

Perkins Local Plan for 2008-9 for Career and Technical Education Goals, Objectives, Strategies, Outcomes, and Budget

1(i). Designing Programs of Study: Status Summary

As you complete objectives, strategies and outcome measures for Programs of Study, consider where the consortium is in the various phases of design and implementation. It may be helpful to first complete the following *Programs of Study Status Summary*. Please refer to the document entitled *The Process for Designing Programs of Study*, available at www.programsofstudy.project.mnscu.edu, as you complete Goal 1.

Consortia are at varying stages of programs of study design and implementation. Please complete this status report and submit with your plan, both hardcopy and electronic formats.

1. List programs of study that have been designed. **If none, move to Question 3**

NONE

2. List programs of study which are ready for implementation? **If none, move to Question 3**

NONE

3. What programs of study will you design during FY09? At least one program of study is required.

CULINARY ARTS

ENGINEERING

4. Does the sequence of courses begin in Grade 9 _____, Grade 11_____, or other X **Grade 7**

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5. Explain how you selected which programs of study to design.

We chose Culinary Arts as one of our programs of study because we have a strong Culinary Arts program at the college, and there are Culinary Arts required and elective courses offered at both Hibbing and Chisholm high schools. In addition, the Culinary college faculty at Hibbing Community College has a strong existing relationship with the FACS teachers at Hibbing and Chisholm high schools and currently spends time at the high schools each school year doing presentations and demonstrations for the students.

We chose Engineering as our second program of study because Hibbing Community College and Hibbing High School are currently involved in a new collaborative Engineering project. An Engineering faculty from the college is team-teaching the *Intro. to Engineering* elective class at Hibbing High School with the high school Physics teacher. The class is taking place in the new PC lab which was established last year and funded by donations from local businesses, the school district, and by both the Tech Prep and Perkins grants at the high school and college. Additionally, Engineering was selected because employment projections indicate a current and future shortage of Engineers in Northeastern Minnesota due to several new mining projects that are underway. It is a goal of the college to expand its Engineering program by reaching out to students at the high school level or sooner in order to meet the employment needs of local industry.

6. How have secondary teachers and post-secondary faculty been involved in POS design processes?

We have sought input from the college Culinary and Engineering faculty. They have indicated the necessary class requirements for students who intend to enter their college programs. We have identified Jeanne Bymark (FACS teacher) at Hibbing High School and Sandy Rupp (FACS teacher) at Chisholm High School as our high school contacts regarding program of study development. Coincidentally, Jeanne and Sandy are the Tech Prep contacts at the high schools and have organized and coordinated many previous collaborative endeavors between the college and high schools. A strong, positive relationship is already in place in the FACS area between the college and high schools.

7. Has brokering (continuum of education programming and support services for students) been considered in the design of programs of study?
If yes, please explain.

We have obtained information about other MNSCU colleges that offer Culinary and Engineering programs from the iSeek website. We will provide this information on alternative college choices to area high school students.

Hibbing Community College is the only college that offers a Culinary program that is in close geographic proximity to the Hibbing/Chisholm area. There are other Culinary programs in the state including Hennepin Technical College, Le Cordon Bleu College of Culinary Arts, Minneapolis Community & Technical College, St. Paul College, S. Central College and St. Cloud Technical College.

In Engineering, there is one other MNSCU college in NE Minnesota that is in close proximity to Hibbing/Chisholm and offers an AS degree in Engineering, and that is Itasca Community College in Grand Rapids (40 minute drive from the Hibbing/Chisholm area). Itasca's program is larger and has higher enrollment than the Hibbing program. Hibbing Community College is working to grow and expand our Engineering program so that Hibbing/Chisholm high school students can stay closer to home and pursue the Engineering field. There are also AAS degree or diploma Engineering programs in the NE Minnesota geographic area at Lake Superior College and Mesabi Range Community College. A wide variety of Engineering and pre-Engineering programs exist at MNSCU colleges throughout the state of Minnesota including Anoka Ramsey, Century, Normandale, N. Hennepin, and many others as well.

Please submit, electronically, completed programs of study templates, where available.

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1(ii). Designing Programs of Study: Goals, Objectives and Strategies

- Program of Study (POS) Implementation
 - i. Has at least one program of study been identified and ready for implementation beginning in FY10
 - ii. Did you use the POS organizational framework to determine the POS?
 - iii. Has a sequence of courses beginning at least in Grade 11 and continuing through at least the second year of college been considered?
 - iv. Has a continuum of education programming and support services to ensure smooth transitions, from secondary into postsecondary education; in and out of postsecondary education; and, between education and employment been considered?.
 - v. Have secondary teachers and postsecondary faculty within the identified POS been consulted?
 - vi. Has all relevant and necessary POS documentation been completed?
- *Additional Considerations
 - i. How will college and work readiness standards be communicated to students, parents, teachers, faculty and administrators?
 - ii. How will articulation and dual enrollment be used in implementing the POS?
 - iii. How will you improve both academic and technical skills of participants the identified POS?
 - iv. How will technical skill attainment within the identified POS be measured?
 - v. How will you address the professional development needs within the identified POS?
 - vi. How will assure that the identified POS will prepare all students for high skill, high wage, or high demand occupations and lead to self sufficiency?

Plan Narrative: We have identified two programs of study that we will work to develop in FY09 – Culinary and Engineering. They will be ready to implement in FY10. We used the Minnesota Career Pathways organizational framework to determine the two POS. A sequence of courses is being determined for both Hibbing (HHS) and Chisholm (CHS) high schools in Culinary and in Engineering beginning in grade 7 and continuing through the second year of college. Secondary teachers in each POS area have been involved and college faculty in each area have been consulted already regarding what courses they suggest students should take in high school so that they are well-prepared to enter their college programs. There is one HCC college faculty in Engineering, and he is in constant contact with the one secondary faculty at HHS in the development of the Engineering POS. They are working in conjunction with the Applied Learning Institute (ALI) committee members to expand the Engineering curriculum at HHS to Chisholm students. Plans to bus 4-5 Chisholm students to the Engineering class at HHS were in place, but scheduling conflicts at CHS have prevented this collaboration, however, the ALI committee continues to work to expand Engineering to CHS students. In the area of Culinary, the two FACS teachers at HHS and CHS and the two HCC faculty communicate often throughout each school year and work together to provide Culinary experiences to students at both high schools. High school graduation requirements have been obtained for both high schools and are being taken into consideration in the POS planning and development. Communication of the new POS to students and parents will be via: high school guidance offices, the career planner books required of each student in grades 7-12 at both high schools, and course registration materials at the high schools. Articulation agreements are currently in discussion for the Engineering POS (within the ALI). Discussions will begin in FY09 within the Perkins consortium for possible articulation agreements in the Culinary area as well.

