

Academic Programs	Use of the term differs greatly between secondary and postsecondary education systems in Minnesota. At the college level, academic programs are a specific sequence of courses that create programs such as pre-med, manufacturing engineering, nursing, fine arts, or sociology, etc. At the secondary level, academic programs are the general education courses such as mathematics, science, and English. Extracurricular and elective courses are not considered academic programs at the secondary level. [Minnesota State, 2008]
Academically Disadvantaged	See Disadvantaged
Academic Program Inventory (Postsecondary only)	An official list of academic programs offered by Minnesota State. The inventory includes notations of Perkins-eligible and nontraditional programs.
Accuplacer	A course placement assessment used by some colleges, including most Minnesota State schools to assess reading, writing, and math skills. Results are used to place students in appropriate level of college courses.
Administration	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 percent) of the grant funds at the secondary or postsecondary level.
Adult Learner	Adult learners exhibit one or more of seven characteristics: <ul style="list-style-type: none"> • Have delayed enrollment into postsecondary education • Attend a postsecondary program 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

	[U.S. Department of Education, National Center for Education Statistics (NCES)]
All Aspects of the Industry	Strong experience in, and understanding of, all aspects of the career field 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]
Annual Performance Report (APR)	A consortium report of data, fiscal, and continuous improvement outcomes for the prior fiscal year Perkins annual application (MDE/Minnesota State, 2009).
Articulated High School to College Credit	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-to-postsecondary articulation. The secondary-to-postsecondary version describes a high school/college connection. The higher education version of vertical articulation describes a community or technical college to four-year college or university connection. [Minnesota State/MDE, 1998]
Articulation Agreement	A written, signed commitment: <ol style="list-style-type: none"> 1. that is agreed upon at the state level or approved annually by lead administrators of: <ol style="list-style-type: none"> a) a secondary institution and a postsecondary educational institution; or b) a sub-baccalaureate degree granting postsecondary educational institution and a baccalaureate degree granting postsecondary educational institution; and 2. that includes a Program of Study that is: <ol style="list-style-type: none"> a) designed to provide learners with a non-duplicative sequence of progressive achievement leading to technical skill proficiency, a credential, a certificate, or a degree; and

	<p>b) utilizes credit transfer agreements between the institutions described in clause 1. or 2. of subparagraph A</p> <p>[Perkins Act, 2006; Minnesota State Procedure 3.36.1, Part 2, Subpart M]</p>
Brokering of Services (Continuum of Services for Learners)	The act of a consortia collaborating with other consortia, as needed, to assist learners in locating Programs of Study that meet their career interests and aspirations. Also, actions take to assist learners in locating appropriate preparatory courses or learning activities not available locally to prepare for a Program of Study (MDE/Minnesota State, 2008).
CTE Awards	Minnesota State define these as postsecondary certificates, diplomas, Associate of Applied Sciences (AAS), and Associate of Science (AS).
CareerWISE	A career exploration website administered by the Minnesota State System Office. Formerly called ISEEK.org.
Career and Technical Education (CTE)	Organized educational programs, services, and activities which are related to the preparation of individuals for paid or unpaid work or for additional preparation for a career requiring technical competencies or a postsecondary or higher education advanced degree (MN Rules 3505.1000).
Career and Technical Education College Courses	<p>Courses with Classification of Instruction Program (CIP) Codes that are in one of the 16 career clusters as defined by the U.S. Department of Education (Minnesota State, 2009).</p> <p>CTE courses offer a coherent sequence and:</p> <ol style="list-style-type: none"> 1. provide individuals with rigorous content aligned with challenging academic standards and relevant technical knowledge and skills needed to prepare for further education and careers in current or emerging professions; 2. provide technical skill proficiency, an industry-recognized credential, a certificate, or an associate degree; and may include prerequisite courses (other than remedial courses) that meet other requirements; and include competency-based applied learning that contributes to the academic knowledge, higher-order reasoning and problem-solving skills, work attitudes, general employability skills, technical skills, occupation-specific skills, and knowledge of all aspects of an industry, including entrepreneurship of an individual (Carl D. Perkins Act 2006).
Career and Technical Student	A high school or college student leadership organization, recognized under M.S. 124D.355 or Minnesota State Board Policy as a CTSO, and considered co-curricular in nature, that engages in activities integral to

