Cover Page

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1. Eligible Agency (State Board) Submitting Plan on Behalf of State:
   Agency Name: The Board of Trustees of the Minnesota S

2. Lead individuals completing this plan:
   Select the lead individuals completing the plan. If additional individuals without accounts will be completing the plan, return to the Submit Your Report page and click “Request Access” to submit a request for additional user accounts.

   1. A. Please select the individual responsible for the narrative descriptions in this plan:
      Jeralyn Jargo

   2. B. Please select the individual responsible for the budget in this plan:
      Jeralyn Jargo

   3. C. Please select the lead individual who may be contacted to answer questions about this plan:
      Jeralyn Jargo

3. Type of Perkins V State Plan Submission: ☐ 1-Year Transition Plan (FY 2019 only) ☐ State Plan (FY 2019-2023)

4. Submission of Perkins V State Plan as part of a Workforce Innovation and Opportunities Act (WIOA) combined State Plan: ☐ Yes ☐ No

5. Governor’s Joint Signatory Authority of the Perkins V State Plan:
   Date Governor was sent State Plan for signature:

   If the Governor has provided a letter that he or she is jointly signing the State Plan for submission to the Department, please upload the letter.
U. S. Department of Education
Office of Career, Technical, and Adult Education

Strengthening Career and Technical Education for the 21st Century Act
(Perkins V) State Plan

I. COVER PAGE

A. State Name:  Minnesota

B. Eligible Agency (State Board) Submitting Plan on Behalf of State:

The Board of Trustees of the Minnesota State Colleges and Universities

C. Person at, or officially designated by, the eligible agency, identified in Item B above, who
   is responsible for answering questions regarding this plan. This is also the person
designated as the “authorized representative” for the agency.
   1. Name:  Jeralyn Jargo
   2. Official Position Title:  State Director for Career and Technical Education
   3. Agency:  Minnesota State Colleges and Universities
   4. Telephone:  (651) 201-1650  5. Email:  Jeralyn.jargo@minnstate.edu

D. Individual serving as the State Director for Career and Technical Education:
   X  Check here if this individual is the same person identified in Item C above and then
   proceed to Item E below.
   1. Name:  Jeralyn Jargo
   2. Official Position Title:  State Director for Career and Technical Education
   3. Agency:  Minnesota State Colleges and Universities
   4. Telephone:  (651) 201-1650  5. Email:  Jeralyn.jargo@minnstate.edu
E. Type of Perkins V State Plan Submission - FY 2019 (Check one):

X 1-Year Transition Plan (FY2019 only) – if an eligible agency selects this option, it will need only to further complete Items G and J.

☐ State Plan (FY 2019-23) – if an eligible agency selects this option, it will complete Items G, I, and J

G. Submitting Perkins V State Plan as Part of a Workforce Innovation and Opportunities Act (WIOA) Combined State Plan – FY 2019 (Check one):

___ Yes

X  No

J. By signing this document, the eligible entity, through its authorized representative, agrees:

1. To the assurances, certifications, and other forms enclosed in its State plan submission; and

2. That, to the best of my knowledge and belief, all information and data included in this State plan submission are true and correct.

<table>
<thead>
<tr>
<th>Authorized Representative Identified in Item C Above (Printed Name)</th>
<th>Telephone:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Jeralyn Jargo</td>
<td>(651) 201-1650</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Signature of Authorized Representative</th>
<th>Date:</th>
</tr>
</thead>
<tbody>
<tr>
<td>[Signature]</td>
<td>May 23, 2019</td>
</tr>
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B. Program Administration and Implementation
The Board of Trustees of the Minnesota State Colleges and Universities is the designated state board to coordinate the development and submission of the state plan for career and technical education as required by the Strengthening Career and Technical Education for the 21st Century Act. This work is done in full partnership with the Minnesota Department of Education. This plan is prepared jointly by the Perkins staff of the Academic and Student Affairs division of Minnesota State Colleges and Universities and with the Career and College Success division of the Minnesota Department of Education. In providing service to the local consortia, implementation of the plan will also continue as a joint and collaborative enterprise.

The full administration and implementation plan, including the consultation process and results, will be included in Minnesota’s submission of the 4-Year Perkins V State Plan (FY 2020-2023).

B. 2. Implementing Career and Technical Education Programs and Programs of Study

B.2.a. Describe the career and technical education programs or programs of study that will be supported, developed, or improved at the State level, including descriptions of the programs of study to be developed at the State level and made available for adoption by eligible recipients. (Section 122(d)(4)(A) of Perkins V)

Minnesota’s Perkins V 4-year Plan will build on the solid foundation of development and review processes implemented through Perkins IV. Minnesota established a collaborative system focused on the assessment of technical skills in the State’s high school and college Career and Technical Education programs. The current system is organized into 26 local consortia. The consortia model brings together secondary teachers and postsecondary faculty and staff together, along with business and industry partners, to guide the development, implementation, and continuous improvement of programs of study. At its implementation, this collaborative system put in place technical skills assessments (TSA) as a measure of program quality and a tool for teachers/faculty to improve curricula. The TSA has evolved into a benchmark for the individual student and has directed attention to industry recognized credentials and postsecondary credentials in general. Perkins V is an opportunity to continue to evolve our collaborative system, ensuring open communication lines between secondary and postsecondary institutions, as well as balancing the labor market needs of the community, region or the State.

The diversity of Minnesota’s economy is a success story. Analysis of the current economic growth points to strengths across a number of sectors—from national competitiveness in agriculture and manufacturing to impressive growth in health care and professional and business services. Minnesota’s resilient economy provides momentum for continued support of career and technical education programs including programs of study in all 16 career clusters. The framework for this continued work includes:
Comprehensive local needs assessment will assist the local consortium in the prioritization and validation of the economic cluster and related programs of study that meet local or regional needs.

Minnesota has defined a Program of Study (POS) as a coordinated, non-duplicative sequence of academic and technical content at the secondary and postsecondary levels that:

- incorporates challenging State academic standards,
- includes both academic and technical knowledge and skills that are aligned with State-approved frameworks including employability skills,
- is aligned with local and regional needs,
- progresses in specificity (beginning with all aspects of an industry or career cluster) and leads to more occupation-specific instruction,
- has multiple entry and exit points that incorporates credentialing, and
- culminates in the attainment of a recognized postsecondary credential.

The development and distribution of the career and college readiness guides, along with professional development resources provided by the state, is worthy of attention. In Minnesota career and college readiness has been elevated as an educational support and vital component of programs of study. In March 2016, the Office of Career and College Success, in collaboration with the Regional Educational Laboratory (REL) Midwest and the Midwest Comprehensive Center (MWCC), brought together a group of stakeholders to articulate what career and college readiness means for Minnesota students.
Embracing a well-rounded view of education is needed to drive educational and workforce goals and policies. Taking many perspectives into consideration, along with stakeholder feedback, a holistic vision of career and college readiness was developed:

A sufficiently prepared student is one who has the knowledge, skills, mindset, and experiences in the academic, workplace, and personal/social domains to keep learning and, beyond secondary school, to successfully navigate toward and adapt to an economically viable career. ([https://education.mn.gov/MDE/dse/ccs/](https://education.mn.gov/MDE/dse/ccs/)).

Career and college readiness as defined by Minnesota Statutes, section 120B.30, is:

“For purposes of statewide accountability, ‘career and college ready’ means a high school graduate has the knowledge, skills, and competencies to successfully pursue a career pathway, including postsecondary credit leading to a degree, diploma, certificate, or industry-recognized credential and employment. Students who are career-and-college ready are able to successfully complete credit-bearing coursework at a two- or four-year college or university or other credit bearing postsecondary program without need for remediation.”

Support for the development and implementation of programs of study at the local consortia level is provided through the state-approved frameworks, the career and college readiness resources, the work-based learning guides, and intentional professional development with teacher, faculty and Perkins leadership. In addition, individual technical assistance is provided through state staff of Minnesota State and Minnesota Department of Education (MDE). Building on the considerable work of Perkins IV in which each program of study was reviewed by teachers and faculty for competencies and appropriate technical skill assessment on a rotational basis, work will now have closer alignment with the timing of the secondary programs review scheduled by MDE. The first of this new continuous review process is set to begin January of 2020.

