



**Secondary Career and Technical Education
Data Reporting for Career and Technical Education Revenue and
Categorical Aid Transition-Disabled Programs**

Includes EDRS Directions for the Internet

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Minnesota Department of Education
1500 Highway 36 West
Roseville, MN 55113

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General Information

Introduction

Since the mid-1970's Minnesota has provided support for career and technical education (secondary vocational) programs in the state's public schools. This support has been in many forms, from reimbursement formulas for a percentage of costs to a modified excess cost formula that recognized the higher costs of career and technical education compared to general classroom instruction. Through most of this period, the state's support has been provided in two categories: support for Regular Secondary Career and Technical Education Programs, and support for Career and Technical Education Programs for Learners with Disabilities. Separate funding streams and separate funding mechanisms operated for each of these two categories. Beginning in 2002, support for regular secondary career and technical education programs comes through a district's permissive Career and Technical Levy, while support for career and technical education programs for learners with disabilities falls under Special Education/Transition-Disabled Revenue.

Career and Technical Education Levy

The 2000 Minnesota Legislature eliminated the aid entitlement for Regular Career and Technical Education (secondary vocational) programs beginning with the 2001-02 school year, and replaced that aid with a permissive local levy. The 2000-01 school year was the last year that state categorical aid for regular career and technical education was paid. For the 2002-04 school years, school districts were permitted to levy an amount equal to the greater of:

- the aid that the district received for regular career and technical education programs for the 2000-01 school year, OR
- \$10,000.00

Beginning with the 2004-05 school year, a district's levy authority was recalculated to be the greater of:

The lesser of:

- 25 percent of certain approved expenditures within the district's career and technical education programs or
- \$80 per student served in grades 10-12

OR

The lesser of:

- The district's career and technical levy authority for the previous year, or
- 100 percent of certain approved expenditures within the district's career and technical education programs

Revenue generated by this levy must be reserved and used only for career and technical education programs with appropriate expenditures coded through the UFARS system (Minnesota Statute, section 126C.457) under Finance Code 830, and must also be reported in the MDE Career and Technical Education Levy Recalculation Reporting System.

Transition Disabled Revenue

Revenue for Transition-Disabled programs continues as in recent years. School districts may access aid under the transition-disabled program to support career and technical education programs designed for learners with disabilities. For most districts these programs provide opportunities for learners with disabilities to take part in supervised community employment, but the transition-disabled program also supports specialized vocational assessment and the activities of appropriately licensed specialists who identify and provide necessary accommodations so that learners with disabilities can fully benefit from participation in career and technical education programs (Minnesota Statutes, section 124D.454).

Beginning in fiscal year 2008, transition-disabled aid moved from a base year to a current year funding formula and the statewide funding cap for transition-disabled programs and regular special education were combined, though the separate program requirements remained in force. This change means that transition-disabled programs now qualify for special education excess cost revenue, though historical demands on regular special education mean that transition-disabled aid may be prorated more heavily than in the past.

Purpose

This manual is designed to assist school districts to meet data reporting requirements for career and technical education programs as they access career and technical education levy revenue and receive transition-disabled aid. The manual is divided into two parts:

Part I – Regular Career and Technical Education Programs, and

Part II Transition-Disabled Programs.

Information about the Electronic Data Reporting System (EDRS), used to report data for transition-disabled programs, can be found in Part II.

PART 1 Regular Career and Technical Education Programs

[Minnesota Statutes, section 124D.4531](#) CAREER AND TECHNICAL LEVY

Subdivision 1. Career and technical levy.

(a) A district with a career and technical program approved under this section for the fiscal year in which the levy is certified may levy an amount equal to the lesser of:

- (1) \$80 times the district's average daily membership in grades 10 through 12 for the fiscal year in which the levy is certified; or
- (2) 25 percent of approved expenditures in the fiscal year in which the levy is certified for the following:
 - (i) salaries paid to essential, licensed personnel providing direct instructional services to students in that fiscal year for services rendered in the district's approved career and technical education programs;
 - (ii) contracted services provided by a public or private agency other than a Minnesota school district or cooperative center under subdivision 7;
 - (iii) necessary travel between instructional sites by licensed career and technical education personnel;
 - (iv) necessary travel by licensed career and technical education personnel for vocational student organization activities held within the state for instructional purposes;
 - (v) curriculum development activities that are part of a five-year plan for improvement based on program assessment;
 - (vi) necessary travel by licensed career and technical education personnel for noncollegiate credit-bearing professional development; and
 - (vii) specialized vocational instructional supplies.

(b) Up to ten percent of a district's career and technical levy may be spent on equipment purchases. Districts using the career and technical levy for equipment purchases must report to the department on the improved learning opportunities for students that result from the investment in equipment.

(c) The district must recognize the full amount of this levy as revenue for the fiscal year in which it is certified.

Subdivision 2. Allocation from cooperative centers and intermediate districts.

For purposes of this section, a cooperative center or an intermediate district must allocate its approved expenditures for career and technical education programs among participating districts.

Subdivision 3. Levy guarantee.

Notwithstanding subdivision 1, the career and technical education levy for a district is not less than the lesser of:

- (1) the district's career and technical education levy authority for the previous fiscal year; or
- (2) 100 percent of the approved expenditures for career and technical programs included in subdivision 1, paragraph (b), for the fiscal year in which the levy is certified.

Subdivision 4. District reports.

Each district or cooperative center must report data to the department for all career and technical education programs as required by the department to implement the career and technical levy formula.

Subdivision 5. Allocation from districts participating in agreements for secondary education or interdistrict cooperation.

For purposes of this section, a district with a career and technical program approved under this section that participates in an agreement under section 123A.30 or 123A.32 must allocate its levy authority under this section among participating districts.