Providing both college and industry experiences in Culinary and Engineering for students at the high school level will lead to improvement of technical skills. Assessment of these technical skills will continue via traditional testing at the high schools. High school teachers will begin discussions with college faculty to determine the work-based technical skills that need to be attained by students prior to entering college

programs, and these work-based technical skills will be assessed at the secondary level. Assessment of technical skills in Culinary is through hands-on work experience in the college food service on a daily basis at the postsecondary level. Assessment of technical skills in the Engineering field is through completion of academic and lab requirements at the college level.

In the Culinary POS, students will have various exit point choices. They can complete diplomas or degree in one year or two years of college. They can also go on for additional Culinary certifications at other educational institutions beyond HCC. In Engineering, students can complete a two year Assoc. Science degree at the college and go straight to work in an industrial setting (possibly as a technician or plant supervisor) or students have the choice of transferring to a 4-yr. college and completing a Bachelor's or Master's degree in Engineering.

The college salaries figure of \$27,687 for each of the five goal areas was computed as follows and is an estimate: *\$60,000 total for six part-time lab assistants, \$32,912 for one part-time Perk Coord., \$45,523 for one Academic Center Staff – Total for all college salaries = \$138,435 – divided by five goal areas = \$27,687 per goal area. Rational for this calculation is that all Perkins-funded personnel at HCC work to support each of the five goal areas included in the Perkins grant.*

Note: All Perkins-funded personnel at HCC are made aware that their positions are subject to increase or decrease in hours (ie, costs) depending on the available funds in the Perkins grant.

Objective(s)	Strategies	Outcomes and Measures (FY09)	<i>Projected Budget by Objective</i>
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<p>1. To develop two Programs of Study (POS), one in Culinary Arts and another in Engineering in the Hibbing-Chisholm Consortium consisting of Hibbing Community College (HCC), Hibbing High School (HHS) and Chisholm High School (CHS) that will be ready for implementation beginning school year 2009-10 (FY10).</p>	<ol style="list-style-type: none"> 1. Culinary and Engineering POS will be written using the organizational framework of the 6 Minnesota career fields, 16 career clusters and 81 career pathways. 2. A sequence of required and elective high school and college courses for each POS will be outlined on the POS template. 3. Secondary and postsecondary faculty will be identified and asked to for input into the POS plans. Skills and abilities required & preferred for students entering their programs will be identified by postsecondary faculty and communicated to secondary teachers. 4. Area employers will be consulted regarding POS plan development. <p>College Personnel</p>	<p>*Postsecondary faculty will be surveyed as to the knowledge, skills & abilities required and preferred for their incoming students, along with high school courses that should be taken that will lead to student success.</p> <p>*Registration materials will be updated at HHS and CHS showing the sequence of courses to be taken in high school for students interested in future careers in Culinary or Engineering.</p> <p>*POS information will be printed in the HHS career planner book for students, parents, and faculty. Plans for a similar career planner book will begin at CHS to be implemented in FY10.</p> <p>*Postsecondary technical skills will be measured by completion of a 1-yr. Diploma, 2-yr. Diploma or AAS Degree for Culinary, and by completion of the AS degree for Engineering students.</p> <p>*Work standards and professional development needs will be identified during College Advisory Committee, Business Education Partnership Committee, and Applied Learning Initiative meetings involving local employers in each field.</p> <p>*POS template will be completed for Culinary and Engineering.</p>	<p>\$3,000 (college-POS support)</p> <p>\$27,687 (college salaries)</p> <p>College Total for Goal #1 = \$30,687</p>
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	<p>(CHS) FACS Update equip and supplies for two foods classes (\$400) Support extra hours for working with industry partners in evaluation of class curriculum (\$200) Support the coordination of collaboration and year end report. (\$400) Career Interest Testing (\$25) Support Creative Foods class orientation to Culinary Program (\$300)</p> <p>(HHS) FACS Update equip. supplies for parenting and Creative Foods (\$300) HCC field trips for Tech Career Day and other Tech sponsored programs. (\$180) Support staff travel for mandatory meetings locally, regionally and statewide.(\$1,000)</p> <p>(HHS) Pre-engineering Support Advanced Pro/E training (\$1,716) Subscription to ASEE journal (\$35) Subscription to Journal of Engineering Educ. (\$10) Curriculum Dev. for high school instructor teaching the Pre-engineering program. (\$270) Support student transportation during the semester (\$94) Purchase Engineering measurement instruments (\$868)</p> <p>Secondary Coordinator's Salary</p>	<p>[Note: Embroidery machine and Baby Think it Over capital purchases for CHS have been moved from this goal area to goal area 5, sustaining new consortium (\$400 total)]</p>	<p>\$1,325 CHS</p> <p>\$4,472 HHS</p> <p>\$1,671 (secondary salary)</p> <p>Secondary Total for Goal #1 = \$7,469</p>
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Use of Funds: List the required and permissible activities addressed above. “**R**” for required and “**P**” for permissible followed by the number and name.
R-1 Strengthen Acad. And Car/Tech Skills, R-2 Link CTE at Sec & Post Sec., R-3 Understand Industry, R-4 Collaborate with Tech Industries, R-5 Professional Development,
R-6 Evaluation of CTE Programs, R-7 Improve quality CTE programs, R-8 Provide Scvs of Sufficient Size, R-10 Collaboration/Brokering/Continuum of Svc.,
R-11 Concurrent Enrollment
P-7 Equipment, P-10 Sub-Bachelor into Bachelor, P-14 Support FACS Programs