<p>Organization (CTSO)</p>	<p>student success in career and technical education programs. Examples include: Business Professionals of America, Future Farmers of America, Family Career and Consumer Leaders of America, DECA, Health Occupations Student Association, Postsecondary Agricultural Students, and SkillsUSA.</p>																
<p>Career Assessment</p>	<p>The process of measuring an individual’s career aptitude, career interest, and academic and career achievement. It may also include such factors as work history, physical capacity, work values and temperament. Career assessment may be accomplished through formal, standardized instruments or through informal means such as interviews or observing work samples (U.S. Department of Education).</p>																
<p>Career Clusters</p>	<p>A grouping of occupations/career specialties according to a national classification of 16 career clusters which are based on common knowledge and skills. The 16 career clusters can be used as an organizing framework for curriculum design and instruction by high schools and colleges (adapted from the National Association of State Directors of Career and Technical Education Consortium States’ Career Clusters Project).</p> <table border="0" data-bbox="487 966 1347 1638"> <tr> <td>Agriculture, Food, & Natural Resources</td> <td>Hospitality & Tourism</td> </tr> <tr> <td>Architecture & Construction</td> <td>Human Services</td> </tr> <tr> <td>Arts, Audio/Video Technology, & Communications</td> <td>Information Technology</td> </tr> <tr> <td>Business, Management, & Administration</td> <td>Law, Public Safety, Corrections, & Security</td> </tr> <tr> <td>Education & Training</td> <td>Manufacturing</td> </tr> <tr> <td>Finance</td> <td>Marketing, Sales, & Service</td> </tr> <tr> <td>Government & Public Administration</td> <td>Science, Technology, Engineering, & Mathematics</td> </tr> <tr> <td>Health Science</td> <td>Transportation, Distribution, & Logistics</td> </tr> </table>	Agriculture, Food, & Natural Resources	Hospitality & Tourism	Architecture & Construction	Human Services	Arts, Audio/Video Technology, & Communications	Information Technology	Business, Management, & Administration	Law, Public Safety, Corrections, & Security	Education & Training	Manufacturing	Finance	Marketing, Sales, & Service	Government & Public Administration	Science, Technology, Engineering, & Mathematics	Health Science	Transportation, Distribution, & Logistics
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<p>Career Exploration</p>	<p>An activity designed to provide individuals exposure to career options. Activities may include reviewing career opportunities in particular fields or pathways, identifying specific careers to potentially prepare for and pursue, writing individual/personalized learning plans that align with career areas or programs of study offered at the high school level, or</p>																

