* (see Appendix A) based on implementing the goals, strategies, objectives, outcomes and measures. Finally, the guiding principles should provide CTE stakeholders the overall framework for enabling the necessary input and recommendations for the State Plan.

III. The FY2009 Local Consortium Plan: The Operational Framework

The local consortium plan begins by focusing on achieving the following four goals by putting in place objectives and strategies, and developing corresponding outcomes and measures. Appendix B shows a matrix that relates broad goals to required and permissive activities as stated in the Perkins IV legislation, which are given on pp. 10-12. The four goals are:

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

In addition, there is a fifth goal that requires local consortia to move from conception through development, and set the stage for sustainability over the entire period of the Perkins Act. The graphic below show conceptually how the different elements of the local application planning process are tied together.

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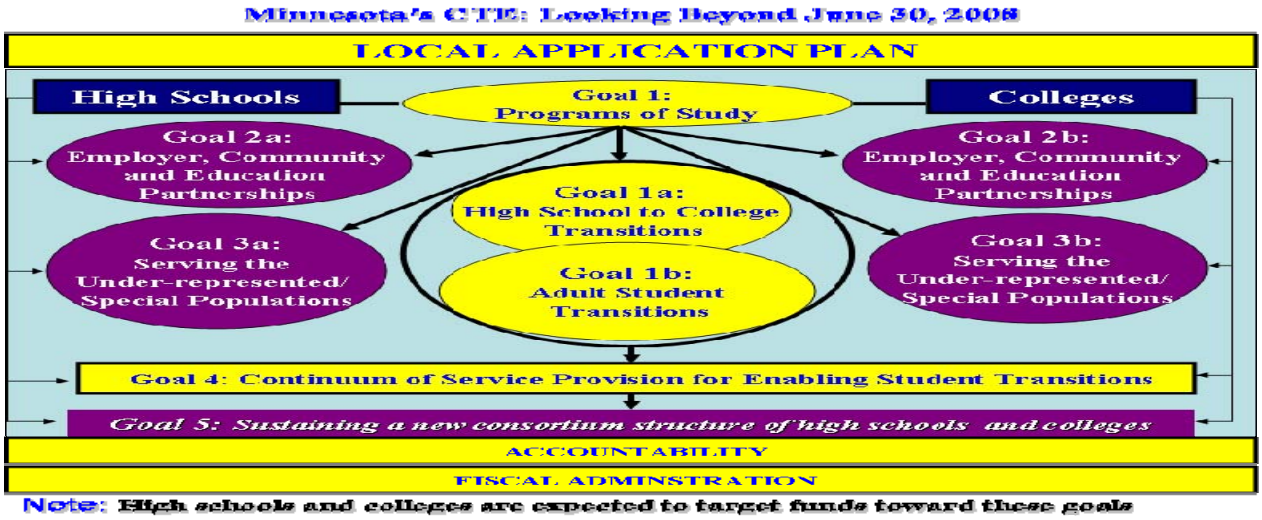
[35]. Minnesota intends to combine Perkins Basic (Title I) and Tech Prep (Title II) programs, into a single CTE program. As explained in the section on Tech Prep, Minnesota fully intends to use its new consortium structure to fully implement the goals of the Tech Prep program as it was originally intended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



For additional information and questions to consider under each goal, see the FY09 Local Application, Section II.

New Elements in the FY2009 Local Consortium Plan

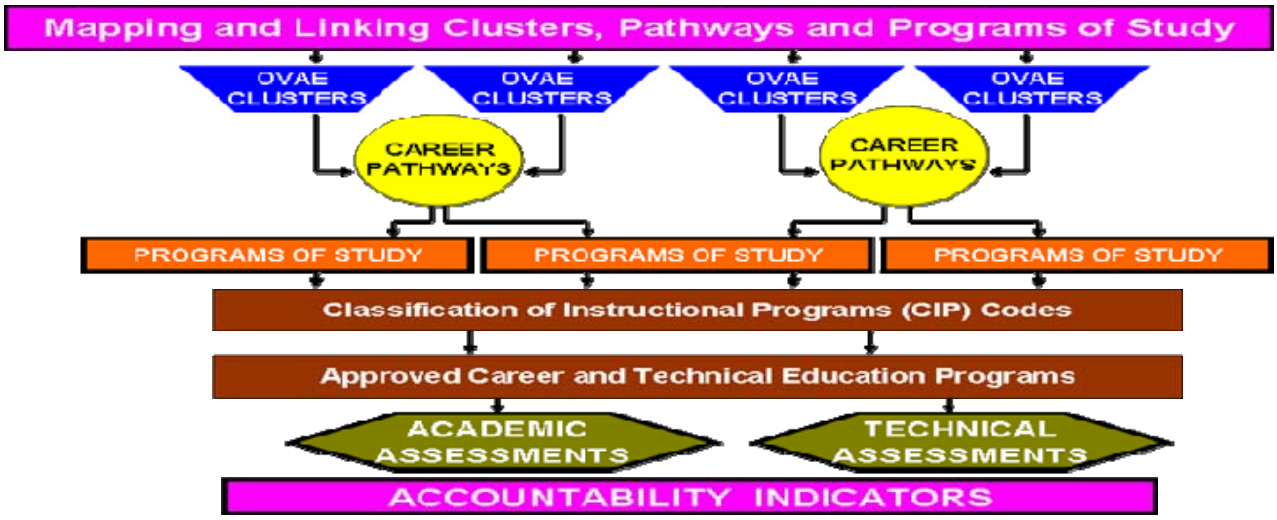
Minnesota has established five goals towards which each local consortium will target funds to meet specific objectives, strategies, outcomes and measures starting July 1, 2008. Also, the establishment of local consortia for the first time in FY2009 will require different forms of leadership, planning,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

7. Geography: Logic says members of a consortium should be close to each other to facilitate planning, but it is not an absolute requirement that school districts and their partnering colleges are contiguous. In greater Minnesota (outside the Twin Cities metro area), geography implies that within a single consortium, large distances exist between school districts, as well as the distance between a college and a partnering school district. On the other hand, in the Twin Cities metro area, there are 60 school districts and 10 two-year colleges (11 campuses), and the interactions between consortia become critical for how individual consortium in the Twin Cities area might operate.

8. Partnership History: School districts and colleges that already have a strong partnering history can only improve upon existing established relationships. Current partnership models that had been developed were premised on the Tech Prep consortia model under Perkins III, but there is no expectation that the new consortia must follow similar lines. As the new local consortia are being formed, it is now becoming more evident that none of the Perkins III structures were necessarily meeting Minnesota's new consortium structure completely.

9. Matriculation Patterns of Students: School districts should consider where their students go when entering postsecondary CTE studies and college should consider partnering with districts from which they draw students to enter their postsecondary CTE studies. In other words, an optimum partnership is one in which school districts and colleges are jointly attracting high numbers of students into CTE programs.

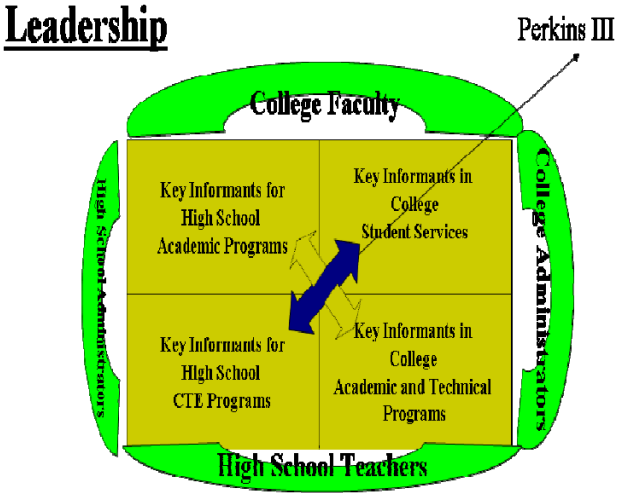
10. Programs of Study: With an understanding that CTE programs in Minnesota will start at least by grade 11 and continue through at least two years of college, establishing non-duplicative sequences of courses will be a driving force for building and sustaining Perkins consortia. The figure below shows how career clusters, pathways and programs of study are linked and mapped.

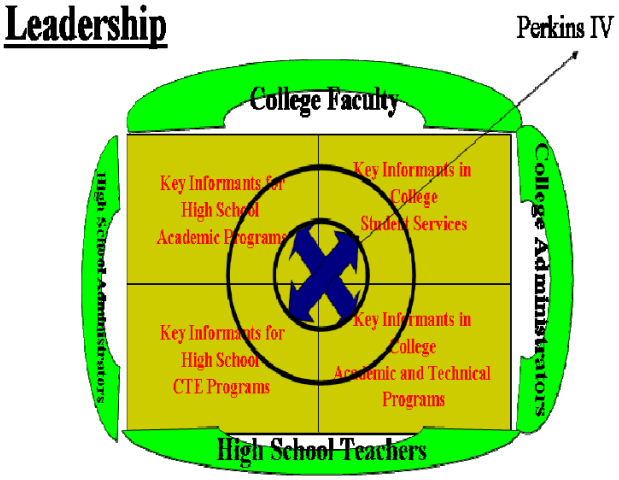


11. Continuum of Service Provision (CSP): Defined as the ability to bring fresh thinking to the consortium, CSP creates value for the student through new support services, curricular processes, and educational products, all of which should lead to an organic and systemic change to the local consortium. Any consortium wishing to engage in CSP has a choice from four different options:
    - ☐ *Sequentially* - Student need determined by consortia seeking CSP
    - ☐ *Concurrent* - Student need determined jointly by two or more consortia seeking CSP but CSP within each consortium is separate
    - ☐ *Coordinated* - Student need determined jointly by two or more consortia but CSP within every consortia aligned
    - ☐ *Integrated* - Student need determined jointly by two or more consortia with every consortia having identical CSP

    Which option is most appropriate for a local consortium depends on the following criteria:
    - Student Needs
    - Cohorts versus individual students
    - Development and coordination time
    - Availability of staff resources
    - Funding Constraints
    - Degree of Adaptability

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





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

- Principals and superintendents must, at a minimum, be aware of the evolution and operation of the operational framework of the new local consortium.
- Strategic decisions about the evolution and operation of the new local consortium, and how it impacts college operations, must be directed by senior college leadership.
- It is essential that college and high school administrative leaders keep each other informed of developments as the new local consortium arrangements emerge.
- Key personnel, including college faculty, secondary teachers, post-secondary student support staff, and high school counselors, be directly involved in

operational elements of the local consortium plan, particularly as it relates to programs of study.

FY2009 Perkins Local Consortium Plan Instructions

The FY2009 local plan uses a narrative format combined with the template of objectives, strategies, outcomes and measures that was used in applications under Perkins III. Guiding questions are provided for each of five goals to assist in developing the local plan. The following are the instructions that should help local Perkins consortia develop, write, and submit a completed local application plan.

I. Due Date

Signed FY09 local plans are due on or before **May 9, 2008, 4:00 p.m.** Send the **original and TWO (2) copies** of your completed FY09 local application to Pradeep Kotamraju, Minnesota State Colleges & Universities, Wells Fargo Place, 30 7th Street East, Suite 350, St. Paul, MN 55101-7804 AND forward an electronic copy to Pradeep Kotamraju, pradeep.kotamraju@so.mnscu.edu. Faxes will NOT be accepted.

II. Plan Review, Approval, and Notification

Local plans will be reviewed by staff from the Office of the Chancellor and MDE. Notification of approval and allocation award will made by June 30, 2008 or as soon thereafter as possible based on plan approval and processing. Consultation on required plan revisions will occur as needed. Funding is subject to final plan approval and affixing of all state and local signatures.

III. Plan Components

The FY2009 local plan uses a narrative format combined with the template of objectives, strategies, outcomes and measures that was used in applications under Perkins III. Guiding questions are provided for each of five goals to assist in developing the local plan.

A completed local application must include the following. A template is included in the FY09 Local Application Plan, Section II.

a. A Cover Sheet that lists the secondary districts and colleges members for the year.
b. A Plan Template that includes the following for each goal:
    i. Narrative
    ii. Objectives, strategies, outcomes and measures
    iii. Projected budget per objective
    iv. Required and permissible uses of funds.
c. A Budget Description that describes how the grant funding is used to address each of the goals.
d. A Budget Narrative that identifies funded activities by goal.
e. A Signed Statement of Assurances

IV. Writing the Plan

The plan narrative narrative, objectives, strategies, outcomes, measures and budget will be written to address the following five goals:

1. Building Programs of Study
2. Effectively utilize employer, community, and education partnerships
3. Improve services to special populations
4. Provide for a continuum of service provisions for enabling student transitions
5. Sustain the new consortia structure of secondary and postsecondary institutions

The Plan Template must address each of the following elements for each goal:

a. **Plan Narrative** – A narrative section that describes the general purpose and direction of the goal.
b. **Objective** – A specific statement of outcome that will achieve or work toward achieving the goal.
c. **Strategy** – A specific event or action that supports attainment of an objective.
d. **Outcomes and Measures** –A measure quantifies the outcome or strategy in terms of measurable performance. Measures must use numbers and percentages, and should be compared to baseline data (if available).
e. **Projected Budget** – The resources needed to implement or achieve the broad-based goals. If other funds will be used, please list the sources (e.g., college/district general funds, other grants, etc.).
f. **Use of Funds** – A listing of required or permissible activities under the Act. Write "R" for Required or "P" for Permissible followed by number

or number and name.

V. Use of Funds:

For a complete listing of required and permissible uses of funds, see Section 135 of the Perkins Act of 2006. The state has identified additional requirements beyond those required under the Act as specified below. Each local recipient receiving funds under Perkins may not use more than five percent for administrative purposes. This balance of the funds must be used to improve CTE programs at the secondary and post-secondary levels as described in the consortium local application plan by making sure that the activities indicated below align with the broad goals established under the Minnesota Career and Technical Education (CTE) State Plan. (Also see Appendix B in the 2009 Local Application Plan, Section III).

A. Required Local Uses of Funds

Federal (Section 135, Perkins Act 2006)

1. Strengthen the academic and career and technical skills of students participating in CTE programs through the integration of academics with CTE programs.

2. Link CTE at the secondary level and the post-secondary level, including by offering the relevant elements of not less than one program of study described in Section 122(c)(1)(A).

3. Provide students with strong experience in and understanding of all aspects of an industry, which may include work-based learning experiences.

4. Develop, improve, or expand the use of technology in CTE, which may include training to use technology, providing students with the skills needed to enter technology fields, and encouraging schools to collaborate with technology industries to offer internships and mentoring programs.

5. Provide in-service and pre-service professional development programs to teachers, faculty, administrators, and career guidance and academic counselors who are involved in integrated CTE programs, on topics including effective integration of academics and CTE, effective teaching skills based on research, effective practices to improve parental and community involvement, effective use of scientifically based research and data to improve instruction. Professional development should also ensure that teachers and personnel stay current with all aspects of an industry; involve internship programs that provide relevant business experience; and train teachers in the effective use and application of technology.

6. Develop and implement evaluations of the CTE programs carried out with Perkins funds, including an assessment of how the needs of special populations are being met.

7. Initiate, improve, expand and modernize quality CTE programs, including relevant technology.

8. Provide services and activities that are of sufficient size, scope and quality to be effective.

9. Provide activities to prepare special populations, including single parents and displaced homemakers who are enrolled in CTE programs, for high-skill, high-wage or high-demand occupations that will lead to self-sufficiency.

Additional Activities that are State Requirements

10. Collaboration/Brokering of services/Continuum of Service Provision

11. Articulation, dual enrollment, concurrent enrollment, PSEO, and other recognized strategies

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

1. Involving parents, businesses and labor organizations, in the design, implementation and evaluation of CTE programs.

2. Providing career guidance and academic counseling, which may include information described in Section 118, for students participating in CTE programs, that improves graduation rates and provides information on post-secondary and career options, and provides assistance for post-secondary students and adults.

3. Local education and business partnerships, including for work-related experiences for students, adjunct faculty arrangements for qualified industry professionals and industry experience for teachers and faculty.

4. Providing programs for special populations.

5. Assisting career and technical student organizations.

6. Mentoring and support services.

7. Leasing, purchasing, upgrading or adapting equipment, including instructional aids and publications (including support for library resources) designed to strengthen and support academic and technical skill achievement.

8. Teacher preparation programs that address the integration of academic and CTE and that assist individuals who are interested in becoming CTE teachers and faculty, including individuals with experience in business and industry.