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2. Effectively utilize employer, community, and education partnerships

You must consider the following in filling out the information below:

- Employer and Community Partnerships
 - i. How will high skill, high wage, or high demand occupations within your region be identified?
 - ii. How will collaboration with other organizations lead to improving career and technical education programs, including the implementation of programs of study (e.g., WorkForce Center, non-profits, workforce intermediaries, service organization, Chambers, Economic Agencies, etc.)
 - iii. How will student experience in, and an understanding of, *All Aspects of the Industry*, be provided including work-based experiences and internships?
 - iv. How will parents, business, labor and secondary teachers/postsecondary faculty be included in the design, implementation, and evaluation of career and technical education programs, including programs of study?
- Education Partnerships
 - i. How will adult basic education, remedial education and developmental education/non-credit training, be included in providing a continuum of education programming and support services? (Please Note: Perkins funds may only used for programs that are credit-based.)
 - ii. How will four-year programs, colleges and universities be engaged in the implementation of programs of study, including the development of transfer and articulation agreements?
- How will you provide transition for adult learners into the workforce?

Plan Narrative: Our partnerships with local high schools are currently quite strong and are growing steadily. Last year we began new programs (under the Applied Learning Institute) in Auto and Engineering. Auto students (15-20 in number) from Hibbing, Chisholm, Floodwood and Nashwauk high schools came to the college's auto facility on Fridays and were instructed by our college auto faculty – this was a very successful endeavor and it will continue in FY09. Visits to the high school by college faculty hopefully will result in an increase in student numbers.

A very strong relationship between Hibbing High School (HHS) physics/engineering instructor and college engineering faculty now exists due to last year's new team-teaching program at the high school. College engineering faculty went to the high school three days each week to help teach a new Intro. to Engineering elective class. This class had approx. 30 students the first half of the year and another 30 the second half of the year. The students also experienced an educational visit to the college engineering program, along with fieldtrips to industry. Discussions are ongoing and will continue in FY09 to expand this program to students at Chisholm High School (CHS) -with transportation and scheduling being the challenges. Engineering is one of the professions targeted by the Applied Learning Institute (ALI) as one that is highly needed now and in the future for the upcoming mining projects on the Iron Range.

With the new Windows computer lab at HHS (supported in part by Perkins) installed last year, the high school Business and Computers instructor is now able to work on collaborative projects with the college. Recently, college Business faculty has been teaching at the high school once each week and again Perkins will work with these programs to bring CHS into the fold in these areas. In summary, our educational partnerships and increasing rapidly and between Perkins and the ALI, we are all working together to help benefit area high school students.

Our partnerships with local industry have been very strong for many years. Advisory Committees at the secondary and postsecondary levels are very involved and active. At the secondary level, the Business Education Partnership (BEP) Committee has been in existence for many years and this committee will continue under the new consortium structure. The Postsecondary Perkins Coord. serves on the BEP Committee as do a number of secondary and industry reps. The purpose of the BEP Committee is: 1) to ensure secondary technical education at HHS and CHS is in alignment with business and industry goals on the Iron Range and 2) to oversee individual technical program curriculum at HHS and CHS and work towards constant program improvement. BEP members also engage in discussions about high school to college transition in technical education and provide input regarding high skill/high wage/high demand occupations on the Iron Range. The Secondary Perkins Coord. leads the BEP Committee and also serves on the Perkins Committee at the college and on the Culinary Advisory Committee at the college. All HCC technical programs are driven by input from local industry through their involvement on the Program Advisory Committees at the college. Advisory Committees at HCC work towards continuous technical program improvement in every technical program area. For example, the HCC Nursing program curriculum underwent a complete revision recently due to input from their Advisory Committee whose members included many local healthcare company representatives. This curriculum revision has resulted in a substantial increase in the state board exam pass rate for HCC Nursing program grads.

Local industry and education partnerships are numerous. The college and Perkins support a healthcare day-camp in the summer in collaboration with AHEC (Arrowhead Healthcare Education program that is based at our local hospital) to expose young students to the healthcare professions. In addition, the two high schools and the college work together with many local employers to provide Math and Healthcare career days at both high schools. This event is very successful (positive student and teacher survey results at both high schools). Other industry connections include annual participation in the mock interview process that often involves local industries if they are available to help with the interviews. Additionally, nearly every technical program at HCC works with local industry to take students on industry tours or have industry speakers come to the college and share information with technical students. Secondary and postsecondary Perkins Coordinators were recently invited to participate in the Applied Learning Institute (ALI), and consortium involvement in the ALI will increase in FY09 as we attend more meetings and share information and program planning and costs for the betterment of area high school students and the economic future of the Iron Range. The ALI has and will continue to provide input to the Perkins consortium to identify high skill/high wage/high demand occupations on the Iron Range. Partnerships with local mining companies and their suppliers are long-standing and very strong, with the college providing customized training and education to mining employees on an ongoing basis.

Our partnerships with the community are also extremely strong. Hibbing and Chisholm are both small towns, and HHS is the center of the Hibbing community, CHS being the center of the Chisholm community. Both high schools are used by a wide variety of community groups and citizens. At the high school level, HHS culinary students cook for the community job fair and other community events held at the high school. HHS and CHS students are involved in the Hibbing and Chisholm communities through fundraising, public service, and community volunteerism. At the college level, HCC is the only college in the Hibbing-Chisholm area and has been in existence since 1916 (first located in a wing of Hibbing High School) and has strong community ties. The college hosts many community activities, including high school dances, job fairs, college fairs, political and city events, and fundraising events for a number of non-profit groups, ex. Range Womens' Advocates (a battered womens organization). Almost every college technical program engages in community involvement. The college computer programs pick up and repair elderly citizen computers only charging for the materials. Similarly, the college diesel and auto programs repair engines and autos for the

general public and companies. College culinary students host and volunteer their time at several dinners for the community throughout the school year including harvest, Thanksgiving and Holiday buffets and other college-sponsored evening dinners and galas. The college Dental program has a longstanding involvement with the Univ. of Minnesota. The UofM Dental students do internships at HCC working in the Dental Office along with our Dental Assistant students to serve low-income and/or uninsured general public on a daily basis. Dental also provides professional development classes to local dentists practicing on the Iron Range. These examples and many others not mentioned above prove that the high schools and college has always been a partner with the communities of Hibbing and Chisholm and the citizens that reside here. In FY09, most of the activities mentioned above will continue and new ones will be added. Many will be supported in part by the Perkins consortium as we work to continue and improve upon our partnerships and relationships with the high schools, industry and community in the area.