B.2.b. Describe the process and criteria to be used for approving locally developed programs of study or career pathways (see Text Box 3 for the statutory definition of career pathways under section 3(8) of Perkins V), including how such programs address State workforce development and education needs and the criteria to assess the extent to which the local application under section 1327 will—

i. promote continuous improvement in academic achievement and technical skill attainment;

ii. expand access to career and technical education for special populations; and

iii. support the inclusion of employability skills in programs of study and career pathways. (Section 122(d)(4)(B) of Perkins V)

Minnesota’s school districts and the two-year colleges of Minnesota State were self-formed into Perkins consortia under Perkins IV to promote collaborative planning and implementation of Career and Technical education programs within their regions. Benefits of the consortia model include bringing all stakeholders together in a given region to ensure all voices are heard as decisions are made to determine which programs of study would best address the workforce needs of the communities.
In identifying initial membership in the State’s Perkins consortia, Career and Technical Education leaders were asked to consider the following for their region of the state:

- Career and Technical Education program improvement
- Anticipated Programs of Study
- Dual and concurrent enrollment opportunities
- Collaborative history and culture
- High school to college matriculation patterns
- Geographic proximity
- Continuation of effective collaborative activities that promote high school to college transition
- A decision-making model that would equitably and effectively address Career and Technical Education programming.

For the past several years under Perkins IV the consortia structure has worked well in Minnesota, but as circumstances change over time due to economic, population-related, or other reasons, consortia structure needs to be re-examined to ensure consortia are achieving the goals they were formed to meet. As such, State leaders are proposing that Perkins consortia in Minnesota take a critical look at whether their current configurations best meet the career and technical education needs of students in these regions. This process will be on-going throughout the transition year to ensure Perkins consortia meet State guidelines for size, scope, and quality of programs going forward into Perkins V. As the state transitions to Strengthening Career and Technical Education for the 21st Century (Perkins V) that consortia model will continue to be the system of delivery for quality Career and Technical Education including addressing State workforce development needs and education goals and assessing quality programs of study.

Minnesota has formed five strategic direction work groups to guide our transition to Perkin V: Advancing CTE, Career-Connected Learning, Integrated Network, Equity and Inclusion, and Knowledgeable Experts. The purpose of the Career-Connected Learning Work Group is to provide recommendations and decisions that re-set/guide the state in career pathway development from career exploration to employment. Career Connected Learning provides context to core academics through integrated, applied and experiential learning with an exposure to Career and Technical Education and a balanced secondary and postsecondary experience. The goals of the group include the development of two rubrics- one that defines the minimum criteria for State-recognized programs of study and the second to provide criteria for continuous quality improvement for programs of study. The minimum criteria rubric advances and refines the previous Rigorous Program of Study checklist that Minnesota implemented in 2012, the MDE program approval guidelines, and the quality standards from the research of national organizations including Advance CTE.

The elements of the rubric to meet the minimum standard for a State-recognized CTE program of study include the following:

1. **Course standards accurately align to the academic, technical, and employability skills learners must master for entry and success in a given career pathway:** Content standards, frameworks and competencies that
define what students are expected to know and be able to do to enter and advance in college and/or careers comprise the foundation of a POS.

2. **Program of Study incorporates active involvement from an integrated network of partners:** Ongoing relationships among education, business, and diverse community stakeholders bolster POS design, implementation, evaluation and maintenance.

3. **Secondary program(s) meets MDE program approval requirements and incorporate courses that lead to postsecondary credits/credentials:** Secondary programs have appropriately-licensed teachers, advisory committees, develop and ensure access to equitable student leadership opportunities, and provide career exploration activities leading to postsecondary credits/credentials.

4. **Postsecondary academic program meets Minnesota State board policy and Higher Learning Commission requirements:** A cohesive arrangement of college-level credit courses and experiences, designed to accomplish predetermined objectives, lead to the awarding of a degree, diploma, or certificate.

5. **Materials, Equipment and Resources:** Facilities, equipment, technology and materials used in the program of study reflect current workplace, industry and/or occupational standards and practices for installation, use, maintenance, and safety.

6. **Incorporates authentic work experiences at the secondary and/or postsecondary level that are valued by industry:** POS engages students in authentic work-based learning experiences that demonstrate progressive occupational learning aligned to industry workforce needs.

7. **Program of Study development, improvement and advocacy are supported by findings from a comprehensive local needs assessment:** Systems and strategies for gathering, analyzing, and disseminating needs assessment data are effective for guiding the improvement of POS, and available in plain language to enhance use by stakeholders for POS advocacy.

A consortium will have a minimum requirement of six programs of study that meet the above criteria by the submission of their second 2-year local application. The process includes program approvals at the secondary level (Minnesota Department of Education program approval and 5-year program review) and the postsecondary level (initial program by Minnesota State system office and then local program review according to their accreditation standards). The consortia’s POS will be submitted and reviewed on an annual basis as part of the application for funds. The continuous improvement efforts of the local consortia will be documented through the use of the POS Continuous Improvement Rubric which is now in final draft.
Postsecondary
The Minnesota State program approval policy:

Board of Trustee Policy 3.36 Academic Programs Part 5.

Academic Program Approval. Approval of the 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.

An approved academic program shall include curricular requirements for earning an academic award, such as credits in general education, a major and/or minor, and all prerequisite courses. The chancellor shall maintain the academic program inventory and annually report to the Board of Trustees on the status of the inventory. The annual report to the Board will include data and analysis of programs measured against program goals established by the Chancellor. The goals will be based on aligning program offerings to workforce needs statewide, regionally and locally in collaboration with the Department of Employment and Economic Development and the Governor's Workforce Development Council (GWDC), and including data from the State Demographer. Only academic programs approved by the chancellor as recorded in the academic program inventory may be offered by system colleges and universities.

(Retrieved from https://www.minnstate.edu/board/policy/336.html)

Secondary

Minnesota Department of Education Program Approval

Districts, Cooperatives, and Charter Schools submit a Program Approval Form to the Minnesota Department of Education (MDE) if they are:

- Applying for a new program.
- Making updates to an existing program.
- A Carl D. Perkins consortia region that is up for five-year renewal.

The programs and courses listed within a district’s Program Approval Database are the programs and courses that will be reported to MDE in the P-file (Perkins data submission). Retrieved from (https://education.mn.gov/MDE/dse/cte/progApp/)

All programs receive review conducted by the Minnesota Department of Education on a five-year cycle.
B.b (ii) expand access to career and technical education for special populations;

Local consortia are required to document and evaluate how their intentional activities will expand access to Career and Technical Education (CTE) for special populations as identified in the comprehensive local needs assessment. The State will continue to provide professional development to consortia including understanding the expansion of special populations as defined by the Strengthening Career and Technical Education for the 21 Century Act, consortia data review and analysis, applicable national research projects, and recommendations for interventions.

A component of providing access for all to programs is the Office of Civil Rights compliance requirements. Minnesota has demonstrated a long-standing commitment to equity and ensuring that members of special populations are provided equal access to programs. Each year Minnesota State conducts a minimum of four Office of Civil Rights (OCR) compliance reviews. The major purposes of the OCR Compliance Review are to ensure that community colleges are providing equal access to CTE through vigorous enforcement of Title VI of the Civil Rights Act of 1964, Title IX of the Education Amendments of 1972, Section 504 of the Vocational Rehabilitation Act of 1973, and Title II of The Americans with Disabilities Act (ADA). In addition to conducting a minimum of four local OCR On-Site Compliance Reviews each year, Minnesota State provides ongoing technical assistance to community college staff members on equal access.

B.b. iii. support the inclusion of employability skills in programs of study and career pathways.

Employability skills are increasingly a component of curriculum and instruction in all career and technical programs, and are addressed and validated through the inclusion of work-based learning (WBL) experiences within programs of study and career pathways and all aspects of MDE’s Career and College Readiness work.