	using local labor market information to make short- and long-term career plans.						
Career Fields	<p>Six broad groupings of occupations that can be subdivided into 16 career clusters and numerous career pathways as part of the Minnesota Career Fields, Clusters, and Pathways framework. Students are typically exposed to career field exploration in middle school and early high school (adapted from Nebraska Department of Education).</p> <table border="0"> <tr> <td>Agriculture, Food, & Natural Resources</td> <td>Engineering, Manufacturing, and Technology</td> </tr> <tr> <td>Art, Communications, & Information Systems</td> <td>Health Science Technology</td> </tr> <tr> <td>Business, Management, & Administration</td> <td>Human Services</td> </tr> </table>	Agriculture, Food, & Natural Resources	Engineering, Manufacturing, and Technology	Art, Communications, & Information Systems	Health Science Technology	Business, Management, & Administration	Human Services
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Career Guidance & Counseling	An activity that provides to students (and parents, as appropriate) access to information regarding career awareness and planning with respect to an individual's occupational and academic future; and provides information with respect to career options, financial aid, and postsecondary options, including baccalaureate degree programs (National Counseling Guidelines, 2006).						
Career Pathways	<p>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).</p> <p>See also Rigorous Programs of Study</p>						
Classification of Instruction Program (CIP) Codes	A U.S. Department of Education classification system supporting reporting and tracking of programs of instruction. CIP Codes connect to Career Clusters, Fields and Pathways via crosswalks. In Postsecondary, Minnesota State Academic Program division assigns CIP codes to all approved academic programs and staff at system institutions locally assign CIP codes to academic courses.						
Coherent Sequence of Courses	A series of courses in which career and 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 (Minnesota State Procedure 3.36.1, Part 2, Subpart N, 2009).
College-Level	A college or university course that meets postsecondary education standards. Credits earned in a college-level course apply toward the requirements of a certificate, diploma or degree. [Minnesota State Procedure 3.3.1, Part 1, Subpart A, 2008]
College In The Schools (CIS)	A National Association of Concurrent Enrollment Programs (NACEP) accredited concurrent enrollment program serving high school students, teachers, and schools by increasing access to college learning, supporting excellence in teaching, and strengthening high school-university connections (University of Minnesota). A College in the Schools course is delivered in the high school by a high school teacher.
Community-Based Organization	A private, nonprofit organization of demonstrated effectiveness that is representative of communities or significant segments of communities and that provides job-training services. Examples include the National Urban League and the United Way of America.
Concurrent Enrollment	A college or university course made available through the Postsecondary Enrollment Options (PSEO) Program offered through a secondary school, and taught by a secondary teacher. [Minnesota State Policy 3.5 Post-Secondary Enrollment Options [PSEO] Program]
Consolidated Annual Report (CAR)	A Perkins IV state report of performance submitted annually to the U.S. Office of Education that includes state accountability data, fiscal reporting and continuous improvement outcomes (MDE/Minnesota State, 2009).
Consortium	A formal agreement involving at least one eligible postsecondary institution and at least one eligible secondary school district that partner in Minnesota to plan for and implement career and technical education programming and receive Perkins funds in a geographic region of the

	<p>state. [MDE/Minnesota State, 2008]</p>
Contextual Learning	<p>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]</p>
Continuum of Service Provision (CSP)	<p>A set of support services, curricular processes, and educational products determined by consortia that create value for students. Such services should leverage systemic change within, between, and among local consortia. Any consortium wishing to engage in CSP has four options:</p> <ol style="list-style-type: none"> 1. <i>Sequential</i>—Student need determined by consortium seeking CSP 2. <i>Concurrent</i>—Student need determined jointly by two or more consortia seeking CSP but CSP within each consortium is separate 3. <i>Coordinated</i>—Student need determined jointly by two or more consortia but CSP within all consortia aligned 4. <i>Integrated</i>—Student need determined jointly by two or more consortia with every consortium having identical CSP <p>Which option is most appropriate for a local consortium depends on the following criteria:</p> <ul style="list-style-type: none"> • Student needs • Cohorts versus individual students • Development and coordination time • Availability of staff resources • Funding constraints • Degree of adaptability <p>See also Brokering of Services.</p>
Cooperative Education	<p>A method of education for individuals who, through written arrangements between a school and employers, receive instruction, including required rigorous academic courses and related career and technical education instruction. The arrangement allows for alternation of study in school with a job in a related occupational field. Alternation:</p> <ol style="list-style-type: none"> a) A shall be planned and supervised by the school and employer so that each contributes to the dedication and employability of the individual, and

	<p>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</p> <p>[Perkins Act, 2006]</p>
Coordination	<p>Activities conducted by consortium leadership to carry out the goals for the purposes of staffing or directing local consortium activities associated with this application. Coordination may include organization and operation of professional development experiences, leadership and operation of activities associated with program development and expansion, 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 percent 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.</p> <p>[MDE/Minnesota State, 2008]</p>
Credit (Postsecondary)	<p>A quantitative measure of instructional time assigned to a course or an equivalent learning experience such as class time per week over an academic term.</p> <p>[Minnesota State Procedure 3.36.1, Part 2, Subpart P, 2009]</p>
Curriculum	<p>A coherent set of instructional experiences at the postsecondary level designed through established system college and university procedures to achieve desired student learning outcomes. Curriculum may refer to an academic program, an academic program element such as the major, an instructional unit, the general education component, or the entirety of offerings of a college or university.</p> <p>[Minnesota State Procedure 3.36.1, Part 2, Subpart Q]</p>
Disabled Person	<p>Any individual who:</p> <ul style="list-style-type: none"> a) has a physical or mental impairment that substantially limits one or more of the major life activities of that individual; b) has a record of an impairment; or c) is regarded as having an impairment. <p>This definition includes any individual who has been evaluated under Part B of the Individuals with Disabilities Education Act and is determined to be an individual with a disability who is in need of special education and related services; and any individual who is considered</p>