Objective(s)	Strategies	Outcomes and Measures (FY08)	<i>Projected Budget by Objective</i>
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<p>To work with local employers, community, and educational systems to meet the local workforce needs and provide students with career paths that will enable them to work remain in the NE Minnesota area working in meaningful and fulfilling employment.</p>	<p>Attend and participate in Applied Learning Institute (5 colleges, 17 high schools in NE Minnesota) meetings and endeavors to increase technical career opportunities at the high school level in fields that meet the workforce needs of current and future employers. Support HCC's Applied Learning Institute programs:</p> <ol style="list-style-type: none"> 1. Auto- weekly program at HCC with Hibbing, Chisholm, Floodwood, and Nashwauk high school students working under college auto faculty. 2. Engineering - HCC Engineering faculty teaching <i>Intro. to Engineering</i> class for credit with high school teacher at HHS. <p>(Use www.thenorthlandworks.com as a resource for the current and future hot jobs for NE Minnesota.)</p> <p>Continue collaboration with the MN Workforce Center (MWC) to provide employment opportunity to college students and all area adults via college job fair, continuous communication of local job opportunities to HCC, MWC participation in Employment Skills class at the college.</p> <p>Consult with local employers via Advisory Committees at HCC and/or the Business Education Partnership Committee at HHS in the planning, curriculum development and skill assessment for HCC technical programs and to provide workplace experiences for students.</p>	<p>*At least 20 high school students will participate in the Auto collaboration on Fridays.</p> <p>*At least 30 HHS students will take the Intro to Engineering elective class team-taught by HHS teacher and HCC faculty and will receive college credit for satisfactory completion. Discussions will begin with CHS to offer the same class there.</p> <p>*At least 50 HCC technical students will participate in mock interviews.</p> <p>*Every Advisory Committee at HCC will include at least one local employer rep as an active committee member.</p> <p>*Business Education Partnership Committee will include at least three local employers as active committee members.</p> <p>*At least three Applied Learning Institute meetings will be attended by HCC.</p> <p>*Students in at least 6 technical programs will be exposed to current industry practices and workplace experiences.</p>	
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<p>To support college technical programs in their involvement with local business and industry to ensure that training methods and equipment are up-to-date with current technological progress in the industry.</p> <p>To support high school career instruction and involvement with local business and industry.</p>	<p>Support HCC technical student participation in industry tours, speakers, trade shows, competitions, on-the-job experiences, internships, mock interviews so that students learn what is expected of them in the workplace today.</p> <p>Purchase equipment for technical programs.</p> <p>Support HHS and CHS Health Career Day, Math Career Day and a new Industrial Tech Career Day with speakers from the college and local businesses.</p> <p>Support Employment Skills mock interviews.</p> <p>College Personnel</p>	<p>*At least 75% of all HCC technical students will participate in the industry they are training in.</p> <p>*To purchase equipment updates for at least 5 technical programs.</p> <p>*At least 300 HHS and CHS students will be exposed to career information at Healthcare, Math, and Industrial Tech Career Days at the high schools, with at least 5 college instructors participating in the event.</p> <p>*At least 140 students will participate in the mock interviews.</p>	<p>\$14,424 (college-equip, industry, career days, guest speakers, emp skills)</p> <p>\$27,687 (college salaries)</p> <p>College Total for Goal #2 = \$42,111</p>
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Use of Funds: List the required and permissible activities addressed above. “**R**” for required and “**P**” for permissible followed by the number and name.
R-3 All Aspects of the Industry, R-4 Technology in CTE, R-6 Evaluation of CTE programs, R-7 Improve quality of CTE programs
P-1 Involve org. in evaluation of CTE programs, P-3 Industry, Work-Related Experience Teachers & Students, P-7 Equipment, P-11 Support Entrepreneurship Programs,
P-14 Support FACS programs, P-18 Support Automotive Technologies.

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3. Improve service to special populations

You must consider the following in filling out the information below:

- o Special Populations
 - i. How will the consortium ensure that goals, objectives, strategies and outcomes under (a) implementing programs of study and (b) utilizing employer, community and education partnerships will be the same for non-traditional programs and special populations?
 - ii. How will the design, implementation, and evaluation of career and technical education programs, including programs of study be customized to attain program and student success for nontraditional (gender) and special populations?

Plan Narrative:

At the high school level, special populations are supported by local district funding. The needs of secondary special population students will be addressed by the secondary special education educators. Special population students attend Perkins-supported career events at the college and receive the Perkins-supported career planner books at the high schools. Their career and technical education needs are further addressed with their placement in work-based learning situations at local businesses throughout the school year. Special population high school students work at local nursing homes, hospitals, retail, food, and industrial sites in the area.

At the college level, Perkins supports six Lab Assistants and an Academic Center faculty to help students succeed in their technical programs. The Lab Assistants and Academic Center faculty individually tutor students, facilitate study groups, provide testing, assist in the practice and development of the student's hands-on technical skills, and provide accommodations to students with special needs as well.