Work-based learning provides students the opportunity to become engaged with occupations, employers and career pathways. There is a significant importance for both secondary and post-secondary students to participate in work-based learning opportunities. The experience gives students a first-hand look into prospective or chosen careers as well as experience in developing employability skills. Students have the opportunities to participate in career exploration to full emersion either in or outside of the traditional school setting. This is a rich experience for students and helps guide them to well-suited career choices. The State supports the local consortium’s implementation for work-based learning in the programs of study. One of the minimum characteristics for program of study recognition by the state is the inclusion of a work-based learning opportunity for students. The State supports work-based learning at the consortium level by providing funding to the consortium to both develop and improve these opportunities for students, professional development, and technical assistance.
Opportunities to build career awareness, explore careers, and develop employability, critical thinking and problem solving skills are provided through work-based learning experiences. Local consortia have a range of WBL strategies to include in programs of study, including instructor-led experiences such as simulation, portfolio development, and capstones or employer-aligned WBL such as internships, project work, or field experience. WBL is an instructional strategy within the experiential learning continuum wheel (p. 6, A Reference Guide to Minnesota Work-Based Learning Programs, http://education.state.mn.us/MDE/dse/cte/tl/wbl/) which involves an appropriately licensed teacher (through the Minnesota Professional Educator Licensing and Standards Board (PELSB), formerly the Board of Teaching) who closely supervises the worksite activities, convenes an advisory committee, and is responsible for the required Training Plan, Training Agreement, safety training, seminar class, evaluation of competencies and recordkeeping.

The work-based learning experience is to be connected to career pathway CTE classes and the career technical student organizations (when available) of the career pathway, including, but not exclusively, the work-based learning career seminar. Training Plans for a particular work experience detail the scope and sequence of occupational competencies and employability skills for entering an occupation or postsecondary education. If a student completes multiple work experiences, the training plan should include a progression of acquisition of higher-level competencies. Each student participating in an employer-aligned work-based learning opportunity must have a training plan prepared by the work-based learning career coordinator and the employer, with competencies identified by the team. These identified competencies must match proposed deliverables/outcomes specified in a vendor contract for an identified employment opportunity. Training plans are required to be kept on file at the local school district and be available for review upon request.

This array of opportunities provides Minnesota students with the strategies to become career ready. Students with disabilities have opportunities to participate in work-based learning, however, there may be times when students with disabilities will require specially-designed instruction to meet their educational needs. If an IEP team determines that need, accessing Minnesota’s CTE for students with a disability may be an appropriate service. The WBL experience provides students with opportunities to build career awareness, explore careers, employability skills, and develop critical thinking and problem-solving skills.

Minnesota has codified employability skills within its definition of career and college readiness. Career and college readiness is defined by Minnesota Statutes, section 120B.30, as:

“For purposes of statewide accountability, ‘career and college ready’ means a high school graduate has the knowledge, skills, and competencies to successfully pursue a career pathway, including postsecondary credit leading to a degree, diploma, certificate, or industry-recognized credential and employment. Students who are career and college ready are able to successfully complete credit-bearing coursework at a two- or four-year college or university or other credit bearing postsecondary program without need for remediation.”
B.2.c.i. Availability of Career Pathways Information
At the state level, career pathway inventories are available through MN Programs of Study (http://www.mnprogramsofstudy.org/mnpos/). Currently information on college credit options, career exploration resources and the full listing of programs of study by high school, career or pathway or college are available. The pathways can also be sorted by consortium name. However, as the system makes changes to its own software systems and the new state approved CTE rubric is implemented, the State is researching new options to transition our delivery of this information in more user friendly, compliant and diverse language platforms. Local consortia have print and website information available to students, parents, teacher and faculty.

B.2.d. Dual enrollment
Minnesota offers early college opportunities for students as PSEO, dual enrollment and concurrent credit. Transcripts at the secondary and post-secondary level document course completion. State law and consortium regional articulation agreements support planning and funding early college opportunities and ease the transition from secondary to postsecondary. The element of a recognized postsecondary credential is part of the transition year consideration for secondary performance of programs quality.

For the PSEO Concurrent Enrollment program, Minnesota has one of the most extensive policy structures in the country to support high school instructors teaching college courses. Secondary and postsecondary institutions are required to sign a concurrent enrollment agreement that provides for the following assurances: determination of qualifications and responsibilities of high school instructors; postsecondary supports for instructors, resources needed to support teaching and learning; regular communication and professional development between postsecondary faculty and high school instructors; and approval of high school instructors to teach college courses by the college or university partner.

Tuition, fees, and books for PSEO students who earn dual credits are paid for by the Minnesota Department of Education to the colleges and universities in which PSEO students are enrolled. The state also provides support to pay the cost of transportation for low income students attending college courses on a postsecondary campus. In addition to financial provisions to support access to college course-taking opportunities for students, policy holds both institutional partners to account for offering support services to students both prior to and during enrollment in the PSEO program.

Minnesota has been increasing postsecondary opportunities for students through multiple approaches, including dual enrollment. Dual enrollment programs are defined under the Minnesota Postsecondary Enrollment Options Act- Minn.Stat.124D.09. The 2012 revision to the Postsecondary Enrollment Options Act extends access to postsecondary CTE programs to students in 10th, 11th, and 12th grades. Minnesota Statute 124D, Subd.5a specifically addresses career or technical education courses for 10 grade through 12th. It also provides alternate eligibility options for 10th-grade students with disabilities who wish to participate in a career or technical education course through the PSEO programs. Secondary students who successfully
complete a postsecondary program under the Postsecondary Enrollment Options Act have a transcript with credits recorded by the postsecondary institution.

The Minnesota Department of Education developed a Postsecondary Enrollment Options Reference Guide, updated August 2017, which provides definitions of postsecondary options, eligibility of students, and participation requirements including students with Individualized Education Programs. The Guide also includes guidance for students, parents, districts and postsecondary institutions (review the guide here). The Minnesota Automated Reporting Student System (MARSS) collects enrollment and demographic student data using a unique student identification system. The system allows MDE to track student enrollment and postsecondary enrollment option participations.

Minnesota’s dual enrollment options offer thousands of Minnesota students access to rigorous college courses at their local high school. Research shows that high school students who participate in an accelerated learning option, such as concurrent enrollment, benefit greatly from:

- Exposure to high expectation
- Participation in challenging courses and
- The momentum gained by earning college credits while still in high school.

By participating in dual enrollment, high school students complete college requirements that allow for greater flexibility when they enter the university setting full-time. Students may benefit from cost-savings and shorter time-to-credential. Many concurrent enrollment alums expand upon early credits to pursue second majors, participate in study abroad opportunities, and internships. Not only do students participating dual enrollment options get a step ahead in terms of credits, but they also gain college-level skills from concurrent enrollment courses. High school-based college courses challenge high school students to think critically, write academically, and read analytically, preparing students for greater success in college.

Participating high schools also reap the benefits of concurrent enrollment. Partnerships developed between university faculty and high school teachers provide learning and training opportunities that may not otherwise exist. Additionally, concurrent enrollment students stay at the high school instead of leaving to attend classes at a college or university. Finally, through participation in concurrent enrollment, high schools establish themselves as education leaders by setting high standards, providing outstanding offerings, and preparing students for the 21st century.

All thirty-one of the two-year colleges in the Minnesota State system participate in dual enrollment options and offer those opportunities to high school students. In 2018, over 41,000 high school students gained college credit via dual enrollment, and participation in dual enrollment has grown by 44% over the past five years. This statistic is inclusive of career and technical educational coursework.