9. Developing and expanding post-secondary program offerings at times and in formats that are accessible for all students, including through the use of distance education.

10. Developing initiatives that facilitate the transition of sub-baccalaureate career and technical education students into baccalaureate degree programs, including articulation agreements, dual enrollment programs, academic and financial aid counseling and other initiatives to overcome barriers and encourage enrollment and

completion.

11. Providing activities to support entrepreneurship education and training.

12. Improving or developing new CTE courses, including the development of programs of study for consideration by the state and courses that prepare individuals academically and technically for high-skill, high-wage or high-demand occupations and dual or concurrent enrollment opportunities.

13. Developing and supporting small, personalized career-themed learning communities.

14. Providing support for family and consumer sciences programs.

15. Providing CTE programs for adults and school dropouts to complete secondary education or upgrade technical skills.

16. Providing assistance to individuals who have participated in services and activities under this Act in continuing their education or training or finding an appropriate job.

17. Supporting training and activities (such as mentoring and outreach) in nontraditional fields.

18. Providing support for training programs in automotive technologies.

19. Pooling a portion of such funds with a portion of funds available to other recipients for innovative initiatives.

20. Supporting other CTE activities consistent with the purpose of the Act.

VI. Resources

The following resources may be taken into consideration when developing the local consortium plan.

⇒ Appendix A describes the new consortium structure that Minnesota is putting in place to address how CTE in Minnesota will be implemented to meet the intent of Perkins IV.

⇒ Appendix B relates the federally-defined required and permissive activities to the Minnesota broad goals that local consortia have develop objectives, strategies and outcomes.

⇒ Minnesota is required every year to submit secondary and postsecondary accountability data on specified performance indicators to the US Department of Education. Appendix C in the FY2009 Local Application Plan, Section III provides student definitions and measurement approaches pertaining to the accountability indicator structure that Minnesota has proposed in the State Plan. It should be kept in mind that these definitions are still under review and discussion and may change after the State plan submitted to the US Department of Education.

⇒ Appendix D in the FY2009 Local Application Plan, Section III provides definitions for the terms and concepts that consortia will encounter throughout plan development.

⇒ Appendix E in the FY2009 Local Application Plan, Section III provides fiscal and expenditure guidelines that each local consortium needs to be aware of as they determine a budget for the local consortium plan.

⇒ Personnel Activity Report (PAR) Samples are provided in the FY2009 Local Application Form, Section III (Appendix F). Section IV provides the rubric by which staffs at MDE and the OOC will jointly review completed consortium local applications.

⇒ The OOC/MDE Carl D Perkins Technical Assistance Contact Information is provided should any local consortium need to contact state Perkins staff with questions (Appendix G, FY2009 Local Application Form, Section III).

⇒ In addition to the above resources, local consortia are strongly encouraged to visit the following websites as they develop they local application:

1. **www.cte.mnscu.edu**
2. **www.perkinsplan.project.mnscu.edu**
3. **www.programsofstudy.project.mnscu.edu**

CARL D. PERKINS CAREER AND TECHNICAL EDUCATION ACT OF 2006

(Perkins IV)

An Act that Supports Career and Technical Education in Minnesota

LOCAL APPLICATION for the FY 2008 - 2009

Perkins

July 1, 2008 - June 30, 2009

Minnesota State Colleges and Universities
&
Minnesota Department Education

Section II – Local Application

TABLE OF CONTENTS

SECTION I – GENERAL INFORMATION

SECTION II - Local Application

SECTION III – Appendices

SECTION IV – Local Application Scoring Guide

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

***Pages due with the Local Application**

CARL D. PERKINS ACT of 2006
CONSORTIUM APPLICATION COVER SHEET FY2008-2009

Please complete the following:

CARL PERKINS - Secondary	**CARL PERKINS - Postsecondary**
Contact Person: _____	**Contact Person: _____**
Address: _____	**Address: _____**
_____	**_____**
Phone: _____FAX:_____	**Phone: _____FAX:_____**
E-Mail: _____	**E-Mail: _____**

CARL PERKINS - Secondary

Fiscal Agency:_____
Business Manager:_____
Address: _____
Phone: _____FAX:_____
E-Mail: _____
*District #_____ District Type_____
(*for electronic payment purposes)

CARL PERKINS - Postsecondary

Fiscal Agency:_____
Business Manager:_____
Address: _____
Phone: _____FAX:_____
E-Mail: _____

District/Agency Name/College	**Secondary Type & Number**

(*Use extra rows or sheets if necessary)

Perkins Local Plan for 2008-9 for Career and Technical Education
Goals, Objectives, Strategies, Outcomes, and Budget

1(i). Building Programs of Study: Status Form

You must consider the following in filling out the information below: As you complete objectives, strategies and outcome measures for Programs of Study, consider where the consortium is in the various phases of implementation. It may be helpful to first complete the *Programs of Study Status Summary* that follows prior to completing the grid below. Please use *The Process for Designing Programs of Study, available at* www.programsofstudy.project.mnscu.edu as you complete this goal.

Consortia are at varying stages of programs of study design and implementation. Please complete this status report and submit with your plan, both hardcopy and electronic formats.

1. List programs of study that have been designed. If none, move to Question 3

2. List programs of study which are ready for inclusion in registration materials for courses and programs? If none, move to Question 3.

3. What programs of study will you design during FY09? At least one program of study is required.

4. Does the sequence of courses begin in Grade 9 ____, Grade 11____, or other ____?

Perkins Local Plan for 2008-9 for Career and Technical Education
Goals, Objectives, Strategies, Outcomes, and Budget

5. Explain how you selected which programs of study to design.

6. How have secondary teachers and post-secondary faculty been involved in POS design processes?

7. Has brokering (continuum of education programming and support services for students) been considered in the design of programs of study? If yes, please explain.

Please submit, electronically, completed programs of study templates, where available.

Perkins Local Plan for 2008-9 for Career and Technical Education
Goals, Objectives, Strategies, Outcomes, and Budget

1(ii). Building Programs of Study: Goals, Objectives and Strategies

- Program of Study (POS) Implementation
  i. Has at least one program of study been identified and ready for implementation beginning in FY10
  ii. Did you use the POS organizational framework to determine the POS?
  iii. Has a sequence of courses beginning at least in Grade 11 and continuing through at least the second year of college been considered?
  iv. Has a continuum of education programming and support services to ensure smooth transitions, from secondary into postsecondary education; in and out of postsecondary education; and, between education and employment been considered?.
  v. Have secondary teachers and postsecondary faculty within the identified POS been consulted?
  vi. Has all relevant and necessary POS documentation been completed?
- *Additional Considerations
  i. How will college and work readiness standards be communicated to students, parents, teachers, faculty and administrators?
  ii. How will articulation and dual enrollment be used in implementing the POS?
  iii. How will you improve both academic and technical skills of participants the identified POS?
  iv. How will technical skill attainment within the identified POS be measured?
  v. How will you address the professional development needs within the identified POS?
  vi. How will assure that the identified POS will prepare all students for high skill, high wage, or high demand occupations and lead to self sufficiency?

Plan Narrative:			
Objective(s)	**Strategies**	**Outcomes and Measures (FY09)**	**Projected Budget by Objective**
1. *Duplicate as needed*			
2.			
List, by name, the required and permissible activities addressed above.			
Use of Funds: List the required and permissible activities addressed above. "**R**" for required and "**P**" for permissible followed by the number and name.			

Perkins Local Plan for 2008-9 for Career and Technical Education
Goals, Objectives, Strategies, Outcomes, and Budget

2. **Effectively utilize employer, community, and education partnerships**

You must consider the following in filling out the information below:

- Employer and Community Partnerships
  i. How will high skill, high wage, or high demand occupations within your region be identified?
  ii. How will collaboration with other organizations lead to improving career and technical education programs, including the implementation of programs of study (e.g., WorkForce Center, non-profits, workforce intermediaries, service organization, Chambers, Economic Agencies, etc.)
  iii. How will student experience in, and an understanding of, *All Aspects of the Industry*, be provided including work-based experiences and internships?
  iv. How will parents, business, labor and secondary teachers/postsecondary faculty be included in the design, implementation, and evaluation of career and technical education programs, including programs of study?
- Education Partnerships
  i. How will adult basic education, remedial education and developmental education/non-credit training, be included in providing a continuum of education programming and support services? (Please Note: Perkins funds may only used for programs that are credit-based.)
  ii. How will four-year programs, colleges and universities be engaged in the implementation of programs of study, including the development of transfer and articulation agreements?
- How will you provide transition for adult learners into the workforce?

Plan Narrative:			
Objective(s)	**Strategies**	**Outcomes and Measures (FY08)**	**Projected Budget by Objective**
1. Duplicate as needed			
2.			
Use of Funds: List the required and permissible activities addressed above. "**R**" for required and "**P**" for permissible followed by the number and name.			

Perkins Local Plan for 2008-9 for Career and Technical Education
Goals, Objectives, Strategies, Outcomes, and Budget

3. Improve service to special populations

You must consider the following in filling out the information below:

- Special Populations
  - i. How will the consortium ensure that goals, objectives, strategies and outcomes under (a) implementing programs of study and (b) utilizing employer, community and education partnerships will be the same for non-traditional programs and special populations?
  - ii. How will the design, implementation, and evaluation of career and technical education programs, including programs of study be customized to attain program and student success for nontraditional (gender) and special populations?

Plan Narrative:			
Objective(s)	**Strategies**	**Outcomes and Measures (FY08)**	**Projected Budget by Objective**
1. Duplicate as needed			
2.			
Use of Funds: List the required and permissible activities addressed above. "**R**" for required and "**P**" for permissible followed by the number and name.			

Perkins Local Plan for 2008-9 for Career and Technical Education
Goals, Objectives, Strategies, Outcomes, and Budget

4. Provide a continuum of service provision[36] for enabling student transitions

You must consider the following in filling out the information below:

- Students
  - i. How will the different needs for students be identified to ensure smooth transitions within their chosen programs of study, career pathways and career clusters?
  - ii. How will the relationships between partners within the consortium, and across the partnering consortia, be collaboratively organized with shared responsibility in order to ensure student success?
- Service Provision
  - i. How will the best practice collaboration activities from Perkins III be continued into Perkins IV?
  - ii. How will CSP be put into practice as it relates to (a) programs of study; (b) articulation; and (c) PSEO, including concurrent enrollment?

See next page for Goal 4.

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1. Defined as the ability to bring fresh thinking to the consortium, continuum of service provision (CSP) creates value for the student through new support services, curricular processes, and educational products, all of which should lead to an organic and systemic change to the local consortium. Any consortium wishing to engage in CSP has a choice from four different options:
   - ☐ *Sequentially* - Student need determined by consortia seeking CSP
   - ☐ *Concurrent* - Student need determined jointly by two or more consortia seeking CSP but CSP within each consortia separate
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   - ☐ *Integrated* - Student need determined jointly by two or more consortia with every consortia having identical CSP

   Which option is most appropriate for a local consortium depends on the following criteria:
   - Student Needs
   - Cohorts versus individual students
   - Development and coordination time
   - Availability of staff resources
   - Funding Constraints
   - Degree of Adaptability

4. Provide a continuum of service provision for enabling student transitions

Plan Narrative:			
Objective(s)	**Strategies**	**Outcomes and Measures (FY08)**	**Projected Budget by Objective**
1. Duplicate as needed			
2.			
3.			
Use of Funds: List the required and permissible activities addressed above. "**R**" for required and "**P**" for permissible followed by the number and name.			

Perkins Local Plan for 2008-9 for Career and Technical Education
Goals, Objectives, Strategies, Outcomes, and Budget

5. <u>Sustain the new consortium structure of secondary and postsecondary institutions</u>

<u>You must consider the following in filling out the information below:</u>

- Building Collaboration among Partners
  i. How will (a) geography (b) partnership history and relationships (c)matriculation patterns of students and (d) programs of study meet the collaborative goals that have been set for the consortium?
  ii. How will you plan for a jointly developed collaborative structure along with shared responsibility for student success?
  iii. How will you assure that all partners will collaborate and be accountable for achieving your stated mutual goals (sharing resources and rewards, etc.)?
- Operating the Consortium
  i. How will you assure that all partners will collaborate in, contribute towards, and be accountable for, achieving student success?
  ii. How will continuum of service provision (CSP) be put in practice to achieve program success within the consortium?
- Sustaining the Consortium
  i. How will you promote the vision for career and technical education within your region?
  ii. How will you support and foster relationships among consortium members?
  iii. What leadership structure will exist for meeting the goals of your new consortium?
  iv. What practices or processes will you use to build and implement programs of study, identify and measure technical skill attainment, and address accountability?
  v. What fiscal/administrative rules are needed for the operation of your new consortium?

- What best practice collaboration activities will you continue/carry over from Perkins III?
- How will you assure CTE students of smooth transitions between pathways within career clusters?
- What role will your consortium play in ensuring that students will be able to continue a program of study that was started within your consortium but for which no postsecondary program exists within your current/proposed consortium?
- What common collaborative goals will you and your partners develop for FY09?
- How will you plan for a jointly developed collaborative structure along with shared responsibility for student success?
- How will you assure that all partners will collaborate and be accountable for achieving your stated mutual goals (sharing resources and rewards, etc.)?

See next page for Goal 5.

5. Sustain the new consortium structure of secondary and postsecondary institutions

Plan Narrative:			
Objective(s)	**Strategies**	**Outcomes and Measures (FY08)**	**Projected Budget by Objective**
1. Duplicate as needed			
2.			
Use of Funds: List the required and permissible activities addressed above. "**R**" for required and "**P**" for permissible followed by the number and name.			

MnSCU/MDE CARL D. PERKINS LOCAL APPLICATION

CONSORTIUM BUDGET NARRATIVE FY2009

Budget For Each Broad Goal	Description (include information on salary, staff development, supplies and other relevant expenditures – How was the expenditure calculated?)	Secondary Budget	Post-Secondary Budget	Total Budget
Programs of Study				
Employer, Community and Education Partnerships				
Service to Special Populations				
Continuum of Service Provision (Brokering)				
Sustaining the New Consortium				
Total All Goals		**$**	**$**	**$**

List any other relevant information not specified above here:

Note: the Total Budget for each broad goal must equal the budget specified on the Goals/Objectives/Strategies/Outcomes/Budget page for each corresponding goal

.

MnSCU/MDE CARL D. PERKINS LOCAL APPLICATION

SECONDARY BUDGET
JULY 1, 2008– JUNE 30, 2009

SUMMARY OF FUNDS DESIGNATED FOR SPECIFIC USES

GOALS	FEDERAL/STATE USES OF FUNDS Refer to Section I, Pages 10-12 for the listing of Required and Permissible Local Uses of Funds	PROJECTED BUDGET FY '09		
		Required Activities	Permissible Activities	Total Budget
1	**Programs of Study**			
2	**Employer, Community and Education Partnerships**			
3	**Service to Special Populations**			
4	**Continuum of Service Provision (Brokering)**			
5	**Sustaining the New Consortium**			
Subtotals for each column				
Administration not to exceed 5%				
Total Perkins Secondary Budget		**$**	**$**	**$**

Additional Informational Items:

1. Coordination Time for Perkins Grant	**% of Total Time**	**Total Budget**
Total Time for Coordination of Perkins (this includes coordinator salary, benefits, and coordination of contracted staff) and Corresponding Expenditure	**%**	**$**

2. Perkins Grant Collaboration with WorkForce Centers for FY2009	
A. Total Perkins Funds (dollars) used in collaboration with WorkForce Centers	
B. Estimate of other expenditures/in-kind contributions used in collaboration with WorkForce Centers	
Perkins budget spent in collaboration with WorkForce Centers for FY2009 [A + B]	**$**

MnSCU/MDE CARL D. PERKINS LOCAL APPLICATION

POSTSECONDARY BUDGET
JULY 1, 2008– JUNE 30, 2009

SUMMARY OF FUNDS DESIGNATED FOR SPECIFIC USES

GOALS	FEDERAL/STATE USES OF FUNDS Refer to Section I, pages 8-9 for the listing of Required and Permissible Local Uses of Funds	PROJECTED BUDGET FY '09		
		Required Activities	Permissible Activities	Total Budget
1	**Programs of Study**			
2	**Employer, Community and Education Partnerships**			
3	**Service to Special Populations**			
4	**Continuum of Service Provision (Brokering)**			
5	**Sustaining the New Consortium**			
Subtotals for each column				
Administration not to exceed 5%				
Total Perkins Postsecondary Budget		**$**	**$**	**$**

Additional Informational Items:

1. Coordination Time for Perkins Grant	**% of Total Time**	**Total Budget**
Total Time for Coordination of Perkins (this includes coordinator salary, benefits, and coordination of contracted staff) and Corresponding Expenditure	**%**	**$**

2. Perkins Grant Collaboration with WorkForce Centers for FY2009	
A. Total Perkins Funds (dollars) used in collaboration with WorkForce Centers	
B. Estimate of other expenditures/in-kind contributions used in collaboration with WorkForce Centers	
Perkins budget spent in collaboration with WorkForce Centers for FY2009 [A + B]	**$**

MnSCU/MDE CARL D. PERKINS LOCAL APPLICATION BUDGET: Notes and Reminders JULY 1, 2008 – JUNE 30, 2009

NOTE:

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

DIRECTIONS & REMINDERS

- Cost of all funded personnel must be split out between the five (5) Broad Goals
  - High School to College Transitions
  - Collaboration
  - Employer, Community, and Education Partners
  - Serving Special Populations
  - Sustaining the New Consortium

- Federal Carl D. Perkins funds **cannot supplant** funds from other sources.