In the development of our Culinary program of study in FY09, students will have a number of choices based on their needs. They can choose a 2-year degree, a 2-yr. diploma, or a 1-yr. diploma Culinary program at the college. In addition, the college is trying to reinstitute our Culinary Assistant Program which was a program especially designed for those with mental and physical disabilities. It was discontinued about a year ago due to lack of enrollment, however, non-profit community groups have indicated that there is a need for a college program to educate these individuals for fulfilling employment. The college Disability Coord. and Culinary faculty are working once again to revive this important program that will meet the educational and employment needs of special groups in the community. Our consortium is fully in support of this program re-development.

Regarding nontraditional populations, the consortium will support the Women Only sessions at the college that have been well-attended in the past two years. Additional sessions may be added in FY09, and there is discussion of possibly adding Men Only sessions as well. Attendees of these sessions are not selected, as the sessions are open to the general public. In the past two years, 90% of the attendees could be categorized as nontraditional students. These sessions attract single mothers, displaced homemakers, young mothers with small children, older women looking for a new career, women laid off from their jobs, and other women with special needs. A casual, non-threatening atmosphere is provided for the women, and the women are invited to bring their children with them to the sessions. The sessions are held at three different times of day to accommodate working women, daycare, and individual family situations. Many of the attendees have become HCC college technical students and

are improving their lives spiritually, educationally, and economically as a result.

The college will also host a social event to support our current nontraditional technical students, along with a survey for them to complete regarding their special needs at the college. This has been done regularly in the past, but was not accomplished in FY08. It will be revived in FY09.

Objective(s)	Strategies	Outcomes and Measures (FY08)	<i>Projected Budget by Objective</i>
<p>To provide support to special populations of students to ensure that their educational and future employment needs are met.</p> <p>NOTE: Services to special population secondary students are provided through local school district funds.</p>	<p>Employ an Academic Center faculty to specifically work with technical students at the college.</p> <p>Employ part-time Lab Assistants to support individual technical students in lab and shop settings.</p> <p>Offer career support to special populations of adult women in the area seeking to pursue postsecondary education.</p> <p>Provide support to non-traditional students in technical programs.</p> <p>College Personnel</p>	<p>*At least 40 technical students per week will receive individual support in the Academic Center.</p> <p>*At least 325 students in 7 technical programs will receive individual support from Lab Assistants working in their programs.</p> <p>*Three <i>Women Only</i> sessions will be held for the general public at HCC.</p> <p>*One special event to support current non-traditional students will be held at HCC.</p>	<p>\$1,000 (college-women only, non-trad)</p> <p>\$27,687 (college salaries)</p> <p>College total for Goal #3 = \$28,687</p> <p>Secondary Total for Goal #3 = \$0</p>

Use of Funds: List the required and permissible activities addressed above. “R” for required and “P” for permissible followed by the number and name.
 R-1 Strengthen Academic and CTE skills, R-9 Special Populations Services
 P-2 Career guidance, Academic Counseling CTE Students, P-4 Special Populations Programs, P-6 Mentoring and Support Services

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4. Provide a continuum of service provision¹ for enabling student transitions

You must consider the following in filling out the information below:

- Students
 - i. How will the different needs for students be identified to ensure smooth transitions within their chosen programs of study, career pathways and career clusters?
 - ii. How will the relationships between partners within the consortium, and across the partnering consortia, be collaboratively organized with shared responsibility in order to ensure student success?
- Service Provision
 - i. How will the best practice collaboration activities from Perkins III be continued into Perkins IV?
 - ii. How will CSP be put into practice as it relates to (a) programs of study; (b) articulation; and (c) PSEO, including concurrent enrollment?

See next page for Goal 4.

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1. Defined as the ability to bring fresh thinking to the consortium, continuum of service provision (CSP) creates value for the student through new support services, curricular processes, and educational products, all of which should lead to an organic and systemic change to the local consortium. Any consortium wishing to engage in CSP has a choice from four different options:
- Sequentially* – Student need determined by consortia seeking CSP
 - Concurrent* – Student need determined jointly by two or more consortia seeking CSP but CSP within each consortia separate
 - Coordinated* – Student need determined jointly by two or more consortia but CSP within every consortia aligned
 - Integrated* – Student need determined jointly by two or more consortia with every consortia having identical CSP

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

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

4. Provide a continuum of service provision for enabling student transitions

Plan Narrative: Our consortium will do all the things mentioned previously in my plan narrative to provide students with information and experiences to help with their transition from high school to college. Specifically we will provide a career planner book to every high school student at HHS and we will begin discussions to expand this planner to CHS. The planner provides career and college reminders and advice throughout the calendar book, along with the Minnesota Career Pathways chart, course planning information, and programs of study description and template. New support services at the college level include the creation of learning communities on campus. This effort began in FY08 with staff hired to facilitate the process and will continue in FY09. The goal of learning communities is to bring students together into groups, offer them a sense of belonging to the campus and the learning community at HCC with support from the college ---with the ultimate goal being to increase student success, especially among special populations of students. New educational products at the college level include a new Industrial Technology-Mining degree program and a new Pharmacy Technician degree program. Both of these programs meet the economic needs of the geographic area and will meet the future employment needs of our high school students. The Perkins consortium will support these new educational programs at the college by helping to fund industry experiences and equipment needs, along with supporting experiences to explore these new programs at the high school level at both HHS and CHS

Our consortium is very small and only involves Hibbing Community College, but we believe strongly that we have a responsibility to provide HHS and CHS students with information about other college and technical programs at the NEHED colleges in Northeastern Minnesota including Mesabi, Itasca, Vermilion, and Rainy River. For example, an HHS high school student who expresses a desire to pursue Carpentry in the future will be provided with information about the Carpentry program at Mesabi college (30 minutes away) because Hibbing Community College does not offer Carpentry. Our consortium will host an annual meeting and invite the East Range and Itasca consortiums so that we can share information and work together to benefit all Iron Range and Northeastern Minnesota secondary and post-secondary students. Students will be provided with information at the high school level on their options for post-secondary education including the various exit points of certificate, diploma and degree programs and on to Bachelor’s and Master’s programs beyond HCC.