Professional development is an essential part of the successful dual enrollment activities. The Minnesota State system office provides a variety of professional development opportunities for both internal staff and external partners specific to dual enrollment opportunities and
requirements. Monthly webinars are held for concurrent enrollment directors for our 33 concurrent enrollment programs to share best practices, provide policy guidance, and share information relevant to effective program implementation. Due to state legislation requiring all concurrent enrollment programs to receive NACEP accreditation, we provide annual workshops in collaboration with NACEP. NACEP is the national accreditor of concurrent enrollment programs and provides rigorous programs standards to support high-quality programming. These workshops provide opportunities to learn more about the standards, how to implement them, and how to prepare a strong portfolio for accreditation. Minnesota State also held its first concurrent enrollment summit in the fall of 2018 bringing secondary and postsecondary partners together from across the state to learn about effective and equitable programming practices and build a community of practice statewide. For programming where high school students take college courses on the college campus (PSEO), quarterly webinars are held to share practices and the state holds an annual convening of program coordinators to engage in professional development around the specific program needs of this model. Technical assistance is provided as specialized support for PSEO programming with students enrolled in the state-approved alternative high schools as well.

For all the success of dual enrollment in all of its iterations, two major challenges persist:
1. The barriers created by the misalignment of secondary teacher licensure requirements and postsecondary minimum qualifications in the same or similar content areas
2. The recruitment and support of nonwhite students into dual enrollment opportunities.

The table below reflects the distribution of students by race/ethnicity within Minnesota State Colleges and Universities.

<table>
<thead>
<tr>
<th>Race/Ethnicity Category</th>
<th>2018 N</th>
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<tbody>
<tr>
<td>American Indian or Alaska Native</td>
<td>241</td>
<td>1%</td>
</tr>
<tr>
<td>Asian</td>
<td>1,700</td>
<td>4%</td>
</tr>
<tr>
<td>Black or African American</td>
<td>1,590</td>
<td>4%</td>
</tr>
<tr>
<td>Hispanic of any race</td>
<td>1,911</td>
<td>5%</td>
</tr>
<tr>
<td>Native Hawaiian or Other Pacific Islander</td>
<td>19</td>
<td>0%</td>
</tr>
<tr>
<td>Two or more races</td>
<td>1,536</td>
<td>4%</td>
</tr>
<tr>
<td>Nonresident Alien</td>
<td>13</td>
<td>0%</td>
</tr>
<tr>
<td>White</td>
<td>32,078</td>
<td>78%</td>
</tr>
<tr>
<td>Unknown race and ethnicity</td>
<td>2,190</td>
<td>5%</td>
</tr>
<tr>
<td><strong>Total PSEO</strong></td>
<td><strong>41,278</strong></td>
<td><strong>100%</strong></td>
</tr>
</tbody>
</table>

**Note:** Total PSEO headcount is unduplicated (i.e., a student is counted once in the fiscal year if they were enrolled in traditional, concurrent and/or other contract PSEO). Minnesota State System Office Research, Academic and Student Affairs, PSEO_Data_All_FY 2013-2018 4/22/2019
Both of these challenges are a priority for actions to be addressed in Minnesota’s 4-year plan.

**B.2.h. Definition of size, scope and quality**

Minnesota defines size, scope and quality as documented below. However, the State is reviewing and potentially revising these components as we collect information from the comprehensive needs assessments and our formal consultations.

### Size
- Parameters/resources that affect whether the program can adequately address student learning outcomes. This includes:
  - Number of students within a program
  - Number of instructors/staff involved with the program
  - Number of courses within a program
  - Available resources for the program (space, equipment, supplies)

### Scope
- Programs of study are part of or working toward inclusion within a clearly defined career pathway with multiple entry and exit points. (The goal of Six State Recognized programs of study offered within a consortium will be a component of the full Perkins V plan.)
- Programs of study are aligned with local workforce needs and skills.
- Postsecondary programs connect with secondary career and technical education via articulation agreements and/or dual credit, etc.
- Programs develop not only specific work-based skills, but also broadly applicable employability skills

### Quality
- A program must meet two out of the following three criteria: the program develops (1) high skilled individuals, (2) individuals who are competitive for high wage jobs, and (3) individuals who are trained for in-demand occupations.
  - High skilled: programs that result in industry-recognized certificates, credentials, or degrees,
  - High wage: High wage is anything that is above the median wage for all occupations ($41,749 based on 2018 data from Minnesota Department of Employment and Economic Development)
  - In demand: occupations that are identified in the Occupation in Demand index (https://careerwise.minnstate.edu/jobs/hotCareers?re=R01000) and/or through local needs assessment.
- A program or activity must work toward closing student equity gaps in access and completion (e.g., reducing barriers to students, implementing guided pathways, providing recruitment).
- A program must work toward effectively using data to inform and improve student learning.
- Approved programs meet the requirements of MDE or Minnesota State policies and rules
- Implementation of a continuous program improvement process approved in the local application
- Activities must support or be collaborations with POS
B.3.a. (i,ii,iv required)  
Meeting the Needs of Special Populations

a. Describe the eligible agency’s program strategies for special populations, including a description of how individuals who are members of special populations—

i. will be provided with equal access to activities assisted under this Act;
ii. will not be discriminated against on the basis of status as a member of a special population;
iii. will be provided with programs designed to enable individuals who are members of special populations to meet or exceed State determined levels of performance described in section 113, and prepare special populations for further learning and for high-skill, high-wage, or in-demand industry sectors or occupations;
iv. will be provided with appropriate accommodations; and
integrated settings that support competitive, integrated employment.
(Section 122(d)(9) of Perkins V)

All Minnesota students deserve high-quality learning opportunities which lead to workforce readiness and access to further learning. The pursuit of educational equity recognizes the historical conditions and barriers that have prevented opportunity and success in learning for students based on their race, gender, language, disability, income, and other social conditions. All stakeholders must work intentionally and collaboratively to correct these realities. Minnesota’s World’s Best Workforce, the Every Student Succeeds Act (ESSA) and Minnesota’s Commitments to Equity require meaningful inclusion of all students in the system and hold every public school accountable for the outcomes of each student group.

Equity is different from equality. Although equality demands that everyone is treated the same, equity recognizes the unique identity of a student that is too often impacted by racism, bigotry, or bias. Equity corrects these realities through conversations, actions, and distribution or redistribution of resources based on individual and group needs to eliminate structures and barriers to ensure equitable outcomes. By eliminating systemic barriers and biases, well-implemented Career and College Readiness (CCR) programs improve outcomes for underserved students and benefit everyone. Commitments to equity provide the framework for school- and district-level actions that will result in greater access, participation, representation, and attainment of CCR skills for all students.

Applying specifically to Perkins funded activities, all local consortia applications are reviewed by the Minnesota State System Office and Minnesota Department of Education staff to ensure that discrimination against members of special populations in learning, student recruitment and support services, and physical accessibility is not apparent in written goals, objectives, strategies or policies. It is an expectation that each local consortium will identify how the needs of special populations of students will be met to ensure that all learners can be successful and experience the same rigorous career and technical education programs leading to high skill, high wage or in-demand occupations. The work of Perkins V will continue the emphasis of Perkins IV towards
developing strategies that focus not just on emphasizing student recruitment but put in place strategies and support that ensure learner success within CTE programs such as:

- Developing activities that have representation of males and females, minorities or persons with disabilities in programs and occupations in which these groups traditionally have not been represented
- Providing access to equitable work-based learning (WBL) opportunities by supporting and expanding participation (e.g. transportation, capacity-building for WBL programs, curriculum)
- Recruiting and counseling learners for occupational education without regard to race, color, national origin, gender or (dis)ability
- Expanding the opportunities for learners in diverse geographic communities and to explore and experience CTE in flexible environments such as online learning and community-based CTE programming
- Extending outreach to include more community and industry input on meaningful and quality CTE opportunities and experiential learning

ii. will not be discriminated against on the basis of status as a member of a special population

Under Perkins V, Minnesota will continue the adherence to the Office of Civil Rights guidelines and requirements. OCR Guidelines require each state agency receiving federal financial assistance that offer or administers vocational education programs to develop and implement a program to monitor compliance with Title VI of the Civil Rights Act of 1964, Title IX of the Education Amendments of 1972, and Section 504 of the Rehabilitation Act of 1973. Compliance with the law will include review of institution’s documents and publications containing Title VI, Title IX, and Section 504 policy statement(s) of nondiscrimination; language or media used in public notifications other than English if necessary; and statement(s) or write-up(s) used to notify public of nondiscrimination in career and technical opportunities including date(s) issued.