	<p>disabled under Section 504 of the Rehabilitation Act of 1973. At the secondary level, counts of learners with disabilities are typically based on whether a learner has an Individualized Educational Program (IEP). At the postsecondary level, counts of learners with disabilities are typically based on learner self-reports of disabling conditions. [1990 Americans with Disabilities Act]</p>
Disadvantaged	<p><i>Individuals</i>—Students who, due to economic or academic deficiencies, require special services and assistance in order to succeed in career and 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. Does not include individuals with disabilities.</p> <p><i>Academically Disadvantaged</i>—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]</p> <p><i>Economically Disadvantaged</i>—A family or individual that is eligible for any of the following:</p> <ul style="list-style-type: none"> • The program for Aid to Families with Dependent Children under Part A of Title IV of the Social Security Act (42 U.S.C. 601). • Benefits under the Food Stamp Act of 1977 (7 U.S.C. 2011). • Is counted for purposes of section 1005 of Chapter 1 of Title 1 of the Elementary and Secondary Education Act of 1965, as amended (Chapter 1) (20 U.S.C. 2701). • Qualifies for free or reduced-price meals program under the National School Lunch Act (42 U.S.C. 1751). • Determined by the Secretary of Education to be low-income according to the latest available data from the Department of Commerce. <p>A demographic group or people or residents of a geographic region who- -Identified as low income according to other indices of economic status, including estimates of those indices. If a Perkins grantee demonstrates to the satisfaction of the Secretary that those indices are more representative of the number of economically disadvantaged students attending career and technical education programs. The Secretary</p>

	<p>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 and 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.</p> <p>[Authority: 20 U.S.C. 2341(d)(3); (Federal Register, Section 400.4[b])]</p>
Displaced Homemaker	<p>An individual who:</p> <ul style="list-style-type: none"> a) has worked primarily without remuneration to care for a home and family, and for that reason has diminished marketable skills; and; b) has been dependent on the income of other family member but is no longer supported by that income; or c) 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 d) is unemployed or underemployed and is experiencing difficulty in obtaining or upgrading employment (Perkins Act, 2006).
Dropout (School)	<p>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).</p>
Dual Enrollment	<p>See Concurrent Enrollment</p>
Economically Disadvantaged Family or Individual	<p>See Disadvantaged</p>
Employer, Community, and Education Partnerships	<p>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 Minnesota State Board Policy 3.30]</p>

English as a Second Language (ESL)	See Limited English Proficiency (LEP)
English Language Learner (ELL)	See Limited English Proficiency (LEP)
Entrepreneurship	A school supervised business venture undertaken to teach the free enterprise system, including the functions of organizing and managing the factors of production or a distribution of goods or services.
EPM 11 (Postsecondary only)	Oracle Enterprise Performance Management, version 11, is a tool used to gather and organize postsecondary data from the student record data system utilized by Minnesota State. The tool is web-based, working only in Internet Explorer, and is only accessible once proper security access is obtained. Performance data for four of the six postsecondary accountability indicators is available to consortia coordinators for current (active) and previous (frozen) cohorts within this tool.
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 and 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).
Full Participation	Providing the supplementary and other services necessary for special populations to succeed in career and technical education. [ESEA Act of 2006]
General Education	A cohesive curriculum defined by system college or university faculty to develop general knowledge and reasoning ability through an integration of learning experiences in the liberal arts and sciences. [Minnesota State Procedure 3.36.1, Part 2, Subpart 5, 2009]
General Occupational Skills	Experience in and understanding of all aspects of the industry the student is preparing to enter, including planning, management, finances, technical and production skills, underlying principles of technology, labor