History: 1Sp2005 c 5 art 2 s 66; 2009 c 88 art 2 s 1

Minnesota Rules define regular career and technical education programs as 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 (Minnesota Rules 3505.1000, Subpart 4a. Career and technical programs are for students in grades 9 through 12 (except for work experience/career exploration programs which are for students aged 14-15), and must be approved by the Commissioner. Career and technical education programs rely on advice from an established advisory committee to keep the curriculum current and appropriate. [View Table C Chart](#), a list of all career and technical education programs and courses that may be approved follows:

Revenue generated by a district's career and technical levy should be used only for approved career and technical education programs, and only for those special expenses that would not be considered part of the general education program of the district. These expenses include:

- salaries paid to essential, licensed personnel providing direct instructional services to students in that fiscal year for services rendered in the district's approved career and technical education programs;
- contracted services provided by a public or private agency other than a Minnesota school district or cooperative center;
- necessary travel between instructional sites (including employment sites of students in work-based learning programs) by licensed career and technical education personnel;
- necessary travel by licensed career and technical education personnel for vocational student organization activities held within the state for instructional purposes;
- curriculum development activities that are part of a five-year plan for improvement based on program assessment (use UFARS program dimension 610);
- necessary travel by licensed career and technical education personnel for non-collegiate credit bearing professional development; and
- specialized vocational instructional supplies.

UFARS Object Codes and Definitions

Regular career and technical education expenditures should be reported through UFARS as follows:

Fund	Finance	Program	Object	Course
01	830	301-399, 610	140, 141, 143, 185, 305, 365, 366, 433	Not Required

Appropriate expenditures under the career and technical levy are limited to those reported using the following UFARS Object Codes:

140 Licensed Classroom Teacher

Includes salaries of appropriately licensed teaching personnel whose duties include direct student instruction on a regular and systematic basis. Salary amounts in addition to the basic classroom teaching salary should be recorded in Object Code 185, Other Salaries.

141 Non-Licensed Classroom Personnel

Includes salaries of non-licensed personnel who, under the direct supervision of a licensed classroom teacher, assist in the instruction of students on a regular and systematic basis. These assistants may possess a teacher's license but are not required to be licensed in their present positions. Examples of non-licensed classroom personnel include paraprofessionals.

143 Licensed Instructional Support Personnel

Includes salaries of all licensed auxiliary personnel supporting the teacher/student learning relationship or assisting individual students. Technical tutors would be examples of licensed auxiliary personnel for career and technical education programs.

185 Other Salary Payments

Includes all stipend compensation which is hourly based or event based not described above. Include all compensation for employees which is beyond the basic contract, e.g. career and technical education student organization advisor pay, extended year assignments, etc.

305 Consulting Fees/Fees for Services

Includes expenditures for contracted services, e.g. payments for career and technical education services purchased from other educational agencies, special vocational assessment for learners with disabilities, etc.

366 Travel, Conventions and Conferences

Include expenditures incurred for travel by staff between instructional sites, including travel to community instructional sites (work sites for students involved in supervised work-based learning activities), along with the cost of transportation, meals, hotel, registration fees, and other expenditures associated with travel and attendance at conventions and conferences. For career and technical education, this is limited to in-state travel.

433 Supplies and Materials - Individualized Instruction

Individualized instructional supplies and materials are those that are unique to the career and technical education program and not common to the general operation of the school.

Program 610 Curriculum Consultant and Development

Include professional and/or technical assistance in curriculum consultation and development. This includes preparing and utilizing curriculum materials, training in the various techniques of stimulating and motivating pupils, and instruction-related research and evaluation done by consultants.

Contacts

For further assistance, contact the Center for Postsecondary Success (651) 582-8333

Debra Blahosky	(651) 582-8334	Administrative Support
Marlys Bucher	(651) 582-8315	Program Improvement and Carl Perkins Programs
(vacant)	(651) 582-8315	Family and Consumer Sciences
Anne Danielson	(651) 582-8333	Administrative Support/ Transition-Disabled EDRS
Judee Ferguson	(651) 582-8865	Administrative Support
Al Hauge	(651) 582-8409	Career Guidance and Transition-Disabled
Jean Kyle	(651) 582-8514	Business/Marketing Education
Joel Larsen	(651) 582-8395	Agriculture/Agribusiness
Michael Mitchell	(651) 582-8513	Health/Human Services and Apprenticeship
John Rapheal	(651) 582-8682	Industrial Technology Education
Dan Smith	(651) 582-8330	Career and Technical Education, Supervisor

Part II Transition Disabled Programs

Minnesota Statutes, section 124D.454 states:

Access to Minnesota's transition system for children with a disability. Subdivision 1. Purpose. The purpose of this section is to provide a method to fund transition programs for children with a disability. As used in this section, the term "children with a disability" shall have the meaning ascribed to it in section 125A.02.

General Information

During the 2007 Legislative Session the Education Bill HF 2245 merged what used to be a separate pool of funds for transition-disabled under the general special education funding cap. However, it was very clear with the bill that transition-disabled continues to be considered a separate program in that the formula for calculating regular special education and transition-disabled funding for districts remained intact.

The transition-disabled program enables students with disabilities to access career and technical education programs based on their assessed interests and abilities. Transition-disabled programs are designed for students who require curriculum modifications and other supplemental services that are not generally available in regular secondary career and technical education programs.

There is recognizable confusion among school districts about the point at which transition activities are an appropriate and required part of a special education program and at which these activities are an appropriate and required part of a career & technical education (transition-disabled) program. Certain activities around personal and career awareness, especially those that occur in the middle and early high school grades, are appropriate activities under either special education or the transition-disabled program. In grades 10 through 12, however, students with disabilities frequently engage in long-term experiences outside the school, including supported or competitive employment. It is the Department's interpretation that whenever students with disabilities are involved in an employment relationship as part of their educational program, the students should be participants in an approved career & technical education (transition-disabled) program under Minnesota Statutes, section 124D.454 rather than regular special education.