- The Carl D. Perkins Education Act of 2006 requires *Personnel Activity Reports (PAR)* to be filled out on all personnel funded by Perkins resources or whose time is considered a match toward Perkins resources. PARs do not need to be sent to MnSCU/MDE, but do need to be kept and monitored at the local level.

- Each eligible sub-recipient receiving funds under this Act shall not use more than five (5) percent of the funds for administrative costs associated with the administration of this law.

- Identify the amount of total Perkins resources that were used in collaboration efforts with WorkForce Centers.

SECONDARY ONLY, DUE WITH YOUR APR: OCTOBER 2009

Secondary Perkins Equipment Record

NOTE: Secondary Perkins Directors shall be required to maintain a list of all equipment purchases, the purchase price, and where the equipment is located (school district and building). This will match the audited budget by UFARS coding (OBJ. 530 and 555) for the fiscal year. This will be due with the Annual Performance Report (APR) in October.

Use additional sheets if necessary

Date	What was purchased	Where located (school and district)	Cost/Dollar allocation

STATEMENT OF ASSURANCES & CERTIFICATIONS

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

2. None of the funds expended under this Act shall be used to purchase equipment (including computer software) in any instance in which such acquisition results in a direct financial benefit to any organization representing the interests of the purchasing entity or its employees or any affiliate of such an organization.

3. Funds made available under this Act cannot be used: (1) to require any secondary school student to choose or pursue a specific career path or major; or (2) to mandate that any individual participate in a career and technical education program, including a career and technical education program that requires the attainment of a federally funded skill level, standard, or certificate of mastery.

4. Federal career and technical education funds shall be used to supplement state and local funds for career and technical education, and in no case to supplant (replace) such state or local funds.

5. The eligible sub-recipient shall comply with all requirements imposed by the grantor agency concerning special legal requirements, program requirements, and other administrative requirements including the completion of Personnel Activity Reports.

6. The eligible sub-recipient shall comply with all regulations, policies, guidelines, and requirements included in the Education Division General Administrative Regulations (EDGAR) as they relate to the application, acceptance and use of federal funds for this project.

7. The eligible sub-recipient shall comply with the Vocational Education Guidelines for eliminating discrimination and denial of services on the basis of race, color, national origin, sex and handicap (45 CFR, Part 80) issued by the Bureau of Occupational and Adult Education, Department of Education and the Office of Civil Rights, March 21, 1979.

8. The eligible sub-recipient shall comply with requirements of the provisions of the Uniform Relocation Assistance and Real Property Acquisitions Act of 1970 (P.L. 91-646) which provides for fair and equitable treatment of persons displaced as a result of federal land federally assisted programs.

9. The eligible sub-recipient shall comply with the minimum wage and maximum hours provisions of the Federal Fair Labor Standards Act, as they apply to hospital and educational institution employees of state and local governments.

10. The eligible sub-recipient shall establish safeguards to prohibit employees from using their positions for a purpose that is, or gives the appearance of being, motivated by a desire for private gain for themselves or others, particularly those with whom they have family, business, or other ties.

11. The eligible sub-recipient shall give the grantor agency or the Comptroller General through any responsible authority access and the right to examine all records, books, papers, or documents related to the awarding of these funds.

I/we hereby certify that the information provided in this local application is true and correct to the best of my/our knowledge, information, and belief, and that the required assurances are given. All approved programs, services, and

activities shall be conducted in accordance with state and federal laws, rules and regulations; and in accordance with the Minnesota Department of Education and the Minnesota State Colleges and Universities polices and program standards.

ALL STATEMENT OF ASSURANCES AND CERTIFICATIONS MUST BE SIGNED:

Applicant District or Consortium _____

_____ _____

Postsecondary Signature - College President **Date**

_____ _____

Secondary Signature - School Superintendent, CTE Director, or their designee **Date**

FOR LOCAL CONSORTIUM MEMBERS ONLY:

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

I have read and shall comply with the above assurances:

_____ _____

Signature – College President, Superintendent or Authorized Representative **Date**

_____ _____

College/District Name **Local District Type and Number**

CARL D. PERKINS CAREER AND TECHNICAL EDUCATION ACT OF 2006
(Perkins IV)

An Act that Supports Career and Technical Education in Minnesota

LOCAL APPLICATION for the FY 2008 - 2009 **Perkins**

July 1, 2008 - June 30, 2009

Minnesota State Colleges and Universities
&
Minnesota Department Education

Section III – Appendices

TABLE OF CONTENTS

SECTION I – GENERAL INFORMATION

SECTION II - Local Application

SECTION III – Appendices

SECTION IV – Local Application Scoring Guide

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

***Pages due with the Local Application**

Appendix A:
The New Consortium Structure for Minnesota CTE: An Overview

Structure

Under the Minnesota Transition Plan (2007-2008), the structure of secondary basic recipients, post-secondary basic recipients and Tech Prep recipients in place under Perkins III was maintained for funding and local plan development.

When the State Plan begins implementation on July 1, 2008, (the start of fiscal year 2009) a new consortium structure in Minnesota will be in place. It will include several newly developed consortia with the following features:

Each consortium includes at least one 2-year college, and at least one partnering secondary school district.

Each eligible school district and college shall formally belong to only one consortium.

One secondary fiscal agent and one post-secondary fiscal agent will manage funds in each consortium under a collaboratively-developed consortium plan.

Local Consortium Formation Timeline

In the FY08 transition year (July 1, 2007 to June 30, 2008), each current Perkins and Tech Prep recipient recommended secondary school districts and post-secondary institutions with which each would partner under the new consortium structure.

Recommendations regarding the newly formed consortia were reviewed by the State, having reserved the right to negotiate the final consortium structure so that no eligible secondary school district or college is excluded.

The new consortium structure, with the identified Perkins IV local consortia, was in place by January 31, 2008.

Funding and Administration

All CTE funds will be allocated separately to each eligible secondary and post-secondary fiscal agent. However, how those funds will be expended will be governed by the local consortium plan.

The state intends to distribute the 10% reserve funds utilizing a separate formula that recognizes the different needs and efforts that grew from the former tech prep consortia and that now are incorporated into the consortium plan.

Each consortium may utilize funds across secondary and post-secondary lines in any manner dictated by the approved consortium plan, as long as such funds are utilized in accordance with rules for the use of CTE funds distributed by the state.

The FY2009 consortium plan (see Section Five below) submitted for the 2008-2009 year (due in Spring 2008), and each successive plan thereafter, will need administrative signature endorsement from each secondary school district superintendent *and* each college president included under that consortium plan.

For the FY2009 consortium plan, and for each successive plan thereafter, the State will promote a local planning process that places the focus on broad goals rather than specific required and permissible activities. The State has developed a matrix that relates theses broad goals to required and permissive activities as stated in the Perkins IV legislation. Appendix A shows this matrix.

Minnesota Department of Education and Office of the Chancellor Perkins staff will provide technical assistance to the newly established consortia to support successful plan development, implementation, and sustainability.

Accountability

Secondary and post-secondary recipients of Perkins funds will be independently responsible for meeting accountability measures under Perkins IV.

For the FY09 local application plan, and for each successive plan (FY10-FY13), the state will promote a local planning process that places the focus on broad goals rather than specific required and permissible activities.

Minnesota's Perkins IV definitions either are an adoption of those provided by OVAE, or modified to suit definitions for the Minnesota state accountability measures and performance targets. As the new consortium structure is implemented at the local level, the state will ensure that each secondary school district/consortium and each college meets individual performance targets consistent with the state accountability plan at both secondary and post-secondary levels.

Emerging Issues in Consortium Development

Introduction

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

As part of the 2007-2008 local application plan, secondary basic grant, post-secondary basic, and tech prep grant recipients were to submit a local application that focused on five goals, one of which was building a new local consortium[37]. As a requirement for a completed application plan, each secondary basic grant, post-secondary basic, and tech prep grant recipient (usually within a region of the state) was required to engage in preliminary discussions about how they would reconfigure themselves into a single consortium.

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

[37]. Details about the other goals are provided in Section One.

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

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

What is the vision for career and technical education in your region of the state? (What do you want to accomplish?)
How will you support and foster relationships among consortium members?
What leadership structure should exist for meeting the goals of your new consortium?
What practices or processes will you use to build and implement programs of study, identify and measure technical skill attainment, and address accountability?
What fiscal/administrative rules are needed for the operation of your new consortium?

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

Requirements

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

Why these partners?

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

How will the Consortium operate?

Continuum of Service Provision
Leadership Structure

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

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

To facilitate discussion and providing structure to consortium building, the State requested 2007-2008 Perkins Basic and Tech Prep recipients, in addition to providing who the new local consortium members might be, to provide a brief report on how the new local consortium is anticipating addressing the above six components. These reports, along with the identification of the new local consortia, were submitted by each secondary basic, post-secondary basic, and tech prep grant recipients on or before December 31, 2007.

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

As of July 1, 2008, Minnesota expects to have 26 local consortia that will be implementing the intent of Perkins IV in high schools and colleges. These local consortia will be implementing strategies that focus on:

- Developing collaborative partnerships, with the career pathway/programs of study as the centerpiece, for providing a continuum of education programming and support

services to ensure smooth transitions, from secondary into post-secondary education; in and out of post-secondary education; and, between education and employment.

- Applying the same continuum of education programming and support services for students of color, for under-served populations, and for special populations as those that are applied to other groups.
- Establishing a differentiated system of accountability that distinguishes between technical skill proficiency and conventional academic success outcomes.
- Sustaining a statewide CTE consortium structure in which school districts and colleges are jointly attracting large numbers of high performing successful CTE students who, after completing their education, leave with sound academic knowledge and strong technical skills, making them ready for the fast-paced 21st century economy.

Capitalizing on already established strong working relationships within education, within workforce development, and between education and workforce development, Minnesota is placing CTE front and center, and on an equal footing, in state efforts to re-engineer education and workforce development. When put into practice, the **Minnesota Career and Technical Education (CTE) State Plan** will make one thing clear. CTE in Minnesota will reinforce what was already begun under the last State Plan:

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

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

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

The twelve required goals under Perkins III have been categorized under three themes. The five goals consortia are expected to address in their individual local application plan. The fifth goal – sustaining the consortia – should be achieved if all the three themes, the four goals, and the required and permissible activities, all are addressed in the local plan. Each local consortium must address the eleven **required** and twenty **permissible** uses of funds, as described under Perkins IV Section 135. Additionally, Minnesota has made one permissible activity required and has added continuum of service provision (brokering) as a required activity. In fact, in Minnesota, the brokering required activity is also a goal within the application that all local consortia need to address.

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

G-1: Program of Study G-4: Continuum of Service Provision (Brokering)	G-2: Employer, Community & Educational Partnerships	G-3: Service to Special Populations	G-5: Consortium Structure Growth & Development
(R1) –strengthen the academic and CTE skills of students participating in CTE programs through the integration of academics with CTE programs. (R1)- strengthen academic and CTE components through sequence of courses such as CTE programs of study Examples: Project Access, occupational ESL classes Program review and frameworks for integration of academics in CTE programs Infusing general education curriculum in CTE programs	(R3)- student experience in and understanding of all aspects, which may include work-based learning experiences Examples: Ensure work experiences, internships in CTE programs Faculty experiences in business and industry Campus CTSO as vehicle for supporting exposure to industry exposure, field experience Breaking Traditions; Women Tech Day; Young Women's Conference (involving local workforce centers and business/industry partners) Coordinated services with community-based organizations Collaboration with workforce centers for coordinated services and delivery	*(R6)- develop and implement evaluations of the CTE programs carried out with funds under this title, including assessment of how the needs of special populations are being met* *Examples:* Pre- & post- assessments to monitor progress Student satisfaction survey	(R4)-develop, improve, or expand use of technology in CTE a.- training of career and technical education teachers, faculty, and administrators to use technology, which may include distance learning (R5)- support of education programs for teachers of career and technical education in public schools and other public school personnel who are involved in the direct delivery of educational services to career and technical education students, to ensure that such teachers and personnel stay current with all aspects of an industry. Examples: Professional development for best practices on serving diverse student pop's Faculty, teachers and staff in-service to increase skills (assessment, use of technology, diverse student needs)

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

G-1: Program of Study G-4: Continuum of Service Provision (Brokering)	G-2: Employer, Community & Educational Partnerships	G-3: Service to Special Populations	G-5: Consortium Structure Growth & Development
(R2)- link CTE at secondary and post-secondary levels including offering relevant elements of not less than one CTE program of study described in Section 122(c)(1)(A) (R4)- develop, improve, or expand the use of technology in career and technical education, which may include b.- providing career and technical education students with the academic and career and technical skills (including the mathematics and science knowledge that provides a strong basis for such skills) that lead to entry into the technology fields *(R6)- develop and implement evaluations of the CTE programs carried out with funds under this title, including assessment of how the needs of special populations are being met* *Examples:* Pre- & post- assessments to monitor progress Student satisfaction survey		(R9)- provide activities to prepare special populations, who are enrolled in CTE programs for high skill, high wage or high demand occupations that lead to self-sufficiency Examples: Supplemental services to accommodate Increased adaptive technology Retention programs: TEAM; PACE ESL/ELL bridge program; summer course ESL/ELL bridge program; summer course Pre-enroll summer tech camps for nontraditional students Transition to College course Transitions Plus for returning adults Intrusive services for nontraditional	*(R6)- develop and implement evaluations of the CTE programs carried out with funds under this title, including assessment of how the needs of special populations are being met – Sec 135(B)(6)* Example: Program evaluation (R7) Initiate , improve, expand, and modernize quality CTE programs, including relevant technology Example: Provide assessment of facilities, safety, equipment Enrollment, industry certifications, and cost of program Analysis of retention data Annual program review with performance indicators Assess academic needs of diverse student populations (R8) Provide services and activities that are of sufficient size scope and quality to be effective.

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

G-1: Program of Study G-4: Continuum of Service Provision (Brokering)	G-2: Employer, Community & Educational Partnerships	G-3: Service to Special Populations	G-5: Consortium Structure Growth & Development
(R11) With a focus on initiatives for high school and college graduates to gain course credit at the next level of education, develop initiatives that facilitate the transition of sub-baccalaureate career and technical education students into baccalaureate degree programs, including articulation agreements, dual enrollment programs… The above activity, while permissible under federal definitions, is a state required use of funds item. Examples: Articulation agreements high school to college and college to university PSEO concurrent enrollment courses in core and CTE courses Other forms of early college credit (R10) Brokering or a continuum of services to students Collaborate with other consortia, as needed, to assist learners in locating programs of study that meet their career interests and aspirations. Assist learners in locating appropriate preparatory courses or learning activities not available locally to prepare for a program of study. The above activity, while permissible under federal definitions, is a state required use of funds item.			(R10) Brokering or a continuum of services to students Collaborate with other consortia, as needed, to assist learners in locating programs of study that meet their career interests and aspirations. Assist learners in locating appropriate preparatory courses or learning activities not available locally to prepare for a program of study. The above activity, while permissible under federal definitions, is a state required use of funds item.