	<p>and community issues, and health, safety, and environmental issues P.L. 101-392, Section 521[17].</p>
<p>High School to College – Pre College, Dual Enrollment and Credit for Prior Learning Opportunities</p>	<p><i>CTE Articulated High School to College Credit</i>—Credit that is a part of a course(s) articulation agreement between high schools, colleges, or universities, and provides credit for college-level course work completed in high school.</p> <p><i>CITS</i>—College In The Schools is a type of concurrent enrollment program.</p> <p><i>AP</i>—Advanced Placement program allows high school students to take college-level courses in a high school setting. Students can receive college credits if they pass a corresponding exam.</p> <p><i>IB</i>—International Baccalaureate Diploma Program is a comprehensive two-year pre-college curriculum that is offered in high schools across the globe.</p> <p><i>CLEP</i>—The College-Level Examination Program® provides the opportunity for individuals to receive college credit at colleges and universities that accept the exam results as part of their admission criteria.</p> <p><i>PSEO</i>—Established by Minnesota State Statutes 124D.09 (www.revisor.mn.gov/statutes/?id=124D.09), Postsecondary Enrollment Options is a program that provides eligible high school students with opportunities to earn secondary and postsecondary credits for college or university courses completed on a college or university campus, at a high school, or at another location.</p> <p>[Minnesota State Board Policy, The College Board, The College-Level Examination Program, Minnesota Office of Higher Education, and Minnesota Department of Education, 2009]</p> <p>See also Concurrent Enrollment</p>
<p>High-Skill, High-Wage, High-Demand</p>	<p><i>High-Skill</i>—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: www.onetonline.org/).</p> <p><i>High-Wage</i>—Occupations that have an annual median salary higher than the area’s composite median salary of all occupations, and that comprise at least 0.1 percent of total area employment. [Department of Employment and Economic Development]</p> <p><i>High-Demand</i>—Occupations projected to have more openings as a share of employment than the area’s average, justifying the return on</p>

	investment of postsecondary education or training to prepare for the career pathway.
Individualized Educational Program (IEP)	A written statement for an individual enrolled in secondary education 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)]
Individualized Learning Plan	See Personalized Learning Plan.
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 career pathway. [Minnesota State/MDE, 2000]
ISRS (Integrated Statewide Record System; Postsecondary)	The official statewide student record system used by all Minnesota State. Data from this system is used for reporting on postsecondary CTE enrollment and accountability.
Labor Market Area	An economically integrated geographic area within which individuals can reside and find employment within a reasonable distance, or can readily change employment without changing their place of residence. Labor markets are classified as either metropolitan or non-metropolitan (small labor market) areas. [U.S. Bureau of Labor Statistics]
Limited-English Proficiency (LEP) (Individual with)	A secondary school student, an adult, or an out-of-school youth who: <ul style="list-style-type: none"> • has limited ability in speaking, reading, writing, or understanding the English language; and • whose native language is a language other than English; or • who lives in a family or community environment in which a language other than English is the dominant language (Perkins Act, 2006). <p>LEP is the preferred term over ELL or ESL.</p>
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 percent 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).

Migrant	<p>An individual who is, or whose parent or spouse is, a travelling agricultural worker, including a migratory dairy worker, or a migratory fisher, and who, in the preceding thirty-six 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 twenty miles or more to a temporary residence to engage in a fishing activity. [MDE–MARSS Manual 2006]</p>
Minnesota Academic Standards	<p>Prior to graduation, Minnesota students must meet state standards and successfully complete state assessments in language arts, mathematics and science. Minnesota students must meet state standards in social studies as determined by locally developed assessments. Minnesota students must meet either state or locally developed standards in the arts using locally developed assessments.</p> <p>Public high schools must offer at least three and require at least one of the following five arts areas: media arts; dance; music; theater; and visual arts.</p> <p>Academic standards for language arts, mathematics, science, social studies and physical education apply to all public school students, except the very few students with extreme cognitive or physical impairments for whom an individualized education plan team has determined that the required academic standards are inappropriate. An individualized education plan team that makes this determination must establish alternative standards.</p> <p>A school district must adopt graduation requirements that meet or exceed state graduation requirements established in law or rule.</p> <p>A district must establish its own standards in career and technical education, health, and world languages, and must offer courses in these subject areas. A district must use a locally selected assessment, where state assessment is not present, to determine if a student has achieved both state and local standards (M.S. 120B.021).</p> <p>Minnesota students are required to complete three kinds of requirements by the time they graduate. Students must:</p> <ul style="list-style-type: none"> • Satisfactorily complete the state course credit requirements under Minnesota Statutes, section 120B.024. • Satisfactorily complete all state academic standards or local academic standards where state standards do not apply. • Meet graduation assessment requirements.