When a career and technical program includes a segment in which students are placed on a paid or unpaid experience outside the career and technical class or laboratory for more than 40 hours during the program, the local education agency shall meet the requirements for the employment related community-based education option of a program as stated in Minnesota Rule 3505.2550, including through the use of training agreements and training plans. [View Minnesota Rule 3505.2550.](#)

Employment means any occupation engaged in for compensation in money or other valuable consideration, whether paid to a minor or to some other person, including, but not limited to occupation as a servant, agent, or independent contractor. (Minnesota Statutes, section 181A.03 subpart 5)

The following criteria and clarifying statements are found in, Meeting the Needs of Youth with Disabilities, Handbook for Implementing Comprehensive Work Based Learning Program According To The Fair Labor Standard Act, 1999. Meeting the Needs of Youth with Disabilities is a collaborative effort between the U.S. Departments of Education and Labor.

1. The activities of the student at the work site do not result in an immediate advantage to the business. The Department of Labor looks at the following factors to determine if this guideline is being met:
 - a. There has been no displacement of employees, vacant positions have not been filled, employees have not been relieved of assigned duties, and the students are not performing services that, although not ordinarily performed by employees, clearly are of benefit to the business.
 - b. The students are under continued and direct supervision by either representative of the school or by employees of the business. Such placements are made according to the requirements of the students' IEP and not to meet the labor needs of the business.
 - c. The periods of time spent by the students at any one site or in any clearly distinguishable job classification are specifically limited by the IEP.
2. While the existence of an employment relationship will not be determined exclusively on the basis of the number of hours, as a general rule, each component will not exceed the following limitation during any one school year:
 - a. Career exploration - 5 hours per job experienced
 - b. Career assessment - 90 hours per job experienced
 - c. Work related training - 120 hours per job experienced
3. Students are not automatically entitled to employment at the business at the conclusion of their IEP. However, once a student has become an employee, the student cannot be considered a trainee at that particular community-based placement unless in a clearly distinguishable occupation.

***Schools and participating businesses are responsible for ensuring that all of these guidelines are met. If any of these guidelines are not met, an employment relationship will exist, and participating businesses can be held responsible for full compliance with the FLSA.**

A student selected for this program must meet the state definition of child with a disability as identified in Minnesota Statutes, section 125A.02. Student participation in this program is based on recommendations from a committee consisting of teachers involved in general and career & technical education, counselors, and administrators. The district must maintain documents for five years of the Transition-Disabled activities.

The transition-disabled program initial aid equals the sum of the following amounts computed using current year data:

- 1) 68 percent of the salary of each essential licensed person or approved paraprofessional who provides direct instructional services to students employed during that fiscal year for services rendered in that district's transition program for children with a disability;
- 2) 47 percent of the costs of necessary equipment for transition programs for children with a disability;
- 3) 47 percent of the costs of necessary travel between instructional sites by transition program teachers of children with a disability but not including travel to and from local, regional, district, state, or national career and technical student organization meetings;
- 4) 47 percent of the costs of necessary supplies for transition programs for children with a disability but not to exceed an average of \$47 in any one school year for each child with a disability receiving these services;
- 5) for transition programs for children with disabilities provided by a contract approved by the commissioner with public, private, or voluntary agencies other than a Minnesota school district or cooperative center, in place of programs provided by the district, 52 percent of the difference between the amount of the contract and the basic revenue of the district for that pupil for the fraction of the school day the pupil receives services under the contract;
- 6) for transition programs for children with disabilities provided by a contract approved by the commissioner with public, private, or voluntary agencies other than a Minnesota school district or cooperative center, that are supplementary to a full educational program provided by the school district, 52 percent of the amount of the contract; and
- 7) for a contract approved by the commissioner with another Minnesota school district or cooperative center for vocational evaluation services for children with a disability for children that are not yet enrolled in grade 12, 52 percent of the amount of the contract.

Also included in the 2007 Education Bill was the extension of the excess cost funding stream for those Transition-disabled expenditures that exceeded the allowable amounts was deemed permissible. Excess cost is a means to recoup some of the funding that wasn't reimbursed through the normal reimbursement process.

Transition-disabled revenue shall be earned only for services rendered or for the costs that are incurred for transition programs for children with a disability that are approved by the commissioner of education and operated in accordance with rules promulgated by the commissioner. The procedure for application for approval of these programs shall be as provided in section 125A.75, subdivisions 4 and 6, and shall be conducted by the Adult and Career Education section in the department.

To be eligible to receive funding for the Transition-Disabled program, districts must submit a [Secondary Career and Technical Education Program Approval Proposal for Youth with Disabilities ED-00381 form](#).

The programs eligible for funding reimbursement are:

- 000023 – Other Approved Programs (contact Dept. for permission to use this code)
- 000670 – Career Accommodation Specialist
- 000710 – Career and Technical Education Evaluation
- 000750 – Teacher-Coordinator Work Experience Handicapped
- 000755 – Teacher-Coordinator Work Experience/Career Exploration
- 000790 – Technical Tutor/Paraprofessional

Once a program has been approved, the Transition-Disabled expenditures must be reported on the **Electronic Data Reporting System (EDRS)**, which is the electronic application system to report expenditures for transition-disabled programs, and through the state's Uniform Financial Accounting and Reporting Standards (UFARS) using Finance Code 835. You will find an EDRS overview beginning on page 16.

All transition-disabled aid shall be paid to the district providing the services. All aid received by a district from any source for transition programs for children with a disability shall be utilized solely for that purpose.

A district shall not receive aid pursuant to section 125A.76 (special education revenue) for salaries, supplies, travel or equipment for which the district receives transition-disabled aid.

Expenditure Information

Secondary transition-disabled base revenue is available for programs for which the district has approval. Eligible expenditures are:

Salaries – EDRS Service Codes A and E

Salaries paid to licensed personnel or approved paraprofessionals providing direct instructional services to students.

Payroll Personnel (EDRS Service Code A)

Extended Time Payroll Personnel (EDRS Service Code E)

Salary revenue consists of 68 percent of the salary for each essential licensed person or approved paraprofessional employed during that fiscal year that provides direct instruction to students in the district's transition program for children with a disability.