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

Permissible Use of Funds	Examples
(P1) involve parents, businesses, and labor, in the design, implementation and evaluation of CTE programs (P2) provide academic and career guidance counseling that improves graduation rates, career planning and assistance to adult students who are updating skills (P3) for local education and business partnerships-- providing work-experiences to students, adjunct faculty arrangements and industry experiences for teachers (P4) Providing programs for special populations (P5) Assisting career and technical student organizations (P6) mentoring and support services (P7) Leasing, purchasing, upgrading, or adapting equipment, including instructional aids and publications (including support for library resources) designed to strengthen and support academic and technical skill achievement. (P8)- for teacher preparation programs that address integration of academic and CTE (P9)- to develop and expand post-secondary program offerings at times and in formats that are accessible for students, including working students (P10) develop initiatives that facilitate the transition of sub-baccalaureate CTE students into baccalaureate degree programs, *including articulation agreements*, *dual enrollment programs, [moved to state required activity R10]* academic and financial aid counseling or other initiatives to overcome barriers and encourage enrollment and completion.	"College for Working Adults" program Intrusive academic and career counseling Examples In-services for best practices in teaching and learning In-service for faculty on special pop' issues

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

Permissible Use of Funds	Examples
P11)- provide activities to support entrepreneurial education and training of the adults and school dropouts (P12)- improving or developing CTE courses including the development of programs of study to prepare students for high skill, high wage occupations and dual or concurrent enrollment (P13)- develop and support career-themed learning communities (P14)- provide support to family and consumer sciences (P15) provide CTE programs for adults and school dropouts to complete secondary education or upgrade of technical skills (P16)- to provide assistance to individuals who have participated in services and activities under this Act in continuing their education or training or finding an appropriate job, such as through referral system (i.e. workforce center) (P17) Support training and activities (such as mentoring and outreach) in nontraditional fields (P18) Provide support for training programs in automotive technologies (P19)- pooling a portion of such funds for innovative initiatives, which may include establishing, enhancing, or supporting systems for— - accountability data collection and reporting - implementing CTE programs of study - implementing technical assessments ... or for improving the initial preparation and professional development of career and technical education teachers, faculty administrators, and counselors (P20)- to support other career and technical education activities that are consistent with the purpose of this Act	

Appendix C:
MINNESOTA
Perkins IV Accountability Student Definitions and Measurement Approaches: Secondary and Post-Secondary

Student Definitions

A. Secondary Level

Career and Technical Education Concentrator

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

Career and Technical Education Participant

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

Post-secondary/Adult Level

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

Participant – Defined as:

A two-year college student in the Minnesota State Colleges and Universities System who:

Belongs to a particular fiscal year cohort, *and*
Enrolled in a CTE program[38], *and*
Declared as their degree intent (major) a CTE award[39]
OR

A two-year college student in the Minnesota State Colleges and Universities System who:
Belongs to a particular fiscal year cohort, *and*
Enrolls in a career and technical education course[40]

Concentrator – Defined as:

A two-year college student in the Minnesota State Colleges and Universities System who:

Belongs in a particular fiscal year cohort, *and*
Enrolled in a long-term[41] CTE program, *and*
Declared as their degree intent (major) a CTE award
OR

A two-year college student in the Minnesota State Colleges and Universities who:

Belongs in a particular fiscal year cohort, *and*
Enrolled in a short-term[42] CTE program, *and*
Declared as their degree intent (major) a CTE award, *and*
Completed and received the award in which they declared their intent

[38]. Career and technical education programs must be in the Minnesota State Colleges and Universities Office of the Chancellor Program Inventory Database and are defined as programs who have attached to then a Classification of Instruction Program (CIP) Codes that are in one of the 16 career clusters as defined by the US Department of Education. These programs are referred as Perkins-eligible programs in the Program Inventory Database.
[39]. The Minnesota State Colleges and Universities Office of the Chancellor is defining as a CTE award a certificate, a diploma, an Associate of Applied Sciences (AAS), and Associate of Science (AS)
[40]. The Minnesota State Colleges and Universities Office of the Chancellor assigns CIP codes to all courses its program inventory data. CTE courses are defined as courses who have attached to then CIP Codes that are in one of the 16 career clusters as defined by the US Department of Education.
[41]. A long-term program as defined by the US Department of Education is any program that is least 12 credits or higher in length.
[42]. A short-term program as defined by the US Department of Education is any program that is less than 12 credits in length.

FINAL AGREED UPON PERFORMANCE LEVELS FORM (FAUPL)
SECONDARY LEVEL

Column 1	Column 2	Column 3	Column 4	Column 5	Column 6
Indicator & Citation	**Measurement Definition**	**Measurement Approach**	**Baseline (Indicate Year)**	**Year One 7/1/07-6/30/08**	**Year Two 7/1/08-6/30/09**
1S1 Academic Attainment – Reading/Language Arts 113(b)(2)(A)(i)	**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. **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.	**State and Local Administrative Records**	**B: 62.00%**	**L: 62.00%** **A:**	**L: 63.00%** **A:**

Column 1	Column 2	Column 3	Column 4	Column 5	Column 6
Indicator & Citation	**Measurement Definition**	**Measurement Approach**	**Baseline (Indicate Year)**	**Year One 7/1/07-6/30/08**	**Year Two 7/1/08-6/30/09**
1S2 Academic Attainment - Mathematics 113(b)(2)(A)(i)	**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. **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.	**State and Local Administrative Records**	**B: 32.00%**	**L: 32.00%** **A:**	**L: 33.00%** **A:**
2S1 Technical Skill Attainment 113(b)(2)(A)(ii)	**Numerator:** Number of CTE concentrators who have earned at least 2 credits with passing grades within a career field by the reporting year. **Denominator:** Number of CTE concentrators who earned at least 2 credits in the career field by the reporting year.	**State and Local Administrative Records**	**B: 85%**[43]	**L: 85%** **A:**	**L: 85.00%** **A:**

[43]. **2S1 Technical Skill Attainment**: Minnesota is in the process of identifying and using valid and reliable technical skill assessments and are inventorying districts as to the use of industry skill standards. It will take several years to identify these assessments and establish reporting procedures. Our intent is to establish a system whereby state benchmarks will be identified at the program of study level, and that progress toward these benchmarks will be aggregated. Until this system is operational, Minnesota proposed using a proxy measure of success in the programs calculated as passing grades in all career field courses taken to reach the concentrator threshold. The state will need to renegotiate a baseline for this indicator when a system of technical skill assessments is implemented.

Column 1	Column 2	Column 3	Column 4	Column 5	Column 6
Indicator & Citation	**Measurement Definition**	**Measurement Approach**	**Baseline (Indicate Year)**	**Year One 7/1/07-6/30/08**	**Year Two 7/1/08-6/30/09**
3S1 Secondary School Completion 113(b)(2)(A)(iii)(I-III)	**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.	**State and Local Administrative Records**	**B: 70.00%**	**L: 70.00%** **A:**	**L: 71.00%** **A:**
4S1 Student Graduation Rates 113(b)(2)(A)(iv)	**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.	**State and Local Administrative Records**	**B: 80.00%**	**L: 80.00%** **A:**	**L: 81.00%** **A:**
5S1 Secondary Placement 113(b)(2)(A)(v)	**Numerator:** Number of CTE completers who self-reported on a survey that they entered postsecondary education, employment or the military **Denominator:** Number of CTE completers who responded to the survey during the reporting year.	**Survey Methods**	**B: 85.00%**[44]	**L: 85.00%** **A:**	**L: 85.00%** **A:**

[44]. Minnesota's restrictive data practices have made sharing of data between the Department of Education and the state's higher education systems difficult. Recent developments point to a possible loosening of these restrictions. The Governor's P-16 Partnership has discussed secondary-postsecondary data sharing for several years and appears to be nearing a recommendation. The Commissioner of Education has asked school districts to voluntarily place a student's unique identifier number on transcripts so that data sharing between the Department of Education and the state's higher education institutions can be facilitated. The Department of Education has proposed language to the 2008 legislature that would allow data between the Department of Education and the state's higher education institutions to be matched through the independent Minnesota Office of Higher Education. Until any of these options become available to allow statewide data matching, the Department will continue to rely on a survey instrument which, admittedly, has had low response rates. The state will need to renegotiate a baseline for this indicator when a new data sharing process is implemented.

Column 1	Column 2	Column 3	Column 4	Column 5	Column 6
Indicator & Citation	**Measurement Definition**	**Measurement Approach**	**Baseline (Indicate Year)**	**Year One 7/1/07-6/30/08**	**Year Two 7/1/08-6/30/09**
6S1 Nontraditional Participation 113(b)(2)(A)(vi)	**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.	**State and Local Administrative Records**	**B: 38.00%**	**L: 38.00%** **A:**	**L: 38.50%** **A:**
6S2 Nontraditional Completion 113(b)(2)(A)(vi)	**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.	**State and Local Administrative Records**	**B: 35.00%**	**L: 35.00%** **A:**	**L: 35.50%** **A:**

FINAL AGREED UPON PERFORMANCE LEVELS FORM (FAUPL)

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POST-SECONDARY/ADULT LEVEL

Column 1	Column 2	Column 3	Column 4	Column 5	Column 6
Indicator & Citation	**Measurement Definition**	**Measurement Approach**	**Baseline (Indicate Year)**	**Year One 7/1/07-6/30/08**	**Year Two 7/1/08-6/30/09**
1P1 Technical Skill Attainment 113(b)(2)(B)(i)	**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.	**Minnesota State Colleges and Universities Integrated Student Record System**	**B: 60 .0%**	**L: 60.0%** **A:**	**L: 60.0%** **A:**
2P1 Credential, Certificate, or Degree 113(b)(2)(B)(ii)	**Numerator:** Number of CTE concentrators in a given student entry cohort who, anytime in the cohort time frame, received a CTE certificate, diploma, AAS or an AAS and were designated as such at the time of the reporting year. **Denominator:** Number of CTE concentrators who achieved that status anytime during the cohort time frame and were designated as such at the time of the reporting year.	**Minnesota State Colleges and Universities Integrated Student Record System** **Perkins BRIO Unit Record Data**	**B: 36.0%**	**L: 36.0%** **A:**	**L: 37.0%** **A:**

Column 1	Column 2	Column 3	Column 4	Column 5	Column 6
Indicator & Citation	**Measurement Definition**	**Measurement Approach**	**Baseline (Indicate Year)**	**Year One 7/1/07-6/30/08**	**Year Two 7/1/08-6/30/09**
3P1 Student Retention or Transfer 113(b)(2)(B)(iii)	**Numerator:** Number of CTE concentrators in a given student entry cohort who, in the last year of the cohort time frame, were still intending to complete their program in the declared award, or have transferred to a two-year college or four-year university and were designated as such at the time of the reporting year. **Denominator:** Number of CTE concentrators who achieved that status anytime during the cohort time frame and were designated as such at the time of the reporting year.	**Minnesota State Colleges and Universities Integrated Student Record System** **Perkins BRIO Unit Record Data**	**B: 30.5%**	**L: 30.5%** **A:**	**L: 31.5%** **A:**
4P1 Student Placement 113(b)(2)(B)(iv))	**Numerator:** Number of CTE concentrators, who achieved that status anytime during the cohort time frame and were designated as such at the time of the reporting year, 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 post-secondary 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 anytime during the cohort time frame and were designated as such at the time of the reporting year.	**State-developed College Administered Surveys** **Employment and Wage Record Matching through Agreement with MN Dept. of Employment and Economic Development**	**B: 76.0%**	**L: 76.0%** **A:**	**L: 77.0%** **A:**

Column 1	Column 2	Column 3	Column 4	Column 5	Column 6
Indicator & Citation	**Measurement Definition**	**Measurement Approach**	**Baseline (Indicate Year)**	**Year One 7/1/07-6/30/08**	**Year Two 7/1/08-6/30/09**
5P1 Nontraditional Participation 113(b)(2)(B)(v)	**Numerator:** Number of CTE participants in a given student entry cohort who, anytime in the cohort time frame, were classified as enrolling in a CTE program classified as nontraditional for their gender and that was under-represented for their gender and were designated as such at the time of the reporting year **Denominator:** Number of CTE participants in a given student entry cohort who, anytime in the cohort time frame, were classified as enrolling in a CTE program classified as nontraditional for their gender and were designated as such at the time of the reporting year	**Minnesota State Colleges and Universities Integrated Student Record System** **Perkins BRIO Unit Record Data**	**B: 16.5%**	**L: 16.5%** **A:**	**L: 17.0%** **A:**
5P2 Nontraditional Completion 113(b)(2)(B)(v)	**Numerator:** Number of CTE completers in a given student entry cohort who, anytime in the cohort time frame, were classified as enrolling in a CTE program classified as nontraditional for their gender and that was under-represented for their gender and were designated as such at the time of the reporting year **Denominator:** Number of CTE completers in a given student entry cohort who, anytime in the cohort time frame, were classified as enrolling in a CTE program classified as nontraditional for their gender and were designated as such at the time of the reporting year	**Minnesota State Colleges and Universities Integrated Student Record System** **Perkins BRIO Unit Record Data**	**B: 10.5%**	**L: 10.5%** **A:**	**L: 11.0%** **A:**

Appendix D:
DEFINITIONS

Academically Disadvantaged -
see Disadvantaged

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 post-secondary level.

Adult Learner -
Adult learners exhibit one or more of seven characteristics:
Have delayed enrollment into post-secondary 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
US Department of Education, National Center for Education Statistics (NCES)

Advanced Standing -
Advanced standing provides credit for college level coursework completed in high school as evidenced by meeting competency requirements as determined by the enrolling college or university. Tech prep courses intended for articulation as advanced standing must be equivalent to college or university courses numbered above 100 and that count toward the credit requirements of a certificate, diploma, associate degree, or baccalaureate degree. (MnSCU, 2000) Developmental courses are not eligible for advanced standing credit.

All Aspects of the Industry -
Strong experience in, and understanding of, all aspects of the industry the students are preparing to enter, including planning, management, finances, technical and production skills, underlying principles of technology, labor issues, and health and safety. (Perkins Act 2006)

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/post-secondary articulation. The secondary/post-secondary 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 –
A - that is agreed upon at the state level or approved annually by lead administrators of—

1. a secondary institution and a post-secondary educational institution; or
2. a sub baccalaureate degree granting post-secondary educational institution and a baccalaureate degree granting post-secondary educational institution; and

B - that includes a program of study that is –

1. 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

2. utilizes credit transfer agreements between the institutions described in clause 1. or 2. of subparagraph A, (Perkins Act, 2006)

Brokering of Services (Continuum of Services for Learners) –
A Perkins consortium will –
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)

Career and Technical Education -
Organized educational activities that offer a sequence of courses that:
1. provide individuals with coherent and 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 Student Organization (CTSO) –
An organization for individuals enrolled in a career and technical education program that engages in career and technical education activities as an integral part of the instructional program. (Perkins Act, 2006).

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. (US Department of Education)

Career Clusters –
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 States National Association of State Directors Consortium Career Clusters Project).

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

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 –
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).

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

Career Guidance & Counseling –
An activity that:
A. provides access for students (and parents, as appropriate) to information regarding career awareness and planning with respect to an individual's occupational and academic future; and
B. provides information with respect to career options, financial aid, and post-secondary 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)

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 Policy 3.361 Definitions)

College-level –

A college-level course is a college or university course whose content meets college-level standards and whose credits apply toward the requirements of a certificate, diploma, or degree. (MnSCU Policy 3.3.1 Definitions)

Tech prep 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).

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 post-secondary (refer to Accountability)

Consortium –
A Perkins consortium is a consortium involving at least one eligible post-secondary 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)

Cooperative Education –
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 –

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 -
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)

Course Level –
The degree of difficulty, the breadth and depth of learning expectations, or the sequential learning of knowledge required. (MnSCU Proposed Procedure 3.361 Definitions)

Developmental – courses that prepare students for entry into college-level courses. Developmental-level course credits do not apply toward a certificate, diploma, or degree.
Lower Division – courses that prepare students for specific academic program outcomes or for upper division undergraduate course work at a university (offered by both system colleges and universities).
Upper Division - courses that build upon and integrate knowledge gained in lower division undergraduate courses (these courses are offered by baccalaureate degree granting institutions).

Credit (Post-secondary) –
a quantitative measure assigned to a course or an equivalent learning experience. Generally, a credit is expressed in terms of class time per week over an academic term (MnSCU Proposed Procedures 3.36.1 Definitions 2007).

Curriculum –
A coherent set of instructional experiences to achieve desired student learning outcomes. At the post-secondary level, curriculum is designed by faculty and 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 Policy 3.36.1 Definitions).