Minnesota State has adopted the general philosophy that this compliance program be perceived and projected as an opportunity to put students first and to improve the learning environment through activities that allow the system to examine the status of existing conditions, identify problems that exist, plan and implement correction and/or improvement and provide the changes as opportunity for improvement across the full Minnesota State system.

In addressing our secondary student population, the Minnesota Department of Education Civil Rights Compliance Review program is designed to ensure that all groups and populations have an equal opportunity to access their education:

- Review data and records, interview staff and students, administer a survey, and examine facilities for accessibility.
- Prepare a Letter of Findings, detailing areas that are out of compliance, and assist with the development of a Voluntary Compliance Plan that outlines what will be done to come into compliance.
• Assist with completing the items on a voluntary compliance plan, including providing technical assistance and sample policies and procedures.

Secondary
The Minnesota Department of Education 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 IV will continue under Perkins V. Specialists within the Minnesota Department of Education will review Minnesota school districts on a cyclical time frame.

Postsecondary
Minnesota State has demonstrated a long-standing commitment to equity and ensuring that members of special populations are provided equal access to programs. Each year Minnesota State conducts a minimum of four Civil Rights (OCR) compliance reviews. The major purposes of the OCR Compliance Review are to ensure that community colleges are providing equal access to CTE through vigorous enforcement of civil rights in compliance with the requirements of Title VI of the Civil Rights Act of 1964, Title IX of the Education Amendments of 1972, Section 504 of the Vocational Rehabilitation Act of 1973, and Title II of The Americans with Disabilities Act (ADA). In addition to conducting a minimum of four local OCR On-Site Compliance Reviews each year, Minnesota State provides ongoing technical assistance to community college staff members on equal access.

Both the Minnesota Department of Education and Minnesota State provide professional development to staff and Perkins consortia leadership as well as teachers and faculty. The Office of Equity and Inclusion and the Office of General Counsel also provides professional development such as the January 17, 2019 workshop Disability Accommodations: Students and Employees (https://www.minnstate.edu/system/ogc/docs/webinars/2ndThursday2019JanPowerPower.pdf).

The Minnesota State Board of Trustee Policy 1B1 addresses Equal Opportunity and Nondiscrimination in Employment and Education. Individual campuses are also required to apply the Minnesota State Board of Trustee Policy or implement a local policy providing not less than the system criteria.

Minnesota State Board of Trustee Policy 1B1

Subpart A. Equal opportunity for students and employees. Minnesota State Colleges and Universities has an enduring commitment to enhancing Minnesota’s quality of life by developing and fostering understanding and appreciation of a free and diverse society and providing equal opportunity for all its students and employees. To help effectuate these goals, Minnesota State Colleges and Universities is committed to a policy of equal opportunity and nondiscrimination in employment and education.
One of the strategies in place to help special populations meet or exceed state levels of performance involves proving awareness of and recruitment into programs of high skills, high wage, or in-demand sectors or occupations. Minnesota has developed, supported, and encouraged the use of electronic career guidance tools for raising awareness of career options. Examples of guidance tools for learners to explore and build individual career plans include Minnesota Career Information System (MCIS), TalentNeuron Recruit and CAREERWise. Examples of data tools to provide research and additional useful information about career options available, including non-traditional careers, and career options for ex-offenders, are listed below:

1. Career profile integration example:
   (New: job counts, top employers, top skills, top certifications, and links to job postings)
   http://careerwise.minnstate.edu/careers/careerDetail?id=6&oc=132011&title=Accountants%20and%20Auditors

2. Industry profile integration example:
   (New: top employers, links to job postings)
   http://careerwise.minnstate.edu/careers/industryDetail?in=221&title=Utilities

3. Integrated job search tool:
   (New: job postings and multiple options to filter data)
   http://careerwise.minnstate.edu/jobs/jobSearchResults

4. Career Information Site tailored to better meet the needs of students in Special Education.

5. Tools and insights into career clusters through the lens of employer demand
   http://www.realtimetalent.org/research/cte-pathways/

Other strategies to support special populations include broadening outreach and communication related to community based education or training and employer partnerships. Increased computing engagement will supports discovering or creating opportunities that promote the value of CTE for career development and work preparation. Community engagement and communication strategies include:

- Existing partnerships with workforce centers, Minnesota Department of Employment and Economic Development, workforce service organizations and other potential partners to inform stakeholders about access and opportunity and value of CTE. Community organizations, workforce centers and state agencies will be invited via RFP process and state register notification to apply for funding to support corrections and disabilities services.

- New partners, both internal and external, will be engaged to identify and develop system strategies for addressing disparities or equity related
performance gaps. These partners will also serve as a resource for increasing the recruitment and retention of underrepresented faculty in CTE (e.g. OCR compliance officers, Education Innovation Faculty development, WIOA youth or adult services, services to disabilities, etc.)

- **System approaches to support shared best-practices** among diverse geographic regions of state on strategies and delivery methods proven effective in expanding the educational experiences and nontraditional career options for special populations. Use of incentivized support to replicate or scale proven practices.

- **Professional Development** for faculty, teachers, counselors and staff to address disparities including underrepresentation in nontraditional career programs. Further professional development on the impact of poverty and implicit bias on classroom teaching practices, student engagement and advising.

- **Technical Assistance** to local consortia to support equity assessment of programs of study.

- **Provide incentive and capacity-building funding** to support initiatives that increase the success of special populations. Metrics and measurements related to support requires the disaggregation of Perkins data regarding performance on core indicators and the support for the redistribution of funds to support equity.

**iv. Provide appropriate accommodations; and integrated settings that support competitive, integrated employment. (Section 122(d)(9) of Perkins V)**

Equal opportunity to enter CTE programs, services, and activities requires equal access for learners with special needs as compared to the general student population. Such provisions are reviewed for compliance throughout all required accountability indicators. Specific strategies to address learner accommodations include auxiliary or related aids and services, modified instructional equipment, and modified or adapted course offerings. Accommodations are provided for persons with disabilities in regular or special needs occupational programs. Accommodation services are publicized and use is actively encouraged by teachers, faculty and staff. Students with IEPs are assessed for career interests and abilities. The IEP reflects [career] education and training leading to the outcome of competitive, integrated employment (ACTE-SPEDS, MN Department of Education)

Work-based learning (WBL) provides appropriate accommodations for students of various ability levels. All students, regardless of abilities, must have impactful experiences. WBL experiences provide:

- Guidance to schools and employers on perceptions of quality WBL and value to all student populations

- WBL experiences and activities that offer high-quality content and curriculum, including a range of levels from exploration (experiential learning) to work experience, career preparation and instruction that is “stackable” and explores all aspects of a targeted industry or occupation.
• WBL that has quality content and learning experiences as an integral part of CTE, supporting meaningful career development.

Fiscal Responsibility

1. Describe the criteria and process for how the eligible agency will approve eligible recipients for funds under this Act, including how—
   a. each eligible recipient will promote academic achievement;
   b. each eligible recipient will promote skill attainment, including skill attainment that leads to a recognized postsecondary credential; and
   c. each eligible recipient will ensure the local needs assessment under section 134 takes into consideration local economic and education needs, including, where appropriate, in-demand industry sectors and occupations.
   (Section 122(d)(5) of Perkins V)

Academic Achievement:

Continuing Minnesota’s consortium model, eligible recipients must offer Career and Technical Education (CTE) programs that include rigorous, coherent CTE content aligned with challenging academic standards. All programs of study must include opportunities for both academic and technical skill attainment. The minimum-requirements rubric recently redesigned to recognize CTE programs of study at the state level includes academic skills as a required part of the program of study. One of seven minimum requirements for state-recognized programs of study in Minnesota is that “Course standards accurately align to the academic, technical, and employability skills learners must master for entry and success in a given career pathway.” This articulates that the foundation of a program of study is the academic skills students must have to enter and advance in college and in their careers.