Travel – EDRS Service Code F

Travel revenue consists of 47 percent of the expenses of necessary travel between instructional sites (including employment sites of students in work-based learning programs) by transition program teachers of children with a disability. This does not include travel to and from local, regional, district, state, or national career and technical student organization meetings, nor student transportation.

Supplies - EDRS Service Code H

Supply revenue for the Transition Disabled programs consists of 47 percent of the costs of specialized supplies, but not to exceed an average of \$47/child/year for each child with a disability receiving these services.

Contracted Services – EDRS Service Codes M, N, or O *

Contracted Services with a public or private agency other than a Minnesota school district or cooperative center for the provision of secondary career and technical education programs for students with disabilities. Allowable contracted career and technical education programs include training and services that prepare students with disabilities for:

- a. competitive employment (e.g. employment above minimum wage without long-term support), or
- b. supportive employment (e.g. paid employment where a learner will require ongoing support to be employed)

Contracted career and technical education training and services must be specified in the student's individual education plan (IEP).

Requests for Contracted Services must be submitted on the [Secondary Career and Technical Education Transition Disabled Contracted Services Request for Approval ED-01445 form](#).

On the form, the district must report total clock hours that students will be provided the contracted services and whether the services will be provided during, or outside, the normal instructional day and year. The form must be submitted to MDE for review and approval before the service is provided.

The three types of Contracted Services are as follows:

- **Contracted Service In Lieu of Regular Education – Service Code M ***
Expenditures for transition programs for children with disabilities provided by a contract approved by the commissioner with public, private, or voluntary agencies other than a Minnesota school district or cooperative center, in place of programs provided by the district. Revenue consists of 52 percent of expenditure (less ADM deduct). UFARS Object Code 393
- **Contracted Service Supplemental – Service Code N ***
Expenditures for transition programs for children with disabilities provided by a contract approved by the commissioner with public, private, or voluntary agencies other than a Minnesota school district or cooperative center, that are supplementary to a full educational program provided by the district. Revenue consists of 52 percent of expenditure. UFARS Object Code 394
- **Contracted Service Evaluation – Service Code O ***
Expenditures for a contract approved by the commissioner with another Minnesota school district or cooperative center for vocational evaluation services for children with a disability that are not yet enrolled in grade 12. Revenue consists of 52 percent of expenditure. UFARS Object Code 390

For all Contracted Services, the district must submit copies of paid invoices and a copy of the signed contract, with the final claim for reimbursement of expenditures (Form ED-01445).

Equipment – Service Code P *

Requests for Equipment must be submitted on the [Secondary Career and Technical Education Transition Disabled Equipment Request for Approval ED-00365 form](#) for review and approval. A copy of the form is on page 50. The district must submit copies of paid invoices with the final claim for reimbursement of equipment expenditures (Form ED-00365).

* MDE will enter final expenditures for Equipment and All Contracted Services on EDRS once the final invoices and supporting documentation are received and approved. Districts are responsible for entering expenditure data on UFARS.

A checklist and directions are included in the following section to assist in gathering staff and expenditure data.

As previously mentioned, Transition Disabled expenditures must be reported on the EDRS and UFARS under Finance Code 835. EDRS may be used by any school district in the State of Minnesota for entering, changing or viewing expenditure data.

Districts are no longer required to report data for regular career and technical education programs via EDRS but must report data for transition-disabled programs using the Transition Disabled EDRS. A comparison of data from EDRS and what is reported on UFARS is used to calculate the revenue that is used in the Transition Disabled aid distribution. Amounts entered through EDRS and on UFARS should be reviewed for consistency, as the lesser amount will be used to calculate revenue.

EDRS HARDWARE AND SOFTWARE SPECIFICATIONS

Equipment: To use the Minnesota electronic data reporting system (EDRS) the following equipment is necessary:

Personal Computer, Internet compatible

Internet Specifications: Static Internet Protocol (IP) address that is registered with the Department User Name and Password required to access screens

Supported Systems and Browsers:

- Windows NT 4.0, Windows Millennium Edition (Me), Windows 98, Windows 2000, Windows XP
Netscape Communicator 4.73 or higher Internet Explorer 5.5 or higher, with the Microsoft VM build 3802 or higher
- Macintosh OS 8.5 or higher with the Mac OS Runtime for Java (MRJ) 2.2 or higher. This environment supports Internet Explorer for Macintosh 4.5 or higher configured to use the Mac OS Runtime for Java (MRJ) 2.2 or higher

GENERAL TERMS AND DEFINITIONS

Data Year:	The school year for which the data is applicable. Example 10-11
District Number:	The four digit school district number. Example: 0056
District Type:	01 Independent School District; 02 Common District (Prinsburg and Franconia); 03 Special School District (Minneapolis and South St. Paul); 06 Intermediate School District; 07 Charter School; 51 Vocational Cooperative Center; 52 Special Education Cooperative; 53 Combination Vocational and Special Education Cooperative Center; 61 Education District; 83 Service Cooperative
File Folder Number:	The six digit teacher licensure number. The name for the licensed staff person will be pulled from the teacher licensure database and will automatically show up in the Description field when you view the line data. Licensure information can be obtained through the MDE home page that can be accessed through the EDRS sign in menu, or at
Number of Hours:	The number of hours worked in the Transition Disabled program.
O.E. Program Code:	The six digit code which identifies the approved career and technical education transition disabled program. Example: 000750 Work Experience – Handicapped (see Table C – Transition-Disabled, See Table C Transition Disabled Chart at Minnesota Department of Education Website
Personnel Type Code:	The two-digit code that identifies the personnel type being entered.
Salary Expenditures:	The salary per the district's negotiated contract for reported assigned hours. This does not include extra assignments or fringe benefits. Other Salary/Extended Time Payroll Personnel: Summer school, extended hours, student organization advisor, etc.
Service Type Code:	The one letter code which identifies the type of expenditure being entered.
Students Served:	The unduplicated count of students served through the transition-disabled program that is identified when entering staff expenditures. This is the total number of 10th through 12th grade students with disabilities served in the program. Each student served should be counted only once regardless of how many reporting periods a student was in the program.
Summer Session:	Summer Session begins with the close of the regular school year. All summer activities are reported in the following school year.