	<p><i>Course Credits</i>—Students complete the academic standards by taking a core course of study that equips them with the knowledge and skills they need for success in postsecondary education, highly skilled work, and civic life. In order to graduate, a child’s high school coursework must include at least the minimum state course credit requirements. A course credit is equivalent to a student successfully completing an academic year of study or mastering the subject matter, as determined by the local school district. Students must complete a minimum of 21.5 course credits as follows:</p> <ul style="list-style-type: none"> • four credits of language arts • three credits of mathematics, including algebra, geometry, statistics and probability sufficient to satisfy the standards • three credits of science, including a biology credit • three and one-half credits of social studies, including U.S. history, geography, government and citizenship, world history and economics. The one-half credit of economics may be taught in a school's social studies, agriculture education, or business department • one credit in the arts • seven elective credits <p>An agriculture course may fulfill a general science credit requirement. A CTE course may fulfill a general science, mathematics, or arts credit requirement. School districts may require additional course credits or other requirements for graduation beyond the minimum required by the state.</p> <p>For the school district to grant a science, mathematics, or arts credit to a student who meets appropriate standards as part of a career and technical education program:</p> <ul style="list-style-type: none"> • the school board concludes that the standards will be delivered with integrity in the career and technical education program; and, • the career and technical education teacher meets subject matter competence for the core academic subject as identified in Minnesota Statutes, section 122A.16.
Minnesota Graduation Requirements	<p>Students beginning 9th grade in the 2004-2005 school year and later must successfully complete the following high school level course credits for graduation:</p> <ul style="list-style-type: none"> • four credits of language arts; • three credits of mathematics, encompassing at least algebra, geometry, statistics, and probability sufficient to satisfy the academic standard;

	<ul style="list-style-type: none"> • three credits of science, including at least one credit in biology; • 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; • one credit in the arts, and • a minimum of seven elective course credits. <p>A course credit is equivalent to a student successfully completing an academic year of study or a student mastering the applicable subject matter, as determined by the local school district.</p> <p>An agriculture science course may fulfill a science credit requirement in addition to the specified science credits in biology and chemistry or physics under clause (3).</p> <p>A career and technical education course may fulfill a science, mathematics, or arts credit requirement in addition to the specified science, mathematics, or arts credits under paragraph (a), clause (2), (3), or (5). [M.S. 120B.024]</p>
Minnesota State	<p>A system of public colleges and universities governed by the Board of Trustees (Minnesota State Procedure 3.36.1, Part 2, Subpart CC, 2009).</p> <p><i>Colleges</i>—Community colleges, technical colleges, and consolidated colleges that are separately accredited by the Higher Learning Commission of the North Central Association. Consolidated colleges are community colleges and technical colleges that, under Board direction, have formally organized into a single institution.</p> <p><i>Universities</i>—Confer academic awards through the graduate level and accredited by the Higher Learning Commission of the North Central Association.</p>
Nontraditional Fields or Occupations	<p>Areas of work for which individuals from one gender comprise less than 25 percent of the individuals employed in each such occupational or field work. Includes high-skill occupation in information technology and health care (Perkins Act, 2006).</p>
Occupational Skills Standards	<p>Performance specifications that are business or industry based, and that identify knowledge, skills, and abilities essential for individuals to succeed in the respective business or industry. [Minnesota State/MDE, 1998]</p>