Objective(s)	Strategies	Outcomes and Measures (FY08)	<i>Projected Budget by Objective</i>
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<p>To support high school to college transition and to provide high school students with information about career programs at Hibbing Community College and other colleges in NE Minnesota.</p> <p>[Please see <u>measurable</u> objectives listed under Outcomes and Measures section two columns to the right.]</p>	<ol style="list-style-type: none"> 1. Disperse communication material for NE Minnesota Higher Education District (NEHED) (includes Hibbing Comm. Coll., Mesabi Range Comm. Coll., Rainy River Comm. Coll., Itasca Comm. Coll. & Vermilion Comm. College) to area high school students to enlighten them on college programs in their careers of choice. 2. Meet with East Range Consortium and Itasca Consortium on an annual basis to coordinate efforts to support high school to college transition for students in all NE Minnesota high schools. 3. Support the Career Planner book at HHS and begin discussions on developing the same book at CHS. <p>College Personnel</p> <p>(CHS) IT- Professional development at HCC (\$102) Professional development at Mesabi Range CC (\$102)</p> <p>(HHS) IT – Update industrial tech videos (\$150) Business – Instructional supplies for PC Lab (\$400) Art – Professional Journal Subscription(\$147) Support one two-day teacher workshop (\$780)</p> <p>Provide career planners for all high school students collaboratively with HCC. (\$2000)</p> <p>Secondary Personnel</p>	<p>*NEHED material will be dispersed to students at at least 10 high schools in NE Minnesota providing information on college programs at all 5 community colleges in the NEHED area.</p> <p>*Hibbing/Chisholm Consortium will host one annual meeting with East Range and Itasca Perkins consortiums.</p> <p>*MN Career fields, clusters, and pathways and Culinary & Engineering Programs of Study will be printed in HHS career planner books for over 1,000 HHS high school students.</p>	<p>\$6,000 (college-career planners, mtgs)</p> <p>\$27,687 (college salaries)</p> <p>College Total for Goal #4 = \$33,687</p> <p>\$204 (CHS)</p> <p>\$3,477 HHS)</p> <p>\$1,671 (Secondary salary)</p> <p>Secondary Total for Goal #4 = \$5,352</p>
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Use of Funds: List the required and permissible activities addressed above. “**R**” for required and “**P**” for permissible followed by the number and name.
R-2 Link CTE at Sec, & Post Sec levels, R-4 Technology in CTE, R-5 Provide professional dev. opportunities, R-7 Improve quality CTE programs, R-10
Brokering/Continuum of Service
P-2 Provide Career Guidance & Acad. Counseling, P-20 Support other activities

Perkins Local Plan for 2008-9 for Career and Technical Education Goals, Objectives, Strategies, Outcomes, and Budget

5. Sustain the new consortium structure of secondary and postsecondary institutions

You must consider the following in filling out the information below:

- Building Collaboration among Partners
 - i. How will (a) geography (b) partnership history and relationships (c) matriculation patterns of students and (d) programs of study meet the collaborative goals that have been set for the consortium?
 - ii. How will you plan for a jointly developed collaborative structure along with shared responsibility for student success?
 - iii. How will you assure that all partners will collaborate and be accountable for achieving your stated mutual goals (sharing resources and rewards, etc.)?
 - Operating the Consortium
 - i. How will you assure that all partners will collaborate in, contribute towards, and be accountable for, achieving student success?
 - ii. How will continuum of service provision (CSP) be put in practice to achieve program success within the consortium?
 - Sustaining the Consortium
4. How will you promote the vision for career and technical education within your region?
 5. How will you support and foster relationships among consortium members?
 6. What leadership structure will exist for meeting the goals of your new consortium?
 7. What practices or processes will you use to build and implement programs of study, identify and measure technical skill attainment, and address accountability?
 8. What fiscal/administrative rules are needed for the operation of your new consortium?
- What best practice collaboration activities will you continue/carry over from Perkins III?
 - How will you assure CTE students of smooth transitions between pathways within career clusters?
 - What role will your consortium play in ensuring that students will be able to continue a program of study that was started within your consortium but for which no postsecondary program exists within your current/proposed consortium?
 - What common collaborative goals will you and your partners develop for FY09?
 - How will you plan for a jointly developed collaborative structure along with shared responsibility for student success?
 - How will you assure that all partners will collaborate and be accountable for achieving your stated mutual goals (sharing resources and rewards, etc.)?

See next page for Goal 5.

5. Sustain the new consortium structure of secondary and postsecondary institutions

Plan Narrative: Our consortium contacts include a Perkins Coord. at HCC and a teacher at each of the two high schools. The three individuals are well-acquainted and have worked together on Perkins and Tech Prep projects successfully for many years. This will not change with the establishment of the consortium structure. The leader at the high school level is a teacher at HHS and will be the contact and coordinator for high school activities at the two high schools, and the college leader is the Perkins Coord. At HCC, the Perkins Coord. leads a committee of college reps that includes the Secondary Perkins Coord.(Tech Prep), and the committee meets monthly or bi-monthly as needed. The Perkins Coord. is overseen by the college Provost and the VP of Admin (financial) services. The Secondary Perkins Coord. works with the fiscal agent at HHS to fund both HHS and CHS Perkins programs.

A goal this year will be to expand more Perkins activities in place at Hibbing High School to Chisholm High School. In the past, this has been a challenge due to the fact that Chisholm High School offers technical education in only two areas: FACS and Industrial Tech. The Perkins consortium's new participation on the ALI committee will help to address and overcome the challenges of bringing technical education opportunities to CHS students.

Expansion of activities to Chisholm will be accomplished as follows: 1)The Perkins consortium rep at CHS will be asked to join the college Perkins Committee in FY09. 2) Discussion will begin in Fall 2008 with CHS administration to bring the career planner book to all CHS students beginning in the Fall 2009. 3) All new consortium programs will include Chisholm from the beginning. In the past, Perkins programs have normally begun at HHS with expansion to CHS shortly thereafter. With the new consortium structure, we will focus on bringing in CHS right from the beginning of each new project. All programs within the consortium will be monitored for student success quite easily due to the small consortium size and the minimal number of individuals involved. As stated previously, the Perkins reps at HCC, HHS and CHS have a very strong existing relationship and are in constant communication via email and phone. We foresee no communication or oversight problems for consortium programs and projects in FY09 or in the future.