Academic skills as the foundation of a program of study is further emphasized in the Minnesota Department of Education’s recent work on Career and College Readiness (CCR). In March, 2016, MDE, in collaboration with the Regional Educational Laboratory (REL) Midwest and the Midwest Comprehensive Center (MSCC), brought together a group of stakeholders to articulate what career and college readiness means for Minnesota students. Minnesota’s vision of CCR is that a well-rounded view of education is needed to drive educational and workforce goals and policies. Taking many perspectives into consideration, along with stakeholder feedback, the Minnesota CCR Work Group developed a holistic vision of career and college readiness: “A sufficiently prepared student is one who has the knowledge, skills, mindset, and experiences in the academic, workplace, and personal/social domains to keep learning and, beyond secondary school, to successfully navigate toward and adapt to an economically viable career.” Clearly, academic skills are at the very foundation of career and college readiness. CCR resources developed by MDE and distributed to secondary districts provide a comprehensive set of guidance, strategies, and tools for engaging districts and schools in equity-oriented CCR program planning and a continuous improvement process.
Skill Attainment:

The reporting of technical skills assessment has been part of a very intentional review process in Minnesota for more than a decade. Technical skill assessment project began in 2007 with a pilot group of five programs of study completing a comprehensive review of foundational and academic knowledge, skills, and technical competencies needed to gain employment in selected careers. Through this collaborative process, secondary teachers, postsecondary faculty, business/industry experts validated the appropriate competencies, and technical skill assessments that would support these competencies. Minnesota continued completion of this process of bringing the secondary and postsecondary teaching staff together with their business and industry partners twice to analyze each of the 72 career pathways.

The first review process provided the development and validation of the competencies and identification of assessments. The second review was a process of quality improvements and updating of the competencies and assessments. Minnesota conducted over 490 meetings -- both initial development and quality improvement of competencies and technical skill assessment validation. Over 600 secondary teachers, 500 post-secondary faculty have participated in the meetings. This has led to engaging 850 business and industry representatives and experts. The state has developed a comprehensive list of over 750 recognized technical skill assessments that are available to teachers and faculty. This list includes industry recognized credentials, licensure, technical skill assessments, and certifications.

All state-recognized POS will lead to a recognized postsecondary credential. The definition of recognized postsecondary credential utilized is the WIOA definition. Under WIOA the term “recognized postsecondary credential” means a credential consisting of an industry-recognized certificate or certification, a certificate of completion of an apprenticeship, a license recognized by the State involved or Federal Government, or an associate or baccalaureate degree.

In addition, Minnesota will validate the definitions of program quality and determine baseline data for CTE concentrators in academic year 2019-2020. The complete accountability system, secondary and postsecondary, will monitor academic performance and completion rates including CTE subpopulations. Professional development and technical assistance will be provided to assist consortia in developing and implementing continuous improvement plans.

Local Needs Assessment (Section 122(d)(5) of Perkins V)

Minnesota will operate under a transition plan for 2019-2020 and formal consortia needs assessments are not required. As part of their local application, on May 15, 2020, local consortia will submit a comprehensive local needs assessment (CLNA) as per Perkins V requirements to be an eligible recipient of funds. All elements documented in Section 134 of the ACT will be required: student performance, sufficient size, scope, and quality; progress toward programs and programs of study, recruitment, retention and training of CTE professionals, and equity of access.
Our Advancing CTE Strategic Direction group has been reviewing research, consulting with other states and gleaning promising practices from the states experience with WIOA and ESSA needs assessments to formulate a CLNA form and guide to increase the consortia’s success in gathering, analyzing, and implementing actions from the CLNA. Professional development regarding the form, guide and process will begin July 31, 2019.

The joint secondary and postsecondary application submitted by consortia must provide performance targets and strategies for continuous improvement of academic achievement and technical skill attainment linked to comprehensive local needs assessment.

2. Describe how funds received by the eligible agency through the allotment made under section 111 of the Act will be distributed—

a. among career and technical education at the secondary level, or career and technical education at the postsecondary and adult level, or both, including how such distribution will most effectively provide students with the skills needed to succeed in the workplace; and

Funds received by the eligible agency through the allotment made under section 111 will be allocated to local consortia as follows:

Eighty-five percent of the funds will be allocated under Section 131. These basic grant funds are calculated by formula with the split of distribution to secondary programs 42% of the 85% and postsecondary 58% of the 85%. This funding split is based on an agreement between the Minnesota Department of Education and the Minnesota State Colleges and Universities and will continue in place during the 2019-2020 one-year transition.

Ten percent of that 85% is distributed to secondary programs (42%) and postsecondary (58%). These funds take into consideration “rural” and high numbers by adding the square mileage of the consortia as part of the calculations. Allocation amounts to the whole consortium are based on 50% sum of the area for member district in the consortium area if/as consortium have greater than 50 square miles of area served.

b. among any consortia that may be formed among secondary schools and eligible institutions, and how funds will be distributed among the members of the consortia, including the rationale for such distribution and how it will most effectively provide students with the skills needed to succeed in the workplace. (Section 122(d)(8) of Perkins V)

Secondary formula for the one-year transition 2019-2020:
2018 U.S. Census data for the population by school district of individuals aged 5-17
2018 U.S. Census data for the population by school district of individuals aged 5-17 in households of poverty

- The secondary consortium award for distribution equals the sum of the amounts calculated for each district member of the consortium.

Postsecondary formula:
2018 CTE Postsecondary Pell Recipients

- The postsecondary consortium formula equals the sum of the amounts calculated for each college member of the consortia.

The full consortium award of the basic funding is the total summation of all calculated amounts specific to the secondary and postsecondary members of the consortium. For example, the Saint Paul consortium total award is the addition of Saint Paul Public School Districts census data, Saint Paul Public School Districts census data for poverty plus the Saint Paul College allocation calculated using the CTE FY18 Pell recipient numbers.

3. For the upcoming program year, provide the specific dollar allocations made available by the eligible agency for career and technical education programs and programs of study under section 131(a)-(e) of the Act and describe how these allocations are distributed to local educational agencies, areas career and technical education schools and educational service agencies within the State. (Section 131(g) of Perkins V)

Minnesota allocates Perkins Basic Grant funds between secondary and postsecondary programs under a funding split that is based upon the agreed percent split. Specifically, the funding split of 42% for secondary programs and 58% for postsecondary programs. Minnesota uses Title I, Part B funds as follows: at least 85% will be distributed by formula allocation to LEAs/State consortia; 10% will fund state programs and state leadership projects, and no more than 5% will fund administration of the state plan. The formula amount for secondary and postsecondary consortia for 2019-2020 will be $14,316,255.90 with the Perkins Reserve amount of 10% (of the 85%) at $1,590,695.10.

The State requires each eligible recipient (consortium) to submit a local application and an evaluation plan to receive Perkins Basic Grant funds. The transition year 2019-2020 will be used to continue examining both the percentage of reserve funds as well as how the State might distribute Reserve funds in the context of Perkins V. The State will review distribution percentage between secondary and postsecondary funds for allocation during the 4-year plan.

4. For the upcoming program year, provide the specific dollar allocations made available by the eligible agency for career and technical education programs and programs of study under section 132(a) of the Act and describe how these allocations are distributed to eligible institutions and consortia of eligible institutions within the State.
Each consortium determines a fiscal agent to manage distribution for the secondary partners and a second fiscal agent to manage distribution for the postsecondary partners. The members of the consortium jointly determine the process for prioritizing activities that are reasonable, necessary, and allocable. Members of a consortium reach agreement upon the mutually beneficial programs and services that Perkins funds will support, describe the purposes and programs in their joint application, and include evidence of assessment and continued improvement.

5. Describe how the eligible agency will adjust the data used to make the allocations to reflect any changes in school district boundaries that may have occurred since the population and/or enrollment data was collected, and include local education agencies without geographical boundaries, such as charter schools and secondary schools funded by the Bureau of Indian Education. (Section 131(a)(3) of Perkins V)

As in past practice, Minnesota adjusts consortia allocations to reflect the changes that occurred in district enrollment including charter schools with approved secondary CTE programs opening or closing in the district’s geographical boundaries or the consolidation of local districts.