Disability –
Any individual who:
has a physical or mental impairment that substantially limits one or more of the major life activities of that individual;
has a record of an impairment described in paragraph 1; or
is regarded as having an impairment described in paragraph 1.
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 post-secondary level, counts of learners with disabilities are typically based on learner self-reports of disabling conditions. [1990 Americans with Disabilities Act]

Disadvantaged –
Individuals (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.

Academically Disadvantaged –
An individual who scores at or below the 25th percentile on a standardized achievement or aptitude test, whose secondary school grades are below 2.0 on a 4.0 scale (on which the grade "A" equals 4.0), or who fails to attain minimum academic competencies. This definition does not include individuals with learning disabilities [Federal Register, Section 400.4(b)]

Economically Disadvantaged –

A family or individual that is:
Eligible for any of the following:
The program for Aid to Families with Dependent Children under Part A of Title IV of the Social Security Act (42 U.S.C. 601).
Benefits under the Food Stamp Act of 1977 (7 U.S.C. 2011).
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.
3. 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)]

Displaced Homemaker –
An individual who:
1. a. has worked primarily without remuneration to care for a home and family, and for that reason has diminished marketable skills; and
b. has been dependent on the income of other family member but is no longer supported by that income; or
2. a. 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
b. 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).

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 reasoning ability and breadth of knowledge through an integration of learning experiences in the liberal arts and sciences. General education provides a foundation for success in career and life roles and active participation in a complex, diverse, and changing world. (MnSCU, Policy 3.361 Definitions 2007)

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 Skill, High Wage, High Demand –
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)
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)
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)

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)

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 on 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 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 must use numbers and percentages with 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 –
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.

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.

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.

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. A school district must provide students who

enter the ninth grade in or before the 2003-2004 school year the opportunity to earn a diploma based on existing locally established graduation requirements in effect when the students entered the ninth grade.

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)

Minnesota Graduation Requirements –

Students beginning 9th grade in the 2004-2005 school year and later must successfully complete the following high school level course credits for graduation:

(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.

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.

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).
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)

Nontraditional Fields –
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 occupation or field work. (Perkins Act, 2006).

Objective –
Specific statement of outcome that will achieve or work toward achieving the goal. (MnSCU/MDE Working Group 2006)

Occupational Skill Standards –
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)

On-line Academic Programs –
Programs that are delivered entirely or almost entirely over the Internet. When pedagogically necessary, limited portions of an on-line academic program may require professional practice or applied activities such as a practicum, internship, or cohort activities that are not appropriate for on-line delivery (MnSCU Proposed Procedure 3.36.1 Definitions).

Outcome –
The end result desired from an objective. An outcome should focus on students or benefit to students. (MnSCU/MDE Working Group 2006)
Participant –

(Secondary and Post-secondary Perkins Basic refer to Accountability)

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 (PARs). PARs must be completed for **each** 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. See Appendix H.

Post-secondary 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 post-secondary level. (Perkins Act, 2006).

Post-Secondary Enrollment Options (PSEO) –
A program that provides eligible high school students with an opportunity to earn both secondary and post-secondary credit for college or university courses completed on a college or university campus, at a high school, or at another location. (MnSCU 3.5 PSEO Program, 2003)

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:
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; and
other appropriate services, programs, or activities. [Federal Register, Section 400.4(b)].

Professional Development –
Instructional programs consistent with the state plan for secondary and post-secondary teachers, faculty, administrators, and career guidance and academic counselors who are involved in integrated CTE programs, including in-service and pre-service training on –

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; and
effective use of scientifically based research and data to improve instruction. (Perkins Act, 2006)

Program Advisory Committee –
see 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 though college and university certificate, diploma, and degree programs. The following are some of the key elements that underlie the definition:
Competency based curricula tied to industry expectations and skill standards;
Sequential course offerings that lead to manageable 'stepping stones' of skill building, high school graduation and post-secondary education completion;
Flexible course and program formats convenient for learner segments;
Course portability for seamless progression; and

Connections between high school and post-secondary 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)

SCANS (Secretary Commission on Achieving Necessary Skills) –
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:
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.
The Commission identified five competencies (i.e. skills necessary for workplace success) and three foundations (i.e., skills and qualities that underlie competencies).

Competencies - effective workers can productively use:
Resources - allocating time, money, materials, space, and staff;
Interpersonal Skills - working on teams, teaching others, serving customers, leading, negotiating and working well with people from culturally diverse backgrounds;
Information - acquiring and evaluating data, organizing and maintaining files, interpreting and communicating, and using computers to process information;
Systems - understanding social, organizational, and technological systems, monitoring and correcting performance, and designing or improving systems;
Technology - selecting equipment and tools, applying technology to specific tasks, and maintaining and trouble-shooting technologies.
Foundations - competence requires:
Basic Skills - reading, writing, arithmetic and mathematics, speaking, and listening;
Thinking Skills - thinking creatively, making decisions, solving problems, seeing things in the mind's eye, knowing how to learn, and reasoning;
Personal Qualities - individual responsibility, self-esteem, sociability, self-management, and integrity.

Single Parent –
An individual student who:
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 –
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 Equivalents 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 Supplant –
A directive that Perkins funds shall not replace (supplant) non-federal funds expended for 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).

System Colleges and Universities (MnSCU) –
Colleges and universities governed by the Board of Trustees (MnSCU Proposed Procedure 3.361 Definitions).
Colleges (MnSCU) – are community colleges, technical colleges, and consolidated colleges that are separately accredited by North Central Association, High Learning Commission. Consolidated colleges mean community colleges and technical colleges that under Board direction have formally reorganized into single comprehensive institutions.
Universities (MnSCU) – confer academic awards through the graduate level and are accredited by North Central Association, Higher Learning Commission.

Tech Prep College Credit (TPCC) –
Credit that is a part of an articulation agreement between high schools, colleges, or universities, and provides credit for college-level course work completed in high school (Minnesota Tech Prep Guidelines, 2004)

Tech-Prep Program –
A career and technical program of study that combines at least two years secondary education and a minimum of two years post-secondary education in a non-duplicative, coherent sequence of courses. The program has the following characteristics:

Has a common core of required courses in math, science, reading, writing, communications, social studies and technology.
Integrates academic and career and technical instruction and uses work-based and work site learning where appropriate and available.
May include Tech Prep College Credit courses.
Builds student competence through applied, contextual academics and integrated instruction.
Provides technical preparation in at least one of the 16 career clusters.
Leads to an associate or a baccalaureate degree or a post-secondary registered apprenticeship certificate in a specific career field.
Leads to placement in related employment.
(Perkins Act, 2006)

Technical Skill Attainment –
Student attainment of technical skills required to successfully complete a career and technical education program as measured through a formal third party assessment. (MnSCU/MDE Working Group 2007)

Vocational and Technical Education –
See Career and Technical Education.

Appendix E:
Carl D. Perkins Act of 2006
Use of Perkins Funds
FY2008-2009

The use of funds under the Carl D. Perkins Career and Technical Education Act of 2006 (Perkins IV) are governed by various legislative documents at the Federal and State levels.

The Office of Management and Budget (OMB) is an office of the White House responsible for devising and submitting the president's annual budget proposal to Congress. OMB circulars provide instructions or information to Federal agencies. Applicable circulars include:

Costs deemed acceptable by the OMB are found in OMB Circular A-87
how to manage awards (OMB Circular A-110), including financial management and procurement standards, and
Responsibilities of those being audited are found in OMB Circular A-133, describing requirements of inclusion of CFDA, award number and year, name of the agency, and name of the pass-through entity.

The Code of Federal Regulations (CFR) is a codification of the general and permanent rules published in the Federal Register by the executive departments and agencies of the federal government. The code is divided into 50 titles that represent broad areas subject to federal regulation. (Note 1 below) **"Title 34-Education" is presently composed of three volumes** (Parts 1-299, Parts 300-399, and Parts 400-End). *The U.S. Department of Education publishes an unofficial version a.k.a. "Education Department General Administrative Regulations (EDGAR)", codified at 34 CFR Parts 74-86 and 97-99.*

The U.S. Dept. of Ed's expectations within EDGAR Part 74 Subpart C include:
Financial and program management standards,
Cost sharing/matching requirements
Equipment procurement and property management standards,
Codes of conduct, and,
Contract provisions.

The U.S. Dept. of Ed's expectations within EDGAR Part 80 Subpart C include:
Financial management, including standard for reporting, accounting, internal control, allowable costs, source documents, and cash management, and
Sub-grants, dictating the adherence to state law and procedures, and,
Monitoring and reporting program performance of grant and sub-grant supported activities.

Minnesota State Law further guides fiscal responsibility of state agencies, specifically through statutes found through the Office of the Revisor of Statues:
Acquisitions, and the criteria for specific dollar thresholds are found in MN Statute 16C.06 ACQUISITIONS, and
Professional/technical services, and criteria in general as well as projects over $5,000 are found in MN Statute 16C.08 PROFESSIONAL OR TECHNICAL SERVICES, and

Purchases and contract policies and procedures, and using designated businesses are found in MN Statute 136F.581 PURCHASES AND CONTRACTS, including MnSCU's specific authority for professional/technical services in Subd.2, and Technical equipment use and development including coordination with OET is found at MN Statute 136F.59 TECHNICAL EQUIPMENT, and
The Uniform Municipal Contracting law MN Statute 471.345 UNIFORM MUNICIPAL CONTRACTING LAW and its affect on contracts/procurement.

Minnesota State Colleges and Universities System Board Policies reinforce statutes, and drive policy and procedure decisions. All Board Policies can be found at http://www.mnscu.edu/board/policy/index.html.
Administration policies under Chapter 5 include:
Procedure 5.14.1 Computer Sales, Leasing and Support,
Procedure 5.14.2, Consultant, Professional, or Technical Services, and
Procedure 5.14.5, Purchasing.

Chapter 7 describes General Finance Provisions and includes:
Board Policy 7.3 Financial Administration

Use of Funds under the Carl D. Perkins Act of 2006	
Question	**Answer and Explanation**
Use of Perkins Funds For:	**Funds granted under the Carl D. Perkins Act are to be used to benefit the state's career and technical education programs.**
General Fiscal and Expenditure Considerations	
Administrative Costs	Administrative expenditures are limited to 5% of the total grant and can be spent for meeting general requirements of administering the grant (record retention, financial management, etc.). Any indirect cost applied to the grant must be included in your administrative expenditures. "Sec. 135(d) ADMINISTRATIVE COSTS.—Each eligible recipient receiving funds under this part shall not use more than 5 percent of the funds for administrative costs associated with the administration of activities assisted under this section." Administrative expenditures are limited to 5% of the total grant and can be spent for meeting general requirements of administering the grant (record retention, financial management, etc.). Any indirect cost applied to the grant must be included in your administrative expenditures.
Cost Sharing/Matching	Funds used for cost sharing or matching must be verifiable (from financial records), not included in other Federal programs, required to accomplish award obligations, allowable under cost principles, and not paid by the Federal Government under another award, except when authorized to be used for cost sharing/matching.
Equipment Inventory	Inventory must be labeled with: purchase date cost serial #/other ID MDE records must include the CTE program area Inventory records must: include the physical location and be reconciled every 2 years. A control system must be in place to prevent loss, damage or theft.
Procurement Standards	Written procedures must be established. Use small targeted businesses when possible. Preference may be given to products/services that conserve natural resources and/or are energy efficient. For purchases over $25,000 keep records on hand, including the basis for selection, justification for lack of competition if applicable, and basis for cost/price.
Rule of Authority	Where a conflict or discrepancy occurs, the regulation that is the more restrictive shall be enforced. Federal Perkins requirements are the final rule when in doubt.

Use of Funds under the Carl D. Perkins Act of 2006	
Question	**Answer and Explanation**
Use of Perkins Funds For:	**Funds granted under the Carl D. Perkins Act are to be used to benefit the state's career and technical education programs.**
General Fiscal and Expenditure Considerations	
Standards for financial management systems	Relate financial data to performance data. Provide accurate, current, and complete disclosure of financial results. Identify the source and application of funds. Control over, and accountability of, funds, property, and other assets – assets should be used for authorized purposes only. Compare outlays with budget amounts for each award. Written procedures should comply with the Cash Management Act. Records shall include source documents (receipts, invoices, etc.).
Supplanting	Use of Perkins funds to pay for *any* expense that was previously paid by the local school district from non-federal funds is considered supplanting and is not allowed. SEC. 311. FISCAL REQUIREMENTS. ''(a) SUPPLEMENT NOT SUPPLANT.—Funds made available under this Act for career and technical education activities shall supplement, and shall not supplant, non-Federal funds expended to carry out career and technical education activities and tech prep program activities."

Use of Funds under the Carl D. Perkins Act of 2006	
Question	**Answer and Explanation**
Use of Perkins Funds For:	**Funds granted under the Carl D. Perkins Act are to be used to benefit the state's career and technical education programs.**
Direct Costs: Allowable: Allowable costs applicable to meeting obligations under the Perkins law include, but are not limited to: Advertising, PR, Communications, Equipment (over $5K needs U.S. Department of Education Approval), Maintenance/Repairs, Meetings/Conferences, Memberships/Subscriptions, Publications/Printing, Training, and Travel.	
Advertising	Advertising is an allowable expense if applicable to recruitment of Perkins personnel, procurement of items to meet award obligations, disposal of scrap/surplus items purchased with Perkins funds, and other purposes necessary to meet award obligations.
Communications	Communications expenses, including phone services, long distance calls, etc., are allowable if directly related to the grant and not otherwise addressed through administrative indirect costs.
Fees	Fees paid for an individual student (dues, registration fees, license/certification fees, transportation fees, etc.) are not allowable. This includes, but is not limited to, career and technical education student organization dues, transportation, lodging, registration and uniforms for individual students. Whole school or whole program career and technical fees may be allowable upon approval from the State.
Food	Food may be an allowable expenditure for professional development activities and other program improvement activities, such as program advisory committee meetings, when the food is necessary and the cost is reasonable. Food may be allowable when the activity overlaps a mealtime or for simple refreshment when it would be impractical or relatively inconvenient for the participants to purchase sustenance. Food for banquets, award ceremonies, goodwill gestures, etc. is not allowable.
Facility Construction or Remodeling	Renovation of the school facility cannot be funded by the Perkins grant. However, equipment required to start up or upgrade CTE programs is allowable as long as there is no supplanting. Equipment requests must be submitted and approved by the State before the expenditure occurs.
Promotional Items	Perkins funds cannot be used to purchase items such as mugs, T-shirts, pencils etc. to promote CTE programs or CTSOs. Perkins funds may be used to develop and disseminate marketing materials that are not promotional in nature.
Public Relations	Public relations expenditures are allowed if required by the award, for communication on activities required by the award, or to keep the public informed on matters of public concern
Supplemental Educational Materials	Costs incurred for specialized materials are allowable when used to meet the intent of the program, and documented. Workshop/meeting expenses, office supplies specifically for Perkins, books or curriculum when purchasing or developing new curriculum **not offered previously**, software when implementing new initiatives to supplement curriculum or update technological resources are examples of eligible expenses. *You may **not** replace textbooks of an existing program; however, textbooks are eligible for purchase when significant program changes warrant a new text or when a high school course is articulated for college credit and the high school text needs to be at the same level as the college text.* *Promotional items are **not** allowable – prizes, rewards, entertainment, recreational activities, t-shirts, etc.*

Use of Funds under the Carl D. Perkins Act of 2006	
Question	**Answer and Explanation**
Use of Perkins Funds For:	**Funds granted under the Carl D. Perkins Act are to be used to benefit the state's career and technical education programs.**
Personnel Fiscal and Expenditure Considerations	
Teachers, Faculty and Staff Salaries	Perkins funds may support salaries of teachers, faculty, or other personnel when included in the Perkins local plan. A Perkins state requirement includes a "three-year rule" on salaries. Like other objectives and/or strategies, data relevant to student success should be measured and their collection and analysis reported in the Annual Performance Report (APR). Because Perkins funds are intended for program development and improvement (rather than program maintenance), a position will be funded for no more than three years with Perkins funds unless an appeal is approved by Perkins at the state level. It is a local responsibility to sustain positions without Perkins funds after the first three years. <u>Appeal Process</u> If a salary needs to be continued beyond three years, rationale should be explained in an addendum to the local plan that includes an analysis of data and justification of the decision. Perkins state staff will review and consider approval of appeals. <u>Exceptions to the Three-Year Rule</u> Perkins coordinator salaries are exempt from this rule because there must be someone to coordinate the completion of the plan and work with participants concerning objectives in the plan. Up to five percent (5%) of the consortium allocation may be used for administration of the Perkins grant. Funds would support fiscal management and/or data management. Analysis of the data may be a combination of administration, coordination, and full consortium consideration. For the purpose of these guidelines, contracts with consultants will be treated as salaries. Documentation of individual teacher, faculty and staff time must be kept at the local level and detailed on the itemized Personnel Activity Report (PAR).
Professional Development for CTE teachers, faculty and staff and academic colleagues where such professional development benefits the CTE program	Funds may be used for Sustained Professional Development programs for teachers, faculty and staff involved in integrated CTE programs including: In-service and pre-service training that will help teachers and other personnel improve student achievement by looking at promising practices, ways to improve parental and community involvement, and use of scientifically based research and data to improve instruction. Support of education programs that will help teachers and personnel: stay current with all aspects of an industry; effectively develop rigorous and challenging integrated curricula (jointly with academic teachers, to the extent practicable), develop a higher level of academic and industry knowledge and skills, and effectively use applied learning. Internship programs that provide relevant business experience. Programs designed to train teachers specifically in the effective use and application of technology to improve instruction. One-day or short term workshops or conferences are not fundable with Perkins IV funds. SEC.124. STATE LEADERSHIP ACTIVITIES (b) Required Uses of Funds (3)professional development programs…that support activities described in section 122 and – (B) are high quality, sustained, intensive, and classroom-focused in order to have a position and lasting impact on classroom instruction and the teacher's performance in the classroom and are not 1-day or short-term workshops or conference." Funds may be used <u>only</u> for non-credit-bearing professional development experiences .