Programs of study will be developed in Culinary between the Culinary faculty at the college and the two Perkins contacts at the high schools who happen to be the Culinary high school instructors at each of the high schools. The program of study in Engineering will be developed with the involvement of college faculty and the math/physics/science teachers at the two high schools and in conjunction with the ALI. The engineering program of study is fully supported by the Applied Learning Institute (ALI) and matches their goals for the economic future of the Iron Range. The ALI will be funding engineering projects at Iron Range high schools/colleges, and our Perkins consortium will provide funding also. Exactly what these projects will look like are not yet determined and will be planned and discussed at ALI meetings in FY09.

We will continue our successful practices including Technical Career Day at HCC that involves 150-200 high schools students from 10-15 area

	<p>(CHS) Industrial Tech –Multiple journal subscriptions for new industry updates. (\$550) Time clock purchase (\$500) Improve tools and equipment based on feedback (\$559)</p> <p>Equipment supplies for embroidery machine(\$100) Update equipment & supplies for Baby Think It Over (\$300)</p> <p>(HHS) Business – Support curriculum development to align w/ HCC business courses (\$200)</p> <p>(HHS) Art – Support field trip to HCC for observation of Multi Media program.(\$80)</p> <p>Secondary Coordinators salary</p>		<p>\$2,009 (CHS)</p> <p>\$280 (HHS)</p> <p>\$1,671 (Secondary salary)</p> <p>Secondary Total for Goal #5 = \$3,960</p>
<p>Use of Funds: List the required and permissible activities addressed above. “R” for required and “P” for permissible followed by the number and name. R-2 Link Secondary & Post Secondary programs, R-4 Expand the use of technology within programs, R-7 Improve and modernize quality CTE programs, R-8 Services & Activities of Sufficient Size P-2 Career Guidance & Acad. Counseling, P-7 Equipment, P-11 Support Entrepreneurship education, P-20 CTE Activity Consistent w/Perkins</p>			

MnSCU/MDE CARL D. PERKINS LOCAL APPLICATION
CONSORTIUM BUDGET NARRATIVE FY2009

Budget For Each Broad Goal	Description (include information on salary, staff development, supplies and other relevant expenditures – How was the expenditure calculated?)	Secondary Budget	Post-Secondary Budget	Total Budget
		Programs of Study	<p><u>College</u> - \$27,687 in salary costs for 6 Lab Assistants, 1 Academic Center Staff, and Perkins Coordinator. <i>[Computed as follows: \$60,000 total for 6 part-time lab assistants, \$32,912 for Perk Coord., \$45,523 for Academic Center Staff – all Perkins-funded positions subject to minor changes and/or decrease in hours (costs) depending on available funds in Perkins grant.]</i></p> <p>\$3,000 to support development of the POS in Engineering, Culinary Arts for misc. equipment, fieldtrips, college staff release time, special events</p> <p><u>High School</u> – (CHS) FACS Update equip and supplies for two foods classes (\$400) Equipment supplies for embroidery machine(\$100) Update equipment & supplies for Baby Think It Over (\$300) Support extra hours for working with industry partners in evaluation of class curriculum (\$200) Support the coordination of collaboration and year end report. (\$400) Career Interest Testing (\$25) Support Creative Foods class orientation to Culinary Program (\$300)</p> <p>(HHS) FACS Update equip. supplies for parenting and Creative Foods (\$300) HCC field trips for Tech Career Day and other Tech sponsored programs. (\$180) Support staff travel for mandatory meetings locally, regionally and statewide.(\$1,000)</p> <p>(HHS) Pre-engineering Support Advanced Pro/E training (\$1,716) Subscription to ASEE journal (\$35) Subscription to Journal of Engineering Educ. (\$10) Curriculum Dev. for high school instructor teaching the Pre-engineering program. (\$270) Support student transportation during the semester (\$94)</p>	\$7,869

	<p>Purchase Engineering measurement instruments (\$868)</p> <p>Secondary Salary (\$6,684 split by four goal areas = \$1,671) Note: no secondary salary for Service to Special Populations</p>			
<p>Employer, Community and Education Partnerships</p>	<p><u>College</u> - \$27,687 in salary costs for 6 Lab Assistants, 1 Academic Center Staff, and Perkins Coordinator. \$14,424 to support participation in the industry in form of visits, guest speakers, tours, trade shows, career days, employment skills interviews, equipment to keep up to date with industry.</p> <p><u>High School</u> – (CHS) FACS-Field trips to local restaurants, sewing factory, nursery school & day care center in addition to host guest speakers and attending the state or local FACS conferences. (\$908) (CHS) IT – 2 field trips to local employers in the welding fields (\$166) (CHS) Health Career Day & Math Career Day (\$500) (CHS) Trans. To HCC Tech Career DAY (\$134) (CHS) Career materials from CHOICES (\$500)</p> <p>(HHS) – IT – Field trips to various tech college programs, teacher workshops, professional journal subscription, “Supermileage” car fee + travel. (\$3,121) (HHS) IT – Funds for curriculum writing to update to match industry tech. & standards, and field trips to industry sites. (\$750) (HHS) FACS – Field trips, guest speakers, job shadowing, Business Education Partnership award, support advisory councils and attend conferences. (\$150) (HHS) Career materials from CHOICES (\$500) (HHS)-Business- Instructional Travel to business sites and conferences. (\$400) (HHS) Art – Field trips to Graphic Des. Firm, partnering w/local design firm on projects, bring 2 guest professional photographers in, purchase reference materials for photography & jewelry, partner with photographer for job shadowing exp. (\$855) HHS)Health Career Day, Math Career Day & Industrial Tech Career Day (\$1200) (HHS) Aid in Workforce Center Job Fair (\$200)</p> <p>Secondary Salary (\$6,684 split by four goal areas = \$1,671) Note: no secondary salary for Service to Special Populations</p>	<p>\$11,055</p>	<p>\$42,111</p>	<p>\$53,166</p>