Online Academic Program	A series of educational courses delivered entirely or mostly using Internet or mobile technology. When pedagogically necessary, limited portions of an online academic program may require face-to-face instruction, professional practice or applied activities that are not appropriate for online delivery (Minnesota State Procedure 3.36.1, Part 2, Subpart Z, 2009).
Personalized Learning Plan	Minnesota’s Personal Learning Plan (PLP) is a method for instilling in students the ability to self-manage their education and career goals, by having them reflect and document responses to an outline which prompts include self-knowledge gained through career assessments, career-related and other learning experiences, educational progress towards graduation, career clusters of interest and postsecondary goals. PLPs are to be completed before the start of 9th grade, and updated annually thereafter.
Personnel Activity Report (PAR)	A record of activities conducted by an individual funded by Perkins resources or whose services are supported by funds included in a state match of Perkins resources. As specified in USOE Circular A-87, all eligible recipients receiving Perkins IV and Tech Prep resources must maintain Personnel Activity Reports (PAR). PARs must be completed for 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.
Postsecondary Educational Institution	An institution of higher education that provides not less than a 2-year program of instruction that is acceptable for credit toward a bachelor’s degree; a tribally controlled college or university; or a nonprofit educational institution offering certificate or apprenticeship programs at the postsecondary level (Perkins Act, 2006).
Preparatory Services	<p>Programs or activities designed to assist individuals who are enrolled in career and technical education programs in the selection of, or preparation for participation in, an appropriate career and technical education training program. Preparatory services include, but are not limited to:</p> <ul style="list-style-type: none"> • Services, programs or activities related to outreach to, or recruitment of, potential career and technical education students • Career counseling and personal counseling • Career and technical assessment and testing <p>[Federal Register, Section 400.4[b]]</p>

Professional Development	<p>Instructional programs for secondary and postsecondary teachers, faculty, administrators, and career guidance and academic counselors who are involved in integrated CTE programs, including in-service and pre-service training on effective:</p> <ul style="list-style-type: none"> • integration and use of challenging academic and career and technical education provided jointly with academic teachers to the extent practical • teaching skills based on research that includes promising practices • practices to improve parental and community involvement • use of scientifically-based research and data to improve instruction <p>[Perkins Act, 2006]</p>
Program Advisory Committee	See Employer, Community, and Education Partnerships
Programs of Study	<p>Sets of aligned programs and curricula that begin at the high school level, no later than grade 11 and preferably by grade 9, and continue through college and university certificate, diploma, and degree programs. The following are key elements that underlie the definition:</p> <p>Competency-based curricula tied to industry expectations and skill standards;</p> <p>Sequential course offerings that lead to manageable “stepping stone” of skill building, high school graduation and postsecondary education completion;</p> <p>Flexible course and program formats convenient for learner segments;</p> <p>Course portability for seamless progression; and</p> <p>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.</p> <p>[Minnesota Career Fields, Clusters Pathways Chart Explanation, 2007]</p>
Projected Budget	Total estimated budget required to complete the objective for the given target period (Minnesota State/MDE Working Group, 2006).
Rigorous Program of Study	See also Career Pathways, and Program of Study

Sanctions	<p>A withholding of Perkins consortium funds implemented after an opportunity for a hearing and when a consortium meets one of three conditions:</p> <ul style="list-style-type: none"> • Fails to implement the required improvement plan. • Makes no improvement within one year of implementing the improvement plan. • Fails to meet at least 90 percent of a performance level for the same performance indicator three years in a row <p>[Perkins Act, 2006]</p>
SCANS (Secretary Commission on Achieving Necessary Skills)	<p>A Commission convened by the United States Secretary of Labor in February 1990 to examine the demands of the workplace and to determine whether the current and future workforce is capable of meeting those demands. The Commission was directed to:</p> <ul style="list-style-type: none"> • define the skills needed for employment; • propose acceptable levels in those skills; • suggest effective ways to assess proficiency; and • develop a strategy to disseminate the findings to the nation’s schools, businesses, and homes. <p>The Commission identified five competencies (i.e., skills necessary for workplace success) and three foundations (i.e., skills and qualities that underlie competencies).</p> <p>Competencies—effective workers can productively use:</p> <ul style="list-style-type: none"> • <i>Resources</i>—allocating time, money, materials, space, and staff; • <i>Interpersonal Skills</i>—working on teams, teaching others, serving customers, leading, negotiating and working well with people from culturally diverse backgrounds; • <i>Information</i>—acquiring and evaluating data, organizing and maintaining files, interpreting and communicating, and using computers to process information; • <i>Systems</i>—understanding social, organizational, and technological systems, monitoring and correcting performance, and designing or improving systems; • <i>Technology</i>—selecting equipment and tools, applying technology to specific tasks, and maintaining and trouble-shooting technologies. <p>Foundations—competence requires:</p> <ul style="list-style-type: none"> • <i>Basic Skills</i>—reading, writing, arithmetic and mathematics, speaking, and listening;