6. If the eligible agency will submit an application for a waiver to the secondary allocation formula described in section 131(a)—a. include a proposal for such an alternative formula; and b. describe how the waiver demonstrates that a proposed alternative formula more effectively targets funds on the basis of poverty (as defined by the Office of Management and Budget and revised annually in accordance with section 673(2) of the Community Services Block Grant Act (42 U.S.C. 9902(2)) to local educational agencies with the State. (Section 131(b) of Perkins V)

Also indicate if this is a waiver request for which you received approval under the prior Carl D. Perkins Career and Technical Education Act of 2006 (Perkins IV).

No alternative formula is proposed for secondary or postsecondary allocations at the time of the transition plan submission.

7. If the eligible agency will submit an application for a waiver to the postsecondary allocation formula described in section 132(a)—a. include a proposal for such an alternative formula; and b. describe how the formula does not result in a distribution of funds to the eligible institutions or consortia with the State that have the highest numbers of economically disadvantaged individuals and that an alternative formula will result in such a distribution. (Section 132(b) of Perkins V)

Also indicate if this is a waiver request for which you received approval under the prior Carl D. Perkins Career and Technical Education Act of 2006 (Perkins IV).

No alternative formula is proposed for secondary or postsecondary allocations at the time of the transition plan submission.
8. Provide the State’s fiscal effort per student, or aggregate expenditures for the State, that will establish the baseline for the Secretary’s annual determination on whether the State has maintained its fiscal effort, and indicate whether the baseline is a continuing level or new level. If the baseline is new, please provide the fiscal effort per student, or aggregate expenditures for the State, for the preceding fiscal year. (Section 211(b)(1)(D) of Perkins V)

Using aggregate numbers of state support for CTE which is calculated by excluding tuition revenue and allocating indirect expenses, the maintenance of effort for 2017 is equal to $124,944,120.00

The baseline Minnesota proposes going forward is $125,000,000.00.

Prior year trend data is provided below:

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<th>Year</th>
<th>Amount</th>
<th>Percentage Increase</th>
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<tbody>
<tr>
<td>2017</td>
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<td>(3% increase from 2016)</td>
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<tr>
<td>2016</td>
<td>$121,070,486</td>
<td>(6% increase from 2015)</td>
</tr>
<tr>
<td>2015</td>
<td>$114,598,475</td>
<td>(3% increase from 2014)</td>
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</table>
Additional Attachment In Response To The Jun 24, 2019 OCTAE Request

A. State Name: Minnesota

B. Eligible Agency (State Board) Submitting Plan on Behalf of State: The Board of Trustees of the Minnesota State Colleges and Universities

C. Person at, or officially designated by, the eligible agency, identified in Item B above, who is responsible for answering questions regarding this plan. This is also the person designated as the "authorized representative" for the agency.

1. Name: Jeralyn Jargo
2. Official Position Title: State Director for Career and Technical Education
3. Agency: Minnesota State Colleges and Universities
4. Telephone: (651) 201-1650.
5. Email: Jeralyn.jargo@minnstate.edu

Additional attachment in response to the OCTAE request below:

OCTAE has provided the following feedback regarding the Narrative Descriptions section of your State Plan:

1) -As an attachment to your plan, please explain the flexibility given to local districts if they cannot meet the state determined definition of size, scope, and quality. Challenges of size, scope, and quality will be addressed at an individual consortium level in discussion with State staff, with the provision of formal and informal professional development, and with close monitoring of impact, including unintended consequences, during our transition year.

State staff will work with local consortia as their courses, programs, and initiatives are reviewed for meeting size, scope, and quality definitions. Those conversations have begun as the consortia presented their individual transition applications. In addition, the consortia leadership will participate in professional development, July 31, 2019, with size, scope and quality as part of the program agenda. State staff is also providing individual technical assistance at the request of the local consortia. A potential outcome of the July 31 professional development day is the utilization of state leadership funds to provide resources for consortia who have identified the need for additional resources as size, scope, and quality becomes part of continuous improvement or innovation initiatives.

The resources provided by Advance CTE such as CTE On The Frontier: Rural CTE Strategy Guide (retrieved June 24, 2019 https://careertech.org/resource/cte-frontier-rural-strategy-guide) and CTE on the Frontier: Connecting Rural Learners with the World of Work (retrieved June 24, 2019 https://careertech.org/resource/cte-frontier-world-work) are part of the resources and potential strategies to be applied by the local consortia as size, scope and quality are reviewed. The State will continue to use the transition year to gauge impact caused by the implementation of the new size, scope, and quality definitions.
2) Provide the Secondary and Post-secondary allocations (even if preliminary) for the Perkins grant that will begin on July 1, 2019. Include the name of each eligible recipient and the dollar amount that they are tentatively slated to receive.
Attached.
## 2019-2020 Perkins Distribution - Basic and Reserve
### July 12, 2019

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<th>Consortium</th>
<th>Secondary Basic</th>
<th>Secondary Reserve</th>
<th>Post-Secondary Basic</th>
<th>Post-Secondary Reserve</th>
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<th>Total Secondary</th>
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Statutory Assurances

The eligible agency assures that:

1. It made the State plan publicly available for public comment for a period of not less than 30 days, by electronic means and in an easily accessible format, prior to submission to the Secretary for approval and such public comments were taken into account in the development of this State plan. (Section 122(a)(4) of Perkins V)

2. It will use the funds to promote preparation for high-skill, high-wage, or in-demand industry sectors or occupations and non-traditional fields, as identified by the State. (Section 122(d)(13)(C) of Perkins V)

3. It will provide local educational agencies, area career and technical education schools, and eligible institutions in the State with technical assistance, including technical assistance on how to close gaps in student participation and performance in career and technical education programs. (Section 122(d)(13)(E) of Perkins V)

4. It will comply with the requirements of this Act and the provisions of the State plan, including the provision of a financial audit of funds received under this Act, which may be included as part of an audit of other Federal or State programs. (Section 122(d)(13)(A) of Perkins V)

5. None of the funds expended under this 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. (Section 122(d)(13)(B) of Perkins V)

6. It will use the funds provided under this Act to implement career and technical education programs and programs of study for individuals in State correctional institutions, including juvenile justice facilities. (Section 122(d)(13)(D) of Perkins V)

I understand that the use of the Personal Identification Number (PIN) supplied to me by the Department to certify and submit these assurances is the same as certifying and signing the document with a hand-written signature.

Signature of Authorized Individual (PIN): ****
Title/Agency: State Director
Date: 5/23/2019 12:00:00 AM
EDGAR Certifications

By submitting a Perkins V State Plan, consistent with 34 CFR 76.104, the eligible agency certifies that:

1. It is eligible to submit the Perkins State plan.
2. It has authority under State law to perform the functions of the State under the Perkins program(s).
3. It legally may carry out each provision of the plan.
4. All provisions of the plan are consistent with State law.
5. A State officer, specified by title in Item C on the Cover Page, has authority under State law to receive, hold, and disburse Federal funds made available under the plan.
6. The State officer who submits the plan, specified by title in Item C on the Cover Page, has authority to submit the plan.
7. The entity has adopted or otherwise formally approved the plan.
8. The plan is the basis for State operation and administration of the Perkins program.

I understand that the use of the Personal Identification Number (PIN) supplied to me by the Department to certify and submit these assurances is the same as certifying and signing the document with a hand-written signature.

Signature of Authorized Individual (PIN): ****
Title/Agency: State Director
Date: 5/23/2019 12:00:00 AM
ASSURANCES - NON-CONSTRUCTION PROGRAMS

Public reporting burden for this collection of information is estimated to average 15 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 (0348-0040), 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 cost) 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 19 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 handicap; (d) the Age Discrimination Act of 1975, as amended (42 U.S.C. §§86101-6107), which prohibits discrimination on the basis of age; (e) the Drug Abuse Office and Treatment Act of 1972 (P.L. 92-255), as amended, relating to nondiscrimination on the basis of drug abuse; (f) the Comprehensive Alcohol Abuse and Alcoholism Prevention, Treatment and Rehabilitation Act of 1970 (P.L. 91-616), as amended, relating to nondiscrimination on the basis of alcohol abuse or alcoholism; (g) §§523 and 527 of the Public Health Service Act of 1912 (42 U.S.C. §§290 dd-3 and 290 ee 3), as amended, relating to confidentiality of alcohol and drug abuse patient records; (h) Title VIII of the Civil Rights Act of 1968 (42 U.S.C. §§3601 et seq.), as amended, relating to nondiscrimination 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 III 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, as applicable, with 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.