Transition Disabled EDRS Reporting Timelines

July 15	Initial Transition Disabled Aid Entitlement Report will be available for current year. Reports will be posted to the MDE website under Program Finance/Minnesota Funding Reports (MFR) System.
August 15*	End of year printouts for prior year will be sent to districts for final review/revisions.
By October 15*	Initial prior year UFARS Comparison Reports and Base Revenue will be posted.
October 30	EDRS will close for the prior year. All prior year EDRS data must be complete.
November 2	Current year EDRS printouts will be sent to districts for review/revisions.
By November 15*	Updated prior year UFARS Comparison Reports and Base Revenue will be posted.
December 31	No changes to prior year data can be accepted after this date.
By February 15	Final prior year Base Revenue and UFARS Comparison Reports will be posted.
March 1*	Last date to enter current year data on EDRS and have it included in current year aid entitlement report for districts with no base revenue and, consequently being paid on current year data.
March 15*	Current year EDRS printouts are mailed to districts for final review before data is copied and rolled over to new fiscal year database by MDE. Make sure EDRS Contact information is entered by this time.
May 1	Current year EDRS data is copied and rolled into new fiscal year by MDE.
June 1*	Districts retain new fiscal year data, in order to be included in initial aid entitlement calculation. Aid entitlement calculations will be updated as needed, typically once per quarter, with the last update in March.

***Cooperatives with member districts need to verify Participating District percent allocations.**

How to Connect to EDRS

Connect to your Internet server. Enter URL address:

<http://education.state.mn.us/MDE/SchSup/DataSubLogin/ADM/index.html> or [Open the ADM/LEP \(EDRS\) data submission page.](#)

The screen below will appear.

Enter Network Password

Site: 156.98.119.3:85

Realm /

User Name

Password

Save this password in your password list

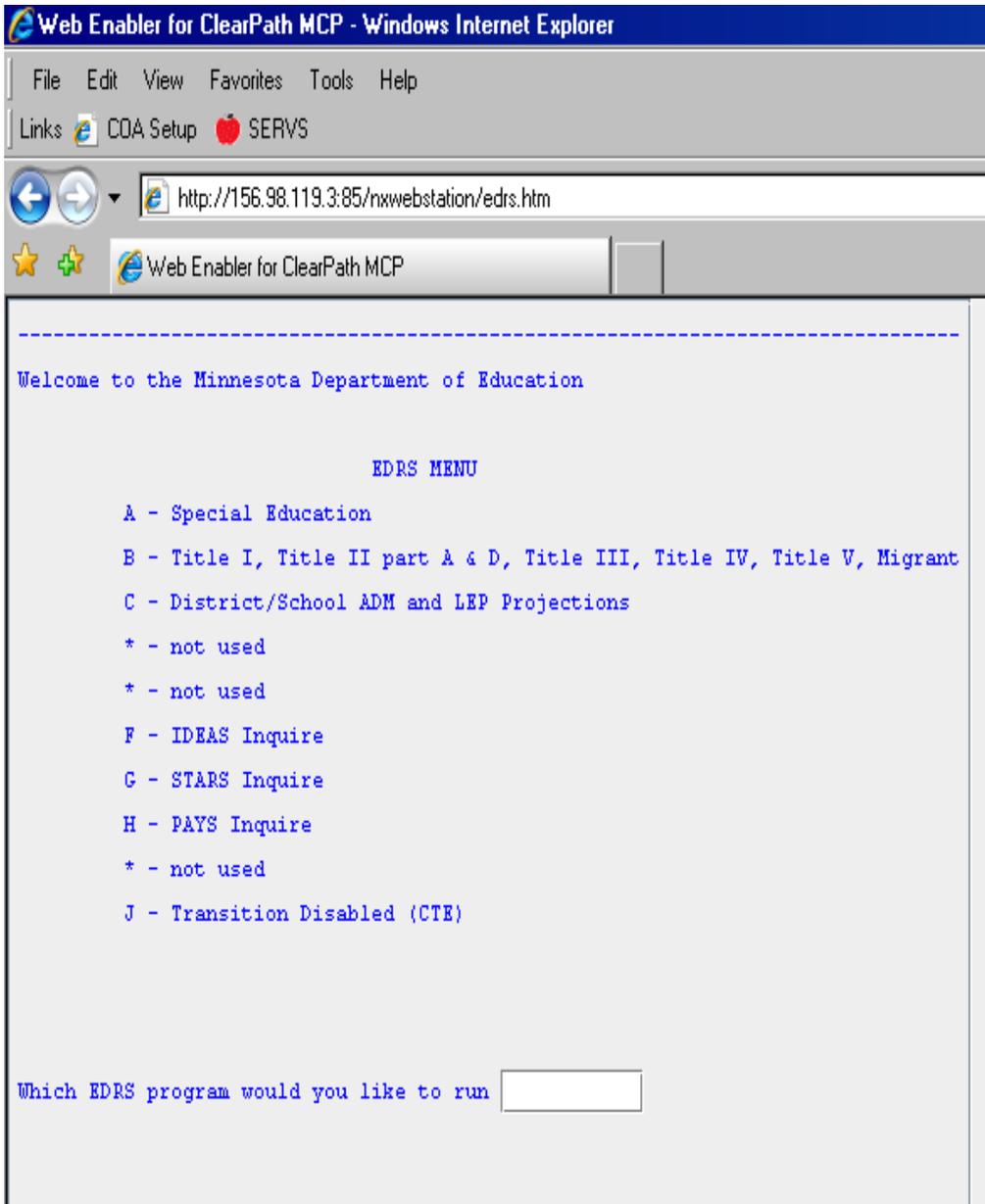
Enter the required user name and password information requested and click OK. The EDRS Welcome Page will appear.