	<ul style="list-style-type: none"> • <i>Thinking Skills</i>—thinking creatively, making decisions, solving problems, seeing things in the mind’s eye, knowing how to learn, and reasoning; • <i>Personal Qualities</i>—individual responsibility, self-esteem, sociability, self-management, and integrity.
SERVS Financial System	State Educational Record View and Submission – Financial System
Single Parent	<p>An individual student who is unmarried or legally separated from a spouse; and</p> <ul style="list-style-type: none"> a) has a minor child or children for which the parent has either custody or joint custody; or b) is pregnant <p>[P.L. 101-392, Section 521 (301)]</p>
Special Populations	<ul style="list-style-type: none"> • individuals with disabilities; • individuals from economically disadvantaged families, including foster children; • individuals preparing for nontraditional fields; • single parents, including single pregnant women; • displaced homemakers; and • individuals with limited English proficiency <p>[Perkins Act, 2006]</p>
Supplant	<p>A directive that Perkins funds shall not replace (supplant) non-federal funds expended for career and technical educational. [Perkins Act, 2006]</p> <p>Permissible uses of Perkins funds allow for the supplemental funding to develop or expand career and technical education programs and activities.</p>
Support Services	Services related to curriculum modification, equipment modification, classroom modification, supportive personnel, and instructional aids and devices. [Perkins Act, 2006]
Tech Prep College Credit	Tech Prep College Credit (TPCC) courses intended for articulation as College Credit must be identical or equivalent to college or university courses, have college-level assessments, and count toward the credit requirements of a certificate, diploma, associate degree, or baccalaureate degree. The course(s) must be part of a signed 2+2

	Program Articulation Agreement. [Minnesota State/MDE Working Group, 2003]
Technical Assistance	Tailored guidance offered by state staff that helps consortium leaders address a specific need or question. It is delivered for a short, pre-determined amount of time via meetings (in-person, online or telephone), email communication, or referral to internal or external online resources in order to help consortia address a specific issue or measurement.
Technical Skill Attainment	Student attainment of knowledge and abilities required to successfully complete a career and technical education program as measured through a formal valid and reliable assessment instrument and process. [Minnesota State/MDE, 2009]
Undergraduate Course Level	<p>The degree of difficulty, the breadth and depth of learning expectations, or the sequential learning of required knowledge. Course content and level are determined by system college and university faculty through established procedures. [Minnesota State Procedure 3.36.1, Part 2, Subpart EE, 2009]</p> <p><i>Developmental</i>—courses that prepare students for entry into college-level courses. Developmental level course credits do not apply toward a certificate, diploma, or degree.</p> <p><i>Lower-Division</i>—courses that prepare students for specific academic program outcomes or for upper-division undergraduate coursework at a university.</p> <p><i>Upper-Division</i>—courses that build upon or integrates knowledge gained in lower-division undergraduate courses. Content of upper-division courses is determined by the university faculty through established procedures.</p>
Use of Funds	Categories of eligible uses of funds for Perkins activities separated into Required-Federal, Required-State and Permissible-Federal. A notated listing and description is available in Section III: Resources of annual application materials. A complete listing and description of required and permissible uses of funds is available in Section 135 of the Perkins Act of 2006. [MDE/Minnesota State, 2009]