Use of Funds under the Carl D. Perkins Act of 2006	
Question	**Answer and Explanation**
Use of Perkins Funds For:	**Funds granted under the Carl D. Perkins Act are to be used to benefit the state's career and technical education programs.**
Personnel Fiscal and Expenditure Considerations	
Professional Organization Memberships	Professional CTE Organization membership dues are an allowable expense as long as the membership is related to the teachers' CTE program area. Costs of membership in organizations substantially engaged in lobbying are unallowable.
Stipends	Stipends for teachers, faculty and staff to attend meetings and/or professional development events are not allowable unless a product is developed or other measurable outcomes are documented.
Teacher Education Costs	A teacher's educational expenses which are directly related to the CTE program area are allowable. Non-credit-bearing coursework necessary to enhance teacher knowledge directly related to CTE curriculum improvements or student instruction is permissible (e.g. CAD, Microsoft Office Suite, etc.). Funds may be used only for non-credit-bearing teacher education experiences.
Teacher Travel to National/State Conferences	Teacher travel to national and state professional development conferences is an allowable expense. Conference attendees are responsible for sharing information with other district staff making improvements to their curricula in an effort to increase overall program quality.
Career and Technical Student Organizations **(**CTSO)	Allowable costs: Support of student CTE organizations that are an integral part of the CTE instructional program. Funds may be used to purchase instructional supplies for CTSOs. Leadership activities or competitive events. Expenses of advisors and chaperones at regional, state or national CTSO meetings. Student group transportation (not individual student transportation). Unallowable costs: Social assemblage and social conventions. Purchase of items for students' personal ownership. Prizes or incentives. Payment of individual membership dues. Student expenses for participation in CTSO activities.

Use of Funds under the Carl D. Perkins Act of 2006

Timelines for Administration of Perkins to:	Minnesota Department of Education	Minnesota State Colleges and Universities
Modify the Perkins Grant	Expenditures must be in accordance with the budget approved for the project. Any requests for deviation from the budget that exceed 10% per line category or any expenditure in excess of $1000 must be approved by the Division responsible for Career & Technical Education at the Minnesota Department of Education prior to expenditure of funds. An expenditure made before the approval is granted will be the responsibility of the LEA from non-federal funds.	Expenditures must be in accordance with the budget approved for the Perkins local annual plan. When a change is proposed in the post-secondary budget for a goal in the local plan and that change exceeds 10% or $10,000 (whichever is the greater amount) of the total basic allocation, authorization for such change must have the approval of the System Director, Perkins Federal Grant, Office of the Chancellor
To Obligate the Expenditures:	The grantee must obligate or encumber all Perkins funds prior to June 30 of the current grant year. No extensions are allowable beyond that date. Encumbered funds must be liquidated within 3 months of the end of year. Encumbrances must be a contract, a formal and binding memorandum of agreement or a purchase order dated prior to June 30.	A college must obligate or encumber all Perkins funds on or prior to June 30 of the current grant year. No extensions are allowable beyond that date. All unexpended funds will be recaptured and redistributed back to the college in fiscal year following the current grant year based on the existing post-secondary allocation formula
Perkins Reporting Requirements	End of year reporting requirements are listed below. The Annual Performance Report (APR) will be due on October 17 of a fiscal year including: Final Narrative Summary Equipment inventory A copy of each approved equipment request The Budget Summary including a UFARS Summary (BCL 025 or similar report), and a Budget Narrative describing the line item expenditures will be due no later than December 1. The budget summary should be submitted after the local district completes its annual audit.	The Annual Performance Report (APR) will be due on October 17 of a fiscal year including: Final Narrative Summary Performance Data Budget Summary

Use of Funds under the Carl D. Perkins Act of 2006		
Timelines for Administration of Perkins to:	**Minnesota Department of Education**	**Minnesota State Colleges and Universities**
Equipment Inventory	Equipment includes non-consumable items of at least $1,000 or more. Inventory must be labeled with: purchase date cost serial #/other ID MDE records must include the CTE program area Inventory records must: include the physical location and be reconciled every 2 years. A control system must be in place to prevent loss, damage or theft.	Equipment includes non-consumable items of at least $5,000 or more. Perkins has discouraged equipment purchases in the past for post-secondary; however, as a rule of thumb if the purchase of equipment is necessary to meet student acquisition of knowledge and skills required in the CTE program, purchasing equipment is an eligible use of funds. Perkins funds may be used to purchase equipment for CTE programs when the intent is included in the Perkins local annual plan and specifies the need for such equipment. Equipment inventory documentation must be compliant with Minnesota State Colleges & Universities equipment inventory requirements and local college inventory system procedures.

Appendix F:
Minnesota Department of Education (MDE)

PERSONNEL ACTIVITY REPORT

(PAR)

Employees who are required to report that work coincides with funding use this form. Reporting of time and effort is required if the work involved more than one activity/program. Completed monthly and kept in personnel files for audit purposes.

Name	Title/Classification	Reporting Period (circle one):			
_____	_____	January	April	July	October
		February	May	August	November
		March	June	September	December

TIME DISTRIBUTION (UFARS Code)	**Percent of time**	**DESCRIBE ACTIVITIES**

I have performed the above duties as described. I certify that to the best of my knowledge the above named employee has performed the above duties as described.

_____ _____

Employee Signature Date Supervisor Signature Date

Minnesota State

Colleges and Universities (MnSCU)

PERSONNEL ACTIVITY REPORT

(PAR)

As specified in the Carl D. Perkins Vocational and Technical Education Act of 1998, all colleges receiving Federal Perkins resources must maintain Personnel Activity reports (PARs). A PAR must be completed for **each** funded individual and maintained at the college for audit purposes. Federal law requires that 1) if an individual is funded under only one (1) Perkins' cost area, a PAR must be completed semi-annually and 2) if an individual is funded under two (2) or more Perkins' cost areas, a PAR must be completed monthly.

NAME _____

DATE _____

REPORTING PERIOD (circle one): **(OR)** **SEMI-ANNUALLY**

January **April** **July** **October**
February **May** **August** **November**
March **June** **September** **December**

COST AREAS	**(IN % OF 100%)**	**DESCRIBE ACTIVITIES**
Federal Carl Perkins Local Grant		
Federal Carl Perkins Leadership		
Federal Carl Perkins Tech Prep		
All other		

I have performed the above duties as described.

_____
Employee Signature Date

I certify that to the best of my knowledge the above named employee has performed the above duties as described.

_____
Supervisor Signature Date

Appendix G:
MnSCU/MDE Carl D Perkins Technical Assistance Contact Information

Post-secondary Contacts		
Pradeep Kotamraju System Director, Perkins Federal Grant	MnSCU Wells Fargo Place Suite 350 St. Paul, MN 55101	Phone: (651) 282-5569 Fax: (651) 296-3214 e-mail: pradeep.kotamarju@so.mnsuc.edu
Mary Messimer Program Director, Perkins	MnSCU Wells Fargo Place Suite 350 St. Paul, MN 55101	Phone: (651) 296-9590 Fax: (651) 296-3214 e-mail: mary.messimer@so.mnscu.edu
Eva Scates-Winston Equity Liaison	MnSCU Wells Fargo Place Suite 350 St. Paul, MN 55101	Phone: (651) 297-3792 e-mail: eva.scates-winston@so.mnscu.edu
Florence Newton Perkins Administrative Specialist	MnSCU Wells Fargo Place Suite 350 St. Paul, MN 55101	Phone: (651) 296-3906 Fax: (651) 296-3214 e-mail: florence.newton@so.mnscu.edu
Yingfah Thao Perkins Administrative Specialist	MnSCU Wells Fargo Place Suite 350 St. Paul, MN 55101	Phone: (651) 297-1116 Fax: (651) 296-3214 e-mail: yingfah.thao@so.mnscu.edu
For BRIO and ISRS Data Assistance*, contact: **Michele Dorschner**, System Developer, Federal Perkins-IT MnSCU	ETC Building 1450 Energy Park Drive, Ste. 300 St. Paul, MN 55108-5227 *ISRS – Integrated Statewide Records System *BRIO – Perkins Data Warehouse	Phone: (651) 917-4717 e-mail: Michele.dorschner@csu.mnscu.edu Fax: (651) 917-4731
Secondary Contacts		
Dan Smith Supervisor Adult and Career Education	MDE 1500 Highway 36 West Roseville, MN 55113-4266	Phone: (651) 582-8330 Fax: (651) 582-8492 e-mail: dan.smith@state.mn.us
Marlys J. Bucher Coordinator, Secondary Perkins	MDE 1500 Highway 36 West Roseville, MN 55113-4266	Phone: (651) 582-8315 Fax: (651) 582-8492 e-mail: marlys.bucher@state.mn.us
Debra Blahosky Perkins Administrative Specialist	MDE 1500 Highway 36 West Roseville, MN 55113-4266	Phone: (651) 582-8334 Fax: (651) 582-8492 e-mail: debra.blahosky@state.mn.us

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

An Act that Supports Career and Technical Education in Minnesota

LOCAL APPLICATION for the FY 2008 - 2009

Perkins

July 1, 2008 - June 30, 2009

Minnesota State Colleges and Universities
&
Minnesota Department Education

Section IV – Local Application Scoring Guide

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

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

Additional State Requirements

10. Articulation, dual enrollment, concurrent enrollment, PSEO, and other recognized transition strategies
11. Collaboration/Brokering of Services

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

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

PERKINS IV 2008-2009 **Application Number _____**

LOCAL APPLICATION SCORING GUIDE

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

Individual Scoring this application: _____

Consortium Name: _____

Secondary Fiscal Information Only (for electronic payment purposes):

District Name _____Type: _____District Number:_____

Cover Sheet	Yes	No	Notes
Contact Persons Identified with complete information			
Fiscal Persons Identified with complete information			
College(s) and district(s) listed on the cover page along with (secondary only) district type and number.			

Goal 1 – Building Programs of Study			
Item	**Yes**	**No**	**Score and Reviewer Comments**
Includes measurable objectives, strategies, outcomes and budget by objective, relating to Programs of Study			
Identifies Required and Permissible uses of funds for this goal			
Identifies personnel (by category or type) to be involved in the development of Programs of Study			.
Addresses the alignment of secondary and postsecondary academic and technical curricula for at least one program of study in FY09			.
Addresses college and work readiness for CTE students in both high school and technical/community colleges			.
Includes articulation from high school to college, and from college to university for the program of study through articulation agreements, concurrent enrollment, PSEO or other means of credit for prior learning			.
Identifies, or sets a plan to identify, industry certification, licensure, or other assessment tools to measure technical skill attainment appropriate for the program of study			.
Addresses professional development needs within the identified Program(s) of Study			

Comments:

Goal 2 –Effectively utilize employer, community and education partnerships			
Item	**Yes**	**No**	**Score and Reviewer Comments**
Includes measurable objectives, strategies, outcomes, and budget by objective relating to Employer, Community and Education Partnerships			
identifies Required and Permissible uses of funds for this goal			
Shows how the employer, community and education partnerships will be used in the identification high skill, high wage, or high demand occupations			
Shows how the advisory committee members will support continuous program improvement in the CTE programs			
Shows progress toward utilizing combined secondary/ postsecondary advisory committees			
Reflects a use of community resources to address *All Aspects of the Industry* through work based learning or other opportunities			
Describes how the consortium is partnering with other initiatives or providers that support transitions for high school and adult students to credit-based programs and courses, for example, ABE, customized training, programming conducted under NCLB, and alternative high school programs (Area Learning Centers, alternative high schools, charter schools, etc.)			

Comments:

Goal 3 – Improve services to special populations			
Item	**Yes**	**No**	**Score and Reviewer Comments**
Includes measurable objectives, strategies, outcomes, and budget by objective relating to Special Populations			
Identifies Required and Permissible uses of funds for this goal			
Identifies how expectations are consistent for all learners in high school and college including members of special populations			
Indicates supports that will be provided so that members of special populations can be successful under the same strategies and measurement outcomes that apply to all other student populations in preparing for high-skill, high-wage, or high-demand careers, including specific identification of supports for students participating in programs which are not traditional for their gender.			

Comments:

Goal 4 - Provide a continuum of service provision for enabling student transitions			
Item	**Yes**	**No**	**Score and Reviewer Comments**
Includes measurable objectives, strategies, outcomes, and budget by objective relating to a continuum of service			
Identifies Required and Permissible uses of funds for this goal			
Addresses attention to multiple exit and entry points for learners and programmatic options that allow students to continue smoothly in a program of study regardless of their point of entry into the program			
Identifies, or establishes a process to identify, programs of study not fully developed with secondary and postsecondary components within the consortium and sets forth a plan to assist students to complete those programs of study			
Identifies the external (outside the consortia) learner options for early college credit			

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

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

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

- Student Needs
- Cohorts versus individual students
- Development and coordination time
- Availability of staff resources
- Funding Constraints
- Degree of Adaptability

Comments:

Goal 5 – Sustain the new consortium structure of secondary and postsecondary institutions			
Item	**Yes**	**No**	**Score and Reviewer Comments**
Includes measurable objectives, strategies, outcomes, and budget by objective relating to sustaining consortium structure			
Identifies Required and Permissible uses of funds for this goal			
The plan promotes a vision for CTE in the region.			
The plan identifies a structure that fosters relationships among consortium members			
The plan identifies a leadership structure that promotes shared decision making to enhance student success			
The plan promotes dialog around accountability measures and activities that are designed to meet consortium goals			
The plan continues effective collaborative practices from Perkins III with an emphasis on secondary/post-secondary tech prep activities			

Comments:

Budget Pages FY2009 (for secondary and postsecondary)	**Yes**	**No**	**Notes**
Perkins Grant Administration Budget does not exceed 5% of either the secondary or postsecondary budgets.			
Total Perkins Grant Budget for FY2009, in five Goal areas is totaled.			
Coordination Time of Perkins Grant shows the percentage of time and projected total Budget			
Perkins Budget and other funds spent in collaboration with WorkForce Centers is identified.			
Budget Narrative FY2009	**Yes**	**No**	**Notes**
Goal 1 ***Improve and expand high school to college transitions through Programs of Study*** **description is complete with budget totaled.**			
Goal 2 ***Effectively utilizes employer, community and education partnerships*** **description is complete with budget totaled.**			
Goal 3 ***Improve service to special populations*** **description is complete with budget totaled.**			
Goal 4 ***Provide a continuum of service provisions for enabling student transitions*** **description is complete with budget totaled.**			
Goal 5 ***Sustain the new consortia structure of secondary and postsecondary institutions*** **description is complete with budget totaled.**			

Statements of Assurances and Certifications	**Yes**	**No**	**Notes**
Assurances and Certifications are signed by college president(s), school superintendent(s)			

Overall Reviewer Comments:

Appendix J
Consolidated Annual Report
Minnesota Secondary

State Adjusted Level of Performance (%)				84.51%	80.21%	84.24%
STUDENT POPULATION	Basic CTE Enrollment			1S1-Academic Attainment (%)		
	2005	2006	2007	2005	2006	2007
Gender						
Male	68,419	86,856	98,088	82.88%	15.83%	87.35%
Female	58,305	76,750	82,471	83.44%	13.42%	87.77%
Gender Unknown	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.
Total	**125,724**	**163,606**	**180,559**	**83.14%**	**14.73%**	**87.54%**
Ethnicity						
American Indian or Alaska Native	2,094	3,230	4,047	70.13%	24.04%	76.48%
Asian	7,311	9,913	11,627	78.34%	24.10%	80.28%
Black, non-Hispanic	8,781	13,449	17,683	56.22%	26.81%	60.08%
Hispanic	4,125	6,314	8,660	66.25%	28.37%	74.02%
Hawaiian/Pacific Islander	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.
White, non-Hispanic	103,413	131,370	139,646	86.32%	12.10%	92.25%
Unknown/Other	n.a.	n.a.	n.a	n.a.	n.a.	n.a.
Total	**125,724**	**163,606**	**180,559**	**83.14%**	**14.73%**	**87.54%**
Special Populations						
Individuals With Disabilities	16,491	23,258	26,713	44.12%	19.41%	52.17%
Economically Disadvantaged	32,162	49,605	62,077	69.78%	23.73%	73.65%
Limited English Proficient	6,528	9,425	13,632	58.50%	37.19%	50.68%
Academically Disadvantaged	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.
Single Parents	537	1,010	1,282	61.81%	21.50%	75.38%
Displaced Homemakers	7	31	30	0.00%	28.57%	94.44%
Non Traditional Enrollees	32,840	44,492	52,941	83.66%	15.69%	88.61%
Tech Prep Enrollment	158,713	196,562	208,039	83.14%	14.69%	88.27%

Consolidated Annual Report
Minnesota Secondary

State Adjusted Level of Performance (%)	56.00%	70.97%	84.72%	85.88%	82.72%	82.72%
STUDENT POPULATION	1S2-Skill Attainment (%)			2S1-Completion (%)		
	2005	2006	2007	2005	2006	2007
Gender						
Male	90.02%	91.06%	87.72%	85.49%	76.60%	65.77%
Female	85.69%	88.17%	84.67%	87.47%	81.87%	72.97%
Gender Unknown	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.
Total	**88.05%**	**89.71%**	**86.33%**	**85.49%**	**79.01%**	**69.06%**
Ethnicity						
American Indian or Alaska Native	87.44%	88.95%	86.63%	69.48%	57.34%	48.99%
Asian	87.09%	90.61%	85.89%	77.64%	72.82%	56.47%
Black, non-Hispanic	83.56%	86.97%	82.24%	58.14%	48.19%	38.85%
Hispanic	85.75%	87.90%	83.41%	68.67%	59.08%	47.54%
Hawaiian/Pacific Islander	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.
White, non-Hispanic	88.60%	90.00%	87.03%	88.96%	83.59%	75.17%
Unknown/Other	n.a	n.a.	n.a.	n.a.	n.a.	n.a.
Total	**88.05%**	**89.71%**	**86.33%**	**85.49%**	**79.01%**	**69.06%**
Special Populations						
Individuals With Disabilities	89.79%	90.30%	87.51%	67.61%	53.99%	49.73%
Economically Disadvantaged	87.08%	88.85%	85.65%	72.13%	61.92%	49.00%
Limited English Proficient	83.75%	85.51%	81.29%	66.79%	46.90%	31.60%
Academically Disadvantaged	n.a	n.a.	n.a.	n.a.	n.a.	n.a.
Single Parents	89.39%	87.43%	87.21%	54.51%	40.50%	34.70%
Displaced Homemakers	57.14%	67.76%	76.67%	0.00%	28.57%	61.11%
Non Traditional Enrollees	93.29%	94.88%	92.66%	84.28%	79.32%	71.30%
Tech Prep Enrollment	n.a	88.61%	79.47%	85.77%	79.35%	71.33%

Consolidated Annual Report
Minnesota Secondary

State Adjusted Level of Performance (%)	n.a	n.a.	n.a.	75.50%	95.00%	95.00%
STUDENT POPULATION	3S1-Advanced Training (%)			3S1-Total (%)		
	2005	2006	2007	2005	2006	2007
Gender						
Male	86.77%	78.36%	80.24%	98.40%	98.25%	97.18%
Female	93.05%	85.90%	83.69%	98.52%	97.76%	95.72%
Gender Unknown	n.a.	n.a.	n.a.	n.a.	n.a.	n.a
Total	**89.59%**	**83.06%**	**82.32%**	**98.18%**	**97.93%**	**96.30%**
Ethnicity						
American Indian or Alaska Native	87.50%	60.00%	20.00%	97.92%	80.00%	100.00%
Asian	84.42%	64.29%	71.79%	92.21%	100.00%	94.87%
Black, non-Hispanic	93.04%	60.00%	75.00%	98.26%	80.00%	87.50%
Hispanic	89.13%	50.00%	44.44%	94.57%	66.67%	100.00%
Hawaiian/Pacific Islander	n.a.	n.a.	n.a.	n.a	n.a.	n.a.
White, non-Hispanic	90.54%	84.53%	84.84%	98.78%	98.43%	97.41%
Unknown/Other	n.a.	n.a.	n.a.	n.a	n.a.	n.a.
Total	**89.59%**	**83.06%**	**82.32%**	**98.18%**	**97.93%**	**96.30%**
Special Populations						
Individuals With Disabilities	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.
Economically Disadvantaged	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.
Limited English Proficient	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.
Academically Disadvantaged	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.
Single Parents	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.
Displaced Homemakers	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.
Non Traditional Enrollees	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.
Tech Prep Enrollment	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.

Consolidated Annual Report
Minnesota Secondary

State Adjusted Level of Performance (%)	25.00%	34.48%	35.41%	18.00%	33.92%	34.38%
STUDENT POPULATION	4S1-NonTraditional Participation (%)			4S2-NonTraditional Completion (%)		
	2005	2006	2007	2005	2006	2007
Gender						
Male	49.87%	50.82%	51.69%	49.07%	49.88%	49.98%
Female	18.72%	19.55%	19.20%	18.70%	19.31%	20.01%
Gender Unknown	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.
Total	**36.37%**	**37.90%**	**38.75%**	**36.28%**	**37.60%**	**38.47%**
Ethnicity						
American Indian or Alaska Native	37.66%	44.78%	46.39%	37.34%	48.08%	52.08%
Asian	42.74%	52.71%	50.82%	41.89%	55.01%	52.17%
Black, non-Hispanic	41.53%	49.77%	49.62%	42.50%	48.22%	53.42%
Hispanic	39.72%	47.91%	47.52%	37.82%	48.77%	52.70%
Hawaiian/Pacific Islander	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.
White, non-Hispanic	35.07%	44.38%	46.05%	35.37%	46.35%	47.33%
Unknown/Other	n.a	n.a.	n.a.	n.a.	n.a.	n.a.
Total	**36.37%**	**37.90%**	**38.75%**	**36.28%**	**37.60%**	**38.47%**
Special Populations						
Individuals With Disabilities	42.80%	44.13%	45.77%	42.98%	45.53%	47.32%
Economically Disadvantaged	46.25%	46.57%	46.88%	47.90%	48.21%	49.49%
Limited English Proficient	53.83%	51.33%	49.66%	59.66%	51.44%	55.84%
Academically Disadvantaged	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.
Single Parents	33.00%	31.71%	30.90%	39.39%	32.20%	36.36%
Displaced Homemakers	0.00%	25.00%	23.81%	0.00%	0.00%	25.00%
Non Traditional Enrollees	36.37%	45.53%	46.79%	36.28%	47.05%	48.13%
Tech Prep Enrollment	n.a.	43.49%	47.02%	44.78%	47.09%	48.10%

Appendix K
Consolidated Annual Report
Minnesota Post-secondary

State Adjusted Level of Performance (%)				24.50%	28.33%	29.66%
STUDENT POPULATION	Basic CTE Enrollment			2P1-CTE Completion (%)		
	2005	2006	2007	2005	2006	2007
Gender						
Male	55,930	55,684	56,965	28.00%	28.07%	26.88%
Female	65,216	65,602	67,038	30.59%	32.41%	30.90%
Gender Unknown	2,199	2,434	1,755	33.23%	53.75%	46.23%
Total	**123,345**	**123,720**	**125,758**	**29.43%**	**30.67%**	**29.22%**
Ethnicity						
American Indian or Alaska Native	1,914	1,987	2,065	23.81%	23.78%	28.52%
Asian	4,510	4,698	5,295	24.85%	27.89%	29.23%
Black, non-Hispanic	9,656	10,412	11,375	23.34%	26.10%	25.18%
Hispanic	2,126	2,332	2,497	24.57%	31.06%	28.79%
Hawaiian/Pacific Islander	115	123	157	30.77%	33.33%	29.23%
White, non-Hispanic	92,187	94,374	96,315	28.70%	30.46%	29.23%
Unknown/Other	12,837	9,794	8,211	46.16%	43.01%	36.70%
Total	**123,345**	**123,720**	**125,758**	**29.43%**	**30.67%**	**29.22%**
Special Populations						
Individuals With Disabilities	3,922	3,667	3,781	24.75%	28.61%	26.73%
Economically Disadvantaged	36,594	35,391	37,645	27.44%	31.95%	27.23%
Limited English Proficient	2,870	1,814	1,986	28.25%	29.41%	27.50%
Academically Disadvantaged	13,967	10,690	10,739	27.43%	29.62%	27.69%
Single Parents	3,817	2,719	2,687	27.62%	29.56%	26.95%
Displaced Homemakers	957	548	481	35.62%	31.63%	29.77%

Consolidated Annual Report
Minnesota Post-secondary

State Adjusted Level of Performance (%)	87.00%	95.00%	95.00%	81.00%	91.96%	91.96%
STUDENT POPULATION	3P1-Placement (%)			3P2-Retention (%)		
	2005	2006	2007	2005	2006	2007
Gender						
Male	96.03%	96.33%	96.38%	91.57%	92.83%	93.67%
Female	96.41%	97.02%	95.51%	91.17%	93.60%	94.67%
Gender Unknown	95.51%	95.59%	91.77%	91.95%	91.78%	92.57%
Total	**96.24%**	**96.72%**	**95.80%**	**91.34%**	**93.28%**	**94.20%**
Ethnicity						
American Indian or Alaska Native	94.84%	94.81%	95.81%	87.77%	90.98%	86.43%
Asian/Pacific Islander	89.86%	94.75%	91.67%	89.44%	94.75%	94.85%
Black, non-Hispanic	91.76%	94.65%	91.60%	90.97%	94.37%	94.30%
Hispanic	93.16%	95.45%	90.87%	87.72%	92.64%	92.04%
Hawaiian/Pacific Islander						
White, non-Hispanic	96.83%	96.96%	96.48%	91.55%	93.22%	94.37%
Unknown/Other	95.61%	96.35%	92.99%	91.25%	93.06%	94.16%
Total	**96.24%**	**96.72%**	**95.80%**	**91.34%**	**93.28%**	**94.20%**
Special Populations						
Individuals With Disabilities	93.92%	94.96%	95.16%	90.54%	90.21%	92.49%
Economically Disadvantaged	95.97%	96.76%	96.13%	90.45%	92.43%	93.31%
Limited English Proficient	94.49%	94.92%	96.05%	93.69%	95.56%	93.57%
Academically Disadvantaged	96.31%	97.03%	95.98%	91.22%	92.98%	91.59%
Single Parents	96.26%	97.11%	97.82%	92.44%	91.82%	92.27%
Displaced Homemakers	94.74%	93.71%	94.44%	91.96%	94.33%	91.78%
Non Traditional Enrollees	96.09%	96.75%	95.77%	90.96%	93.02%	94.25%

Consolidated Annual Report
Minnesota Post-secondary

State Adjusted Level of Performance (%)	21.00%	22.31%	22.31%	16.70%	17.27%	17.27%
STUDENT POPULATION	4P1-NonTraditional Participation (%)			4P2-NonTraditional Completion (%)		
	2005	2006	2007	2005	2006	2007
Gender						
Male	35.37%	27.45%	28.21%	27.47%	23.72%	24.44%
Female	11.55%	15.62%	15.69%	7.66%	10.02%	9.28%
Gender Unknown	n/a	n/a	n/a	n/a	n/a	n/a
Total	**21.89%**	**20.89%**	**21.26%**	**15.96%**	**15.50%**	**15.39%**
Ethnicity						
American Indian or Alaska Native	22.63%	19.98%	21.88%	13.33%	13.37%	11.86%
Asian	24.94%	24.26%	24.61%	20.20%	18.40%	19.56%
Black, non-Hispanic	32.46%	31.80%	32.22%	30.03%	28.06%	27.33%
Hispanic	23.47%	21.09%	21.81%	16.50%	14.81%	16.33%
Hawaiian/Pacific Islander	17.24%	14.71%	27.47%	16.67%	0.00%	21.05%
White, non-Hispanic	20.31%	19.30%	19.58%	14.85%	14.35%	14.29%
Unknown/Other	23.87%	23.83%	22.40%	17.11%	18.86%	16.34%
Total	**21.89%**	**20.89%**	**21.26%**	**15.96%**	**15.50%**	**15.39%**
Special Populations						
Individuals With Disabilities	22.53%	19.61%	21.46%	17.30%	14.09%	15.95%
Economically Disadvantaged	20.13%	19.72%	20.22%	13.72%	13.11%	12.81%
Limited English Proficient	31.27%	29.68%	32.88%	24.78%	27.80%	21.66%
Academically Disadvantaged	21.50%	17.23%	18.09%	15.47%	10.11%	10.19%
Single Parents	17.36%	14.31%	15.33%	12.83%	8.35%	9.78%
Displaced Homemakers	17.94%	17.71%	17.24%	13.71%	13.04%	15.00%

Appendix L
Minnesota Career Cluster Data FY2007

CTE Career Clusters	Secondary		Post-Secondary	
	Number	Percentage	Number	Percentage
Agricultural, Food & Natural Resources	30,211	6.34%	138	0.80%
Architecture, and Construction	40,483	8.50%	1,225	7.11%
Arts, Audio-Visual Technology & Communications	35,572	7.47%	1,081	6.27%
Business, Management & Administration	91,495	19.20%	3,250	18.85%
Education, & Training	16,022	3.36%	160	0.93%
Finance	10,600	2.22%	133	0.77%
Government & Public Administration	16,035	3.37%	96	0.56%
Health Science	8,335	1.75%	3,217	18.66%
Hospitality & Tourism	1,371	0.29%	314	1.82%
Human Services	72,135	15.14%	422	2.45%
Information Technology	31,811	6.68%	961	5.57%
Law, Public Safety, & Security	413	0.09%	1,430	8.30%
Manufacturing	19,597	4.11%	1,274	7.39%
Marketing, Sales, & Services	30,691	6.44%	1,537	8.92%
Science, Tech., Engineering, & Math	49,885	10.47%	626	3.63%
Transportation, Distribution, & Logistics	21,788	4.57%	1,374	7.97%
Grand Total	476,444	100.00%	17,238	100.00%

NOTE: The secondary number is a duplicated count.