The screenshot shows a Microsoft Internet Explorer browser window titled "EDRS(CS) - Microsoft Internet Explorer". The address bar displays "http://156.98.119.3:85/". The main content area features a white brick background. At the top, the title "Electronic Data Reporting System" is displayed in red. Below the title is a prominent orange warning box with the text: "WARNING: This is a restricted access server. If you do not have explicit permission to access this server, disconnect immediately. Unauthorized access to this system is an actionable offense and will be prosecuted to the full extent of the law." Underneath the warning, a paragraph states: "This is the Minnesota Department of Education Electronic Data Reporting System. The system provides the capability to submit information and make inquiries for various systems using an Extranet." A section titled "Follow these links as necessary for:" lists three bullet points: "Requirements to use this service", "Frequently Asked Questions / Suggestions", and "Who to call if you have questions or experience problems". A large purple heading reads "Connect to EDRS". Below this, a "Need help?" section provides contact information: "Special Ed clients, call Mike Matlock at (651)582-8379", "Title program clients, call Barb Lemmons at (651)634-2292", and "Voc. Handicapped/Transition Disabled, call Pam Schneider at (651)582-8305". A "NEW" notice indicates that "Transition Disabled EDRS Guidelines are available under Documentation". At the bottom, there are two more bullet points: "Download Files Here!" and "Documentation". A decorative red flourish is positioned above the footer links: "MDE Home Page | Download EDRS Files". The final line of text at the bottom of the page reads: "Visit the EDRS Migration page for instructions to verify software levels and upgrade Java Virtual Machine."

You may want to Bookmark or add this site to your Favorites. On the Welcome Page there are several links that provide:

- EDRS System requirements
- Frequently Asked Questions/Suggestions
- Who to call if you have questions or experience problems
- Connect to EDRS (This is where you enter EDRS)
- Download Files (Downloaded EDRS files are accessed here.)
- Documentation

To access the EDRS Menu, click on Connect to EDRS. The EDRS Menu will appear.



To access the **Transition Disabled EDRS**, Select menu item J by typing it in the box and pressing Enter (or Return).

The next screen will ask if you intended to select Transition Disabled. Respond with 'Y' for Yes.

The log in screen will appear. This is where you enter the school district number, district type and district password.

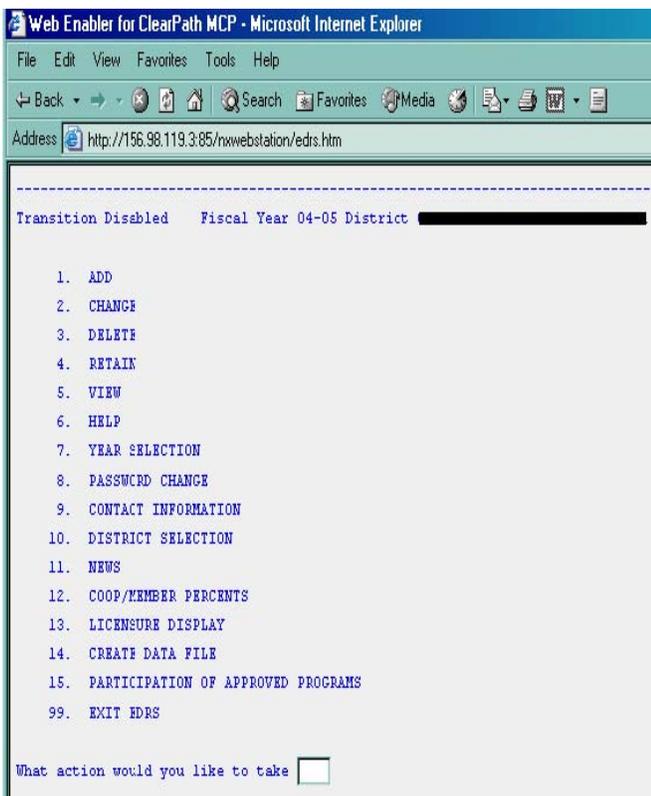
The district password is a four letter (case sensitive) password that is unique for your district. The password has been pre-loaded from the prior year. New districts should contact the Center for Postsecondary Success to receive a temporary password.

Transmit: To transmit press the Enter (or Return) key.

The next screen that is displayed prompts you to select the Fiscal Year. Type in the appropriate number and press 'Enter'. The system will then verify the fiscal year that you have selected. Respond by entering 'Y' for Yes or 'N' for No.

This will bring up the list of Transition Disabled programs that have been approved for your district. Here you will identify whether or not you plan to participate in the program for the given fiscal year by entering 'Y' for Yes or 'N' for No. Use the TAB key to make your way through the list. This list of approved programs will only appear on initial entrance into the EDRS system for the given year. However, districts are able to view their approved Transition Disabled programs at any time, through the Transition Disabled Main Menu, #15. Please note that if a program is not identified as participating, and you try to enter expenditure data, the system will generate an error message and no expenditure information will be used in the aid calculation.

Once you have selected your approved programs, the system will bring up the Transition Disabled menu. From this menu you will add or modify your data.



Main Menu Functions

1. ADD The ADD function allows you to enter new line item expenditure records into your district's file. The system will assign a separate line number to each expenditure that is entered. The new line number will be displayed in the upper corner of the record. You can use the TAB key to move from field to field.

For each record you ADD you will need to enter a Program Code, Service Type Code and Expenditure amount.

Approved Program Code -Enter appropriate six digit Approved Program Code

- 000000 – MDE will use this code for contracted services expenditures
- 000023 – Other Approved (Contact the Department for permission to use this code)
- 000670 – Career Accommodation Specialist
- 000710 – Career and Technical Education Evaluation
- 000750 – Teacher-Coordinator Work Experience Handicapped
- 000755 – Teacher-Coordinator Work Experience/Career Exploration
- 000790 – Technical Tutor/Paraprofessional

Service Type Code - Enter appropriate one letter Service Type Code

- A** Payroll Personnel
- E** Extended Time Payroll Personnel
- F** Travel
- H** Supplies
- M** Contracted Service in Lieu of Regular Ed.* ADM deduct applies
- N** Contracted Service Supplemental
- O** Contracted Service Evaluation*
- P** Equipment*

*Expenditures for Contracted Services and Equipment must be pre-approved by MDE and will be entered on EDRS by MDE.