10. Will comply, if applicable, with flood insurance purchase requirements of Section 102(a) of the Flood Disaster Protection Act of 1973 (P.L. 93-234) which requires recipients in a special flood hazard area to participate in the program and to purchase flood insurance if the total cost of insurable construction and acquisition is $10,000 or more.

11. Will comply with environmental standards which may be prescribed pursuant to the following: (a) institution of environmental quality control measures under the National Environmental Policy Act of 1969 (P.L. 91-190) and Executive Order (EO) 11514; (b) notification of violating facilities pursuant to EO 11738; (c) protection of wetlands pursuant to EO 11990; (d) evaluation of flood hazards in floodplains in accordance with EO 11998; (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 (Clean Air) Implementation Plans under Section 176(e) of the Clean 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).


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 Amendments of 1996 and OMB Circular No. A-133, "Audits of States, Local Governments, and Non-Profit Organizations."

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

[Signature]

TITLE

[Title]

APPLICANT ORGANIZATION

Minnesota State colleges and universities

DATE SUBMITTED

May 20, 2019
Disclosure of Lobbying Activities
Complete this form to disclose lobbying activities pursuant to 31 U.S.C. 1352
(See reverse for public burden disclosure)

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<th>1. Type of Federal Action:</th>
<th>2. Status of Federal Action:</th>
<th>3. Report Type:</th>
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<td>a. bid/offer/application</td>
<td>a. initial filing</td>
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<td><em>X</em> b. material change</td>
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<td>c. cooperative agreement</td>
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<td>f. loan insurance</td>
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| 4. Name and Address of Reporting Entity: |
| _X_ Prime                  |
| _______ Subawardee          |
| Tier _______ , if Known:    |

Congressional District, if known:

| 6. Federal Department/Agency: |
| Department of Education, Federal Student Aid |

| 7. Federal Program Name/Description: |
| CFDA Number, if applicable: ________ |

| 8. Federal Action Number, if known: |

| 9. Award Amount, if known: $ |
| 18,714,060.00 |

| 10. a. Name and Address of Lobbying Registrant (if individual, last name, first name, MI): |
| Endo, Lianne M. |
| Lockridge Grindal Nauen P.L.L.P |
| 415 2nd Street N.E., Suite 210 |
| Washington, D.C. 20002 |

| b. Individuals Performing Services (including address if different from No. 10a) (last name, first name, MI): |
| Endo, Lianne, M. |

| Signature:     |
| Print Name: Ron Anderson |
| Title: Senior Vice Chancellor |
| Telephone No.: 651-201-1498 |
| Date: May 20, 2019 |

Information requested through this form is authorized by title 31 U.S.C. section 1352. This disclosure of lobbying activities is a material representation of fact upon which reliance was placed by the tier above when this transaction was made or entered into. This disclosure is required pursuant to 31 U.S.C. 1352. This information will be reported to the Congress semi-annually and will be available for public inspection. Any person who fails to file the required disclosure shall be subject to a civil penalty of not less than $10,000 and not more than $100,000 for each such failure.

Authorized for Local Reproduction
Standard Form - LLL (Rev. 7-97)
CERTIFICATION REGARDING LOBBYING

Certification for Contracts, Grants, Loans, and Cooperative Agreements

The undersigned certifies, to the best of his or her knowledge and belief, that:

(1) 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 an agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with the awarding of any Federal contract, the making of any Federal grant, the making of any Federal loan, the entering into of any cooperative agreement, and the extension, continuation, renewal, amendment, or modification of any Federal contract, grant, loan, or cooperative agreement.

(2) 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 contract, grant, loan, or cooperative agreement, the undersigned shall complete and submit Standard Form-LLL, "Disclosure of Lobbying Activities," in accordance with its instructions.

(3) The undersigned shall require that the language of this certification be included in the award documents for all subawards at all tiers (including subcontracts, subgrants, and contracts under grants, loans, and cooperative agreements) and that all subrecipients shall certify and disclose accordingly. This certification is a material representation of fact upon which reliance was placed when this transaction was made or entered into. Submission of this certification is a prerequisite for making or entering into this transaction imposed by section 1352, title 31, U.S. Code. Any person who fails to file the required certification shall be subject to a civil penalty of not less than $10,000 and not more than $100,000 for each such failure.

Statement for Loan Guarantees and Loan Insurance

The undersigned states, to the best of his or her knowledge and belief, that:

If any 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 commitment providing for the United States to insure or guarantee a loan, the undersigned shall complete and submit Standard Form-LLL, "Disclosure of Lobbying Activities," in accordance with its instructions. Submission of this statement is a prerequisite for making or entering into this transaction imposed by section 1352, title 31, U.S. Code. Any person who fails to file the required statement shall be subject to a civil penalty of not less than $10,000 and not more than $100,000 for each such failure.

* APPLICANT'S ORGANIZATION

* PRINTED NAME AND TITLE OF AUTHORIZED REPRESENTATIVE

Prefix:  * First Name: Ron Anderson  Middle Name: OSCAR

Last Name: Anderson  * Title: Senior Vice Chancellor  Suffix:  

* SIGNATURE:  * DATE: May 20, 2019
General Education Provisions Act (GEPA) 427 Form (OMB Control No. 1894-0005)

Minnesota will continue to work to ensure equitable access to, and participation in, its Federally-assisted program for students, teachers, and other program beneficiaries with special needs. The State will be utilizing our comprehensive local needs assessment to help identify the presence of barriers that can impede equitable access or participation: gender, race, national origin, color, disability, or age as well as the root cause for these barriers.

Applying specifically to Perkins funded activities, all local consortia applications are reviewed by the Minnesota State System Office and Minnesota Department of Education staff to ensure that discrimination against members of special populations in learning, student recruitment and support services, and physical accessibility is not apparent in written goals, objectives, strategies or policies. It is an expectation that each local consortium will identify how the needs of special populations of students will be met to ensure that all learners can be successful and experience the same rigorous career and technical education programs leading to high skill, high wage or in-demand occupations. The work of Perkins V will continue the emphasis of Perkins IV towards developing strategies that focus not just on emphasizing student recruitment but put in place strategies and support that ensure learner success within CTE programs such as:

- Developing activities that have representation of males and females, minorities or persons with disabilities in programs and occupations in which these groups traditionally have not been represented
- Providing access to equitable work-based learning (WBL) opportunities by supporting and expanding participation (e.g. transportation, capacity-building for WBL programs, curriculum)
- Recruiting and counseling learners for occupational education without regard to race, color, national origin, gender or (dis)ability
- Expanding the opportunities for learners in diverse geographic communities and to explore and experience CTE in flexible environments such as online learning and community-based CTE programming
- Extending outreach to include more community and industry input on meaningful and quality CTE opportunities and experiential learning
- Minnesota is actively participating in recruitment and support of Teachers of Color through a state grant. These activities will support work in our teacher preparation programs for CTE.

Jeralyn Jargo

State Director of Career Technical Education

Minnesota State

30 East 7th Street, Saint Paul, MN 55101 | www.minnstate.edu

Jeralyn.jargo@minnstate.edu | 651-201-1650
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State Plan Certification

I certify that to the best of my knowledge and belief, all information and data included in this State plan submission are true and correct.

I understand that the use of the Personal Identification Number (PIN) supplied to me by the Department to certify and submit these assurances is the same as certifying and signing the document with a hand-written signature.

<table>
<thead>
<tr>
<th>Signature of Authorized Individual (PIN):</th>
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<tbody>
<tr>
<td>Title/Agency:</td>
<td>State Director CTE, Minness</td>
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<tr>
<td>Date:</td>
<td>5/23/2019 12:00:00 AM</td>
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