NOTES

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

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

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

The following steps were undertaken to arrive at the estimates:

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

Appendix M

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

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

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

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

FY09 Perkins IV Consortia Allocation					
Consortium Name	Headcount Grades 9-12	# of Districts	# of Colleges Secondary Allocation	Post-Secondary Allocation	Total Allocation
Carlton County Plus	3,567	12	$32,179		
Carver-Scott	10,191	10	$59,732		
Austin Area (Cedar River)	1931	5	$15,436		
Central Lakes/Leaf River	9,194	22	$71,100		
Central MN	9,583	12	$59,612		
Dakota County	25,560	11	$131,141		
East Central I-35	2,458	6	$19,165		
East Range	4,046	11	$33,037		
Goodhue County	2,365	6	$18,741		
Hi-Tech/Owatonna	3,340	4	$20,535		
Hiawatha Valley/Root River	6,346	19	$54,135		
Lakes Country	8,566	28	$76,193		
Linking Learning to Life	2,814	7	$22,115		
Mid-Minn	4,215	9	$31,156		
Minneapolis	12,138	1	$56,675		
NE Metro	33,110	17	$173,526		
NE MN	4,526	2	$23,291		
North Borders	3,238	15	$34,658		
North Country	4,104	10	$31,976		
Oak Land	22,626	6	$111,131		
Pine to Prairie	2,667	14	$30,728		
Rochester		1	$26,023		

	5,416				
Runestone	2,572	7	$21,011		
Saint Paul	13,356	1	$62,230		
South Central/Cannon Valley	10,452	23	$78,163		
West Central	4,120	9	$30,723		
SW MN	6,652	30	$70,118		
Westsuburban	35,808	14	$181,851		
Wright Link	7,977	10	$49,637		
Zumbro	2,877	8	$23,728		
Total	265,815	330	$1,649,746		

Appendix N

BOARD OF TRUSTEES
MINNESOTA STATE COLLEGES AND UNIVERSITIES

BOARD ACTION
MINNESOTA PERKINS FIVE-YEAR CAREER AND TECHNICAL EDUCATION (CTE) STATE PLAN FOR THE 2006 CARL D. PERKINS CAREER AND TECHNICAL EDUCATION ACT

INTRODUCTION

The Carl D. Perkins Career and Technical Education Act of 2006 (Perkins IV) directs how Perkins funds are used for secondary, postsecondary, and adult career and technical education (CTE). Perkins IV replaces the 1998 Carl D. Perkins Vocational and Technical Education Act (Perkins III). As required by the Perkins IV Act, Minnesota is required to submit to the U.S. Department of Education (USDE) either a full six-year (July 1, 2007-June 30, 2013) Plan or a one-year Transition Plan (July 1, 2007-June 30, 2008) followed by a five-year Plan (July 1, 2008 – June 30, 2013).

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

BACKGROUND

The System Strategic Plan and Career and Technical Education in Minnesota

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

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

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

- *Provide programs and services integral for state and regional economic needs*
  Minnesota CTE Goal: Effectively use employer, community and education partnerships to support career and technical education

- *Innovate to meet current and future educational needs efficiently*
  Minnesota CTE Goal: Examine and expand collaborative practices to support CTE programs at the secondary and postsecondary levels to ensure a continuum of service provision.

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

Program Administration under the New Consortium Structure and The Joint Single Local Plan for Minnesota Career and Technical Education

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

- **Local Consortium**: Established formal consortia of secondary and postsecondary partners to receive Perkins funds and jointly administer programs and support services for all secondary and postsecondary CTE students through an *annual joint local consortium plan*. In Minnesota, 26 CTE consortia have been formed to implement the intent of Perkins IV locally.

- **Programs of Study**: Each local consortium must design, develop and implement programs of study/career pathways that span at least two years of high school and the first two years of postsecondary education to meet a new requirement under Perkins IV. These programs of study will be implemented by each consortium in an incremental fashion over the five-year span of the Perkins legislation.
- **Accountability**: The accountability provisions have more indicators, a greater degree of precision, and higher reporting requirements than under Perkins III. Under Perkins IV the accountability provisions include requiring:
  - The development of separate technical skill attainment measures as part of the overall accountability requirements.
  - Measuring of secondary CTE performance using the No Child Left Behind accountability measures.
  - Negotiation between each local consortia and the state on all accountability indicator targets and performance.

- **Tech Prep**: Minnesota is combining the Perkins Basic and Tech Prep funds to support and reinforce the intent of Perkins IV, which is to connect secondary and postsecondary CTE – as has been the model under Tech Prep.

- **Special Populations**[45]: While ensuring the continued provision of programs and services to special populations, which has been the hallmark of the Perkins legislation, both at the state and local levels, consortia must address through their local plan:
  - The targeting of under-served and special populations, by advocating the use of the same strategies and measurement outcomes that apply to all other student populations, and
  - Preparing non-traditional students for high-skill, high-wage, or high-demand employment in the region.

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

Policy Implications Resulting from Implementing the Minnesota Five-Year State Career and Technical Education Plan

Minnesota receives approximately $20 million annually under the Perkins Law with 85% going to high schools and community and technical colleges. This federal investment has done much to provide a direction for state and local expenditures on CTE for several decades. The Perkins funds represent a small investment when compared to state education spending as a whole (about $15 billion for K-12 education and around $3 billion for higher education). On the other hand, the State Plan (as summarized on pp.1-2) will result in a significantly wider impact on state education and workforce development systems beyond just operating CTE in Minnesota. For example, the CTE State Plan will:

9. Redirect how Minnesota designs its CTE programs to support programs of study/career pathways implementation.

10. Establish a differentiated system of accountability for all CTE programs that distinguishes between technical skill proficiency and conventional graduation outcomes, significantly affecting how learner outcomes are assessed in high school and college CTE programs.

11. Strengthen secondary and postsecondary collaboration by requiring high schools and colleges to expend Perkins funds as a consortium of high schools and colleges who together will meet the intent of the Perkins Law through a single joint local plan.

12. Determine the process for allocating Perkins funds to high schools and colleges based on a rationale agreed to by the Chancellor of the Minnesota State Colleges and Universities and the Commissioner of the Minnesota Department of Education.

13. Explore coordinated data systems that allow for a wider array of accountability measures as students move directly from high school to college, in and out of education, and transition between education and employment.

14. Require that dual enrollment and articulation strategies be addressed as consortia are implementing programs of study/career pathways.

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

15. Support the goal of improving college readiness by identifying the high school academic and CTE courses that are preparatory to college programs as an integral part of implementing programs of study/career pathways.

16. Target Perkins funds to complement state and other federal programs that focus primarily on student support services to the underserved student, including those classified as special populations.

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

The Minnesota Five-Year State Career and Technical Education Plan: Looking Towards Implementation

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

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

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

RECOMMENDED COMMITTEE ACTION

The Academic & Student Affairs Committee recommends that the Board of Trustees adopt the following motion:

RECOMMENDED MOTION

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

Date of Adoption: *March 19, 2008*
Date of Implementation: *July 1, 2008*

Appendix O:

Certifications Regarding Lobbying, Debarment Suspension, and Other Responsibility Matters and Drug-Free Workplace Requirements

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

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

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

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

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

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

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1. LOBBYING

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

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

(b) If any funds other than Federal appropriated funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this Federal grant or cooperative agreement, the undersigned shall complete and submit Standard Form - LLL, *"Disclosure Form to Report Lobbying,"* in accordance with its instructions;

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

2. DEBARMENT, SUSPENSION, AND OTHER RESPONSIBILITY MATTERS

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

A. The applicant certifies that it and its principals:

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

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

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

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

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

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

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

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

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

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

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

(2) The grantee's policy of maintaining a drug-free workplace;

(3) Any available drug counseling, rehabilitation, and employee assistance programs; and

(4) The penalties that may be imposed upon employees for drug abuse violations occurring in the workplace;

(c) Making it a requirement that each employee engaged in the performance of the grant is given a copy of the statement required by paragraph (a);

(d) Notifying the employee in the statement required by paragraph (a) that, as a condition of employment under the grant, the employee will:

(1) Abide by the terms of the statement; and

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

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

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

(1) Take appropriate personnel action against such an employee, up to and including termination, consistent with the requirements of the Rehabilitation Act of 1973, as amended; or

(2) Require such an employee to participate satisfactorily in a drug abuse assistance or rehabilitation programs approved for such purposes by a Federal, State, or local health, law enforcement, or other appropriate agency;

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

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

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

_____

_____

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

DRUG-FREE WORKPLACE
(GRANTEES WHO ARE INDIVIDUALS)

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

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

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

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

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

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

---
PRINTED NAME AND TITLE OF AUTHORIZED REPRESENTATIVE

SIGNATURE --- March 26, 2008

Appendix P
ASSURANCES—NON-CONSTRUCTION PROGRAMS

Public reporting burden for this collection of information is estimated to average 45, minutes per response, including time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed and completing and reviewing the collection of information. Send comments regarding the burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden, to the Office of Management and Budget. Paperwork Reduction Project (0348-0043), Washington, DC 20503.
PLEASE DO NOT RETURN YOUR COMPLETED FORM TO THE OFFICE OF MANAGEMENT AND BUDGET, SEND IT TO THE ADDRESS PROVIDED BY THE SPONSORING AGENCY.

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

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

1. Has the legal authority to apply for Federal assistance, and the institutional, managerial and financial capability (including funds sufficient to pay the non-Federal share of project costs) to ensure proper planning, management and completion of the project described in this application.

2. Will give the awarding agency, the Comptroller General of the United States, and if appropriate, the State, through any authorized representative, access to and the right to examine all records, books, papers, or documents related to the award; and will establish a proper accounting system in accordance with generally accepted accounting standards or agency directives.

3. Will establish safeguards to prohibit employees from using their positions for a purpose that constitutes or presents the appearance of personal or organizational conflict of interest, or personal gain.

4. Will initiate and complete the work within the applicable time frame after receipt of approval of the awarding agency.

5. Will comply with the Intergovernmental Personnel Act of 1970 (42 U.S.C. §§ 4728-4763) relating to prescribed standards for merit systems for programs funded under one of the nineteen statutes or regulations specified in Appendix A of OPM's Standards for a Merit System of Personnel Administration (5 C.F.R. 900, Subpart F).

6. Will comply with all Federal statutes relating to nondiscrimination. These include but are not limited to: (a) Title VI of the Civil Rights Act of 1964 (P.L. 88-352) which prohibits discrimination on the basis of race, color or national origin; (b) Title IX of the Education Amendments of 1972, as amended (20 U.S.C. §§ 1681-1683, and 1685-1686), which prohibits discrimination on the basis of sex; (c) Section 504 of the Rehabilitation Act of 1973, as amended (29 U.S.C. § 794), which prohibits discrimination on the basis of handicaps; (d) the Age Discrimination Act of 1975, as amended (42 U.S.C. §§ 6101-6107), which prohibits discrimination on the basis of age; (e) the Drug Abuse Office and Treatment Act of 1972 (P.L. 92-2S5), as amended, relating to nondiscrimination on the basis of drug abuse; (f) the Comprehensive Alcohol Abuse and Alcoholism Prevention, Treatment and Rehabilitation Act of 1970 (P.L. 91-616), as amended, relating to nondiscrimination on the basis of alcohol abuse or alcoholism; (g) §§ 523 and 527 of the Public Health Service Act of 1912 (42 U.S.C. 290 dd-3 and 290 ee-3), as amended, relating to confidentiality of alcohol and drug abuse patient records; (h) Title VIII of the Civil Rights Act of 1968 (42 U.S.C. § 3601 et seq.), as amended, relating to non-discrimination in the sale, rental or financing of housing; (i) any other nondiscrimination provisions in the specific statute(s) under which application for Federal assistance is being made; and (j) the requirements of any other nondiscrimination statute(s) which may apply to the application.

7. Will comply, or has already complied, with the requirements of Titles II and 111 of the Uniform Relocation Assistance and Real Property Acquisition Policies Act of 1970 (P.L. 91-646) which provide for fair and equitable treatment of persons displaced or whose property is acquired as a result of Federal or federally assisted programs. These requirements apply to all interests in real property acquired for project purposes regardless of Federal participation in purchases.

8. Will comply with the provisions of the Hatch Act (5 U.S.C. §§ 1501-1508 and 7324-7328) which limit the political activities of employees whose principal employment activities are funded in whole or in part with Federal funds.

9. Will comply, as applicable, with the provisions of the Davis-Bacon Act (40 U.S.C. §§ 276a to 276a7), the Copeland Act (40 U.S.C. § 276c and 18 U.S.C. §§ 874), and the Contract Work Hours and Safety Standards Act (40 U.S.C. §§ 327-33.3), regarding labor standards for federally assisted construction subagreements.

10. Will comply, if applicable, with flood insurance purchase requirements of Section 102(a) of the Flood Disaster Protection Act of 1973 (P.L. 93234) which requires recipients in a special flood hazard area to participate in the program and to purchase flood insurance if the total cost of insurable construction and acquisition is $10,000 or more.

11. Will comply with environmental standards which may be prescribed pursuant to the following: (a) institution of environmental quality control measures under the National Environmental Policy Act of 1969 (P.L. 91-190) and Executive Order (EO) 11514; (b) notification of violating facilities pursuant to EO 11738; (c) protection of wetlands pursuant to EO 11990; (d) evaluation of flood hazards in floodplains in accordance with EO 11988; (e)assurance of project consistency with the approved State management program developed under the Coastal Zone Management Act of 1972 (16 U.S.C. §§ 1451 et seq.); (f) conformity of Federal actions to State (Clear Air) Implementation Plans under Section 176(c) of the Clear Air Act of 1955, as amended (42 U.S.C. § 7401 et seq.); (g) protection of underground sources of drinking water under the Safe Drinking Water Act of 1974, as amended, (P.L. 93-523); and (h) protection of endangered species under the Endangered Species Act of 1973, as amended, (P.L. 93-205).

12. Will comply with the Wild and Scenic Rivers Act of 1968 (16 U.S.C. §§ 1271 et seq.) related to protecting components or potential components of the national wild and scenic rivers system.

13. Will assist the awarding agency in assuring compliance with Section 106 of the National Historic Preservation Act of 1966, as amended (16 U.S.C. 470), EO 11593 (identification and protection of historic properties), and the Archaeological and Historic Preservation Act of 1974 (16 U.S.C. 469a-1 et seq.).

14. Will comply with P.L. 93-348 regarding the protection of human subjects involved in research, development, and related activities supported by this award of assistance.

15. Will comply with the Laboratory Animal Welfare Act of 1966 (P.L. 89-544, as amended, 7 U.S.C. 2131 et seq.) pertaining to the care, handling, and treatment of warm blooded animals held for research, teaching, or other activities supported by this award of assistance.

16. Will comply with the Lead-Based Paint Poisoning Prevention Act (42 U.S.C. §§ 4801 et seq.) which prohibits the use of lead based paint in construction or rehabilitation of residence structures.

17. Will cause to be performed the required financial and compliance audits in accordance with the Single Audit Act of 1984 or OMB Circular No. A-133, Audits of Institutions of Higher Learning and other Non-profit Institutions.

18. Will comply with all applicable requirements of all other Federal laws, executive orders, regulations and policies governing this program.

SIGNATURE OF AUTHORIZED CERTIFYING OFFICIAL	TITLE
	State Director, Career and Technical Education
APPLICANT ORGANIZATION	DATE SUBMITTED
Minnesota State Colleges and Universities	March 26, 2008

Appendix Q
Additional Assurances

1. Minnesota State Colleges and Universities System will comply with the requirements of the Act and the provisions of the State plan, including the provision of financial audit of funds received under the Act which may be included as part of an audit of other Federal or State programs. [Sec. 122(c)(11)]

2. Minnesota State Colleges and Universities System will comply with the requirements of the Act and the provisions of the State plan, including the provision of financial audit of funds received under the Act which may be included as part of an audit of other Federal or State programs. [Sec. 122(c)(11)]

3. Minnesota State Colleges and Universities System will waive the minimum allocation as required in section 131 (c) (1) in any case in which the local educational agency is located in a rural, sparsely populated area or is a public charter school operation secondary school career and technical education programs and demonstrates that it is unable to enter into a consortium for purposes of providing services under this Act. [Sec. 131 (c)(2)]

4. Minnesota State Colleges and Universities System assures that Minnesota will provide, from non-Federal sources the costs the eligible agency incurs for the administration of programs under this Act, an amount that is not less than the amount provided by the eligible agency from non-Federal sources for such costs for the preceding fiscal year. [Sec. 323(a)]

5. Minnesota State Colleges and Universities System assures that Minnesota and eligible recipients that use funds under this Act for in-service and pre-service career and technical education processional development programs for career and technical education teachers, administrators, and other personnel shall, to the extent practicable, upon written request, permit the participation in such programs of career and technical education secondary school teachers, administrators, and other personnel in nonprofit private schools offering career and technical secondary education programs located in the geographical area served by such eligible agency or eligible recipient. [Sec. 317(a)]

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

7. Minnesota State Colleges and Universities System assures that eligible recipients that receive an allotment under this Act will consult, upon written request, in a timely and meaningful manner with representatives of nonprofit private schools in the geographical area served by the eligible recipient regarding the meaningful participation, in career and technical education programs and activities receiving funding under this Act, of secondary school students attending nonprofit private schools. [Sec. 317(b)(2)]

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

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

Deena B. Allen, State Director, Career and Technical Education
PRINTED NAME AND TITLE OF AUTHORIZED REPRESENTATIVE

Deena B. Allen, March 26, 2008