Expenditure Amount - Enter dollar amount with decimal point. (i.e. 1234.56)

In addition, for each Staff entry you must also enter the following:

Students Served – The number of students being served in the Transition Disabled Program.

Personnel Type – Enter the two-digit Personnel Type Code for each licensed staff.

- 01 – Teacher
- 08 – Paraprofessional
- 34 – Technical Tutor

Folder Number – Enter the six-digit licensure number for each licensed staff.

Number of Hours – Enter the number of hours worked in the Transition Disabled Program

For **Travel and Supply expenditures**, you must also enter the Program Code, Service Type, as well as a Description of Expenditure, and Expenditure Amount.

After completing each entry, you will be asked if you want to enter another record. Respond by entering 'Y' for Yes, to add additional expenditures or 'N' for No when you have finished. Then you will return to the main menu.

In the upper left hand corner of the screen there will be a prompt box that allows you to “Quit” that screen and go back to the previous menu. However, if you quit without pressing Enter, the data entered on that line will not be saved.

All record errors, if applicable, will show up as you enter the expenditure record. You should attempt to resolve the errors right away. If you are unable to resolve the error there is an option to save the line with the error until resolution. Contact Center for Postsecondary Success, if assistance is needed. Errors left unresolved on EDRS will not be included in the base revenue calculation.

2. CHANGE The CHANGE function allows districts to modify existing line item expenditure data. To access the data, enter the line number you wish to change and the record will be displayed. Use the TAB key to move from field to field. Make all changes and press “Enter”. The changes will be accepted and you will return to the main menu. If you are unsure of the line item number of the record you wish to change, you can access all active line numbers for your district through the VIEW function on the Transition Disabled Main Menu.

3. DELETE The DELETE function allows districts to delete existing line item expenditures. You will be prompted for the line number of the record you wish to delete. Enter the line number. The record will be displayed for your verification and you will be asked again whether or not you wish to delete it. Respond by entering a ‘Y’ for Yes and ‘N’ for No. Once finished, you will press “Enter” and the record will be deleted and you will return to the main menu.

4. RETAIN The RETAIN function allows districts to retain line item records from the previous fiscal year. The data will be pre-loaded from the previous year to the new fiscal year. After the pre-load, districts will be required to view the data and change, delete or retain each line item. No base revenue will be calculated unless the line item is changed or retained. If a district does not have all data in when the pre-load is done by MDE, the district will need to manually enter all data for the next fiscal year.

Preloaded lines are assigned new line numbers in the new fiscal year, beginning with line #1. Enter the line number for the record you wish to view and the data will be displayed for your verification. You will then be prompted whether or not to retain the record. Respond by entering a ‘Y’ for Yes or ‘N’ for No. You will then be prompted for the line number of the next record to be retained. Enter the next line number to be retained and repeat the process. To return to the main menu, press “Enter” or enter a zero line number in the line number prompt.

5. VIEW The VIEW function allows you to look at the line items you currently have on file for your district. When you select the VIEW function a screen will appear asking for Program Code, Service Type and/or Personnel Type. If you wish to view specific items you can specify by those fields, or if you wish to see all line items, you can leave each of the fields blank and press “Enter”. To view the details of a specific line number from the list, enter the line number and press “Enter”. After you have finished, press “Enter” to return to the main menu.

6. HELP The HELP function allows you to view additional documentation about the main menu functions. On the HELP menu select the numeric value of the function for which you would like information and press “Enter”. The HELP information will be displayed. To return to the main menu, type ‘99’ and press “Enter” to exit the HELP screen.

7. YEAR SELECTION The YEAR SELECTION function allows you to select the fiscal year that you wish to work within. A list of years will be displayed and you will be prompted to select the appropriate year. Enter the corresponding numeric number and press “Enter”. A prompt will appear displaying your choice of fiscal year and asking if your selection is correct. Respond by entering a ‘Y’ for Yes or ‘N’ for No.

8. PASSWORD CHANGE The PASSWORD CHANGE function allows you to change your district password for the Transition Disabled EDRS program. This is the password entered after you enter your district number and type at initial sign on. It is not the password used to sign on to your computer. You will be prompted to enter and re-enter your new password. After re-entering the new password a message will be displayed indicating that your password will be changed, and to please make note of it. You will then return to the main menu.

9. CONTACT INFORMATION The CONTACT INFORMATION function is where districts provide their EDRS contact information. A screen will be presented for you to enter the contact person, address, telephone number, fax number, and email address. Type in the data and press “Enter”. Your entries will be stored and you will return to the main menu. This information can be modified as needed. PLEASE NOTE: it is very important that this be completed so necessary reporting information can be sent to the appropriate staff person.

10. DISTRICT SELECTION The DISTRICT SELECTION function allows you to change the district you are working on without having to exit EDRS and sign back on. A screen will appear prompting you for the new district number, district type and password of the districts. Type in the data and press “Enter”.

11. NEWS The NEWS function allows Center for Postsecondary Success Staff at MDE to display upcoming news about the Transition Disabled program. Information will be posted regarding system closing, timelines, etc. EDRS users are encouraged to check the NEWS each time they log in.

12. COOP/ MEMBER percent The COOP/MEMBER PERCENTS function allows districts/coops. to enter the percent of funding allocation for each of their participating districts. When entering this function a screen will appear that allows you to enter up to 40 member districts and their percent's. When all are entered, press “Enter” and the program will verify that the district numbers are valid, active and only entered once on the screen. It will also verify that the percent's add up to 100.00 percent. After you press “Enter” you will be returned to the main menu.

13. LICENSURE INFORMATION The [Teacher License Lookup](#) function allows you to view teacher license information. A screen will be displayed prompting you for the folder number of the teacher you wish to view. Enter the folder number and press “Enter”. The license(s) held by that person will be displayed, along with the expiration date, original date and renewal date. When you're finished viewing, press “Enter” if you wish to view another license. To return to the main menu you can press “Enter” again or enter a ‘Q’ at the folder number prompt and press “Enter”.

14. CREATE DATA FILE The CREATE DATA FILE function allows districts to save data to a file. The file will be comma delimited and can be opened with any spreadsheet software such as MS Excel or Lotus 123, as well as MS Word. After selecting this function from the main menu the system will ask “Do you wish to create a comma delimited file?” Respond with a ‘Y’ for yes. You should receive a message saying “A file has been created”. To retrieve the file, click the “back” button on your browser to go back to the EDRS welcome page that says “Connect to EDRS”. On this page there is a link that reads “Download Files Here”. Click on that link. This will bring you to another EDRS screen. Click on the link for #2-Download EDRS Files Here. A list will be displayed that has various file folders with districts numbers. Click on the file folder for your district number. Select the appropriate folder and your file should appear. Save the file to your computer. Remember to identify the file type when you save it (i.e. “xls” for Excel, “wk4” for Lotus, or use the extension “txt” for a plain text file that will work either of those applications).

15. PARTICIPATION OF APPROVED PROGRAMS The PARTICIPATION OF APPROVED PROGRAMS function displays the approved Transition Disabled programs that you have indicated as operating for that fiscal year. To make a change press the TAB key to move between fields. Indicate ‘Y’ for Yes or ‘N’ for No. Press “Enter” to return to the previous menu.

99. EXIT EDRS The EXIT EDRS function is the appropriate way to quit from the EDRS program. Once you enter that function you will be asked if you really want to quit. Respond by entering a 'Y' for Yes or 'N' for No. You should always exit by entering 99. If you just shut off the computer you may lose any entries or changes entered during that session.

At this point you would close out as you do all your Internet programs.

If you have any questions regarding Transition Disabled Programs, please contact:

Anne Danielson at (651) 582-8333 or e-mail: anne.danielson@state.mn.us (EDRS);

Al Hauge at (651) 582-8409 or e-mail: al.hauge@state.mn.us (Program);

Daniel Smith at (651) 582-8330 or e-mail: dan.smith@state.mn.us (Supervisor)

Fax number (651) 582-8493

Transition Disabled Checklist

This checklist is to assist in collecting the data to be reported through the EDRS system.

This information will be entered through the EDRS main menu item **1. ADD**.

- ✓ Approved O.E. Program Code
- ✓ Service Type Code
- ✓ Description: (Needed for Travel or Supplies)
- ✓ Expenditure Amount (dollars & cents)
- ✓ Students served (# of students served in Transition Disabled Program - Count each student served in this program only once)
- ✓ Personnel Type (Needed for Staff Expenditures)
- ✓ File Folder Number (Enter the 6-digit file folder number for instructors or technical tutors)
- ✓ Number of Hours (Needed for Staff Expenditures - Enter # of hours the staff person worked in the Transition Disabled program for the year, including prep time)

The only valid O.E. Program Codes for Transition-Disabled are:

000000	MDE will use this code for contracted services expenditures
000023	Other (contact the Department for permission to use this code)
000670	Career Accommodation Specialist (Support Service Facilitator)
000710	Career and Technical Evaluation
000750	Work Experience – Handicapped
000755	Work Experience – Career Exploration (WE/CEP) – Handicapped
000790	Technical Tutor/Paraprofessional

Transition-Disabled Expenditure Worksheet

UFARS CODES	EDRS Service Code	Item	Amount
Object 140	A	Licensed Classroom Teacher	\$_____
Object 141	A	Non-Licensed Classroom Personnel	\$_____
Object 143	A	Licensed Instructional Support Personnel	\$_____
Object 185	E	Extended Time Payroll Personnel	\$_____
Object 366	F	Travel to and from Instructional Sites	\$_____
Object 390/393/394	M, N, O *	Contracted Services – Data from Form ED-01445, total of actual expenditures and total of actual clock hours students were served under Contracted Services.	\$_____
Object 433	H	Career and Technical Instructional Supplies	\$_____
Object 530/555	P *	Equipment – Data from Form ED-00365	\$_____

*Contracted Services and Equipment Expenditures must be approved by MDE and will be entered on EDRS by MDE.

Transition-Disabled UFARS Codes

The program and finance dimensions of the UFARS (Uniform Financial Accounting and Reporting Standards) account code are indicated to the left of the OE Code for each program area for Secondary Career and Technical Education Programs for Students with Disabilities. These codes assist local education agencies to identify revenue and expenditures related to Career and Technical Education Programs.

A six-digit OE code is used to identify a career and technical education program or support service. Two additional digits are used to describe activities within a career and technical program. Use these two-digit course codes to report staff assignments and student enrollment in the programs. **Only staff assigned to a career and technical education program identified on this list and for which your district has approval will be eligible for funding.**

UFARS PROGRAM AND FINANCE DIMENSIONS

Finance Code	Program Code	O.E. Code	Course	Description of Program
380	835	000000	00	MDE will use this code for Contracted Services
380	835	000023	00	Other (contact the Department to use this code)
380	835	000670	00	Career Accommodation Specialist (Support Service Facilitator)
380	835	000710	00	Career and Technical Evaluation
380	835	000750		Work Experience – Handicapped
			87	Occupational Relations, Work Exp/Handicapped
			89	Cooperative Coordination, Work Exp/Handicapped
380	835	000755		Work Experience – Career Exploration (WE/CEP)
			87	Occupational Relations, WE/CEP
			89	Cooperative Coordination, WE/CEP
380	835	000790	00	Technical Tutor/Paraprofessional

TRANSITION-DISABLED UFARS CODING

Fund	01
Finance	835
Program	380
Course	00, 87, 89
Object	140, 141, 143, 185, 366, 390, 393, 394, 433, 530, 555