Service to Special Populations	<p><u>College</u> - \$27,687 in salary costs for 6 Lab Assistants, 1 Academic Center Staff, and Perkins Coordinator. \$1,000 for Women Only sessions at college; non-traditional social event at college.</p> <p><u>High School</u> - Supported through funds from local school districts – no salary amounts in this goal area for the high school.</p>	Local funds	\$28,687	\$28,687
Continuum of Service Provision (Brokering)	<p><u>College</u> - \$27,687 in salary costs for 6 Lab Assistants, 1 Academic Center Staff, and Perkins Coordinator. \$6,000 for career planners at HHS and CHS (?), meeting administration</p> <p><u>High School</u> – [removed reference to equipment-it belonged in Sustaining New Consortium] Work w/ industry partners (based on district extra salary pay), sub pay to allow teachers to attend lengthier program visits, subscription to journals, transportation for Tech Career Day (CHS) IT- Professional development at HCC (\$102) Professional development at Mesabi Range CC (\$102)</p> <p>(HHS) IT – Update industrial tech videos (\$150) Business – Instructional supplies for PC Lab (\$400) Art – Professional Journal Subscription(\$147) Support one two-day teacher workshop (\$780)</p> <p>Provide career planners for all high school students collaboratively with HCC. (\$2000)</p> <p>Secondary Salary (\$6,684 split by four goal areas = \$1,671) Note: no secondary salary for Service to Special Populations</p>	\$5,352	\$33,687	\$39,039
Sustaining the New Consortium	<p><u>College</u> - \$27,687 in salary costs for 6 Lab Assistants, 1 Academic Center Staff, and Perkins Coordinator. \$4,000 for college technical career day for 15 area high schools, AHEC healthcare career event with hospital, business collaboration with HHS and CHS(?)</p> <p><u>High School</u> – Support new journal subscriptions, equipment purchases for “real” work simulations,</p>	\$3,960	\$31,687	\$35,247

	<p>Support FACS programs in connection w/ Post-Sec Culinary programs, support the development of business/entr curriculum with Post Sec. (rate based on sub pay), student transportation to investigate technical careers, staff travel to mandated meetings and coordinators salary.</p> <p>(CHS) Industrial Tech –Multiple journal subscriptions for new industry updates. (\$550) Time clock purchase (\$500) Improve tools and equipment based on feedback (\$559)</p> <p>(CHS) Business - Equipment supplies for embroidery machine(\$100) Update equipment & supplies for Baby Think It Over (\$300)</p> <p>(HHS) Business – Support curriculum development to align w/ HCC business courses (\$200)</p> <p>(HHS) Art – Support field trip to HCC for observation of Multi Media program.(\$80)</p> <p>Secondary Salary (\$6,684 split by four goal areas = \$1,671) Note: no secondary salary for Service to Special Populations</p>			
Total All Goals		\$27,836	\$166,859	\$194,695

List any other relevant information not specified above here: none

Note: the Total Budget for each broad goal must equal the budget specified on the Goals/Objectives/Strategies/Outcomes/Budget page for each corresponding goal

MnSCU/MDE CARL D. PERKINS LOCAL APPLICATION
SECONDARY BUDGET
JULY 1, 2008– JUNE 30, 2009
SUMMARY OF FUNDS DESIGNATED FOR SPECIFIC USES

GOALS	FEDERAL/STATE USES OF FUNDS Refer to Section I, Pages 10-12 for the listing of Required and Permissible Local Uses of Funds	PROJECTED BUDGET FY '09		
		Required Activities	Permissible Activities	Total Budget
1	Programs of Study	\$6,444	\$1,025	\$7,469
2	Employer, Community and Education Partnerships	\$6,021	\$5,034	\$11,055
3	Service to Special Populations	Local funds		Local funds
4	Continuum of Service Provision (Brokering)	\$3,352	\$2,000	\$5,352
5	Sustaining the New Consortium	\$3,560	\$400	\$3,960
Subtotals for each column		\$19,377	\$8,459	27,836
Administration not to exceed 5%			-	-
Total Perkins Secondary Budget		\$19,377	\$8,459	27,836

Additional Informational Items: none

1. Coordination Time for Perkins Grant	% of Total Time	Total Budget
Total Time for Coordination of Perkins (this includes coordinator salary, benefits, and coordination of contracted staff) and Corresponding Expenditure	10%	\$ 6,685
2. Perkins Grant Collaboration with WorkForce Centers for FY2009		
A. Total Perkins Funds (dollars) used in collaboration with WorkForce Centers		\$200
B. Estimate of other expenditures/in-kind contributions used in collaboration with WorkForce Centers		\$100
Perkins budget spent in collaboration with WorkForce Centers for FY2009 [A + B]		\$ 300

MnSCU/MDE CARL D. PERKINS LOCAL APPLICATION
POSTSECONDARY BUDGET
JULY 1, 2008– JUNE 30, 2009
SUMMARY OF FUNDS DESIGNATED FOR SPECIFIC USES

GOALS	FEDERAL/STATE USES OF FUNDS Refer to Section I, pages 8-9 for the listing of Required and Permissible Local Uses of Funds	PROJECTED BUDGET FY '09		
		Required Activities	Permissible Activities	Total Budget
1	Programs of Study	\$27,687	\$3,000	\$30,687
2	Employer, Community and Education Partnerships	\$31,687	\$10,424	\$42,111
3	Service to Special Populations	\$27,687	\$1,000	\$28,687
4	Continuum of Service Provision (Brokering)	\$29,000	\$4,687	\$33,687
5	Sustaining the New Consortium	\$29,687	\$2,000	\$31,687
Subtotals for each column		\$145,748	\$21,111	\$166,859
Administration not to exceed 5%				
Total Perkins Postsecondary Budget		\$145,748	\$21,111	\$166,859

Additional Informational Items:


1. Coordination Time for Perkins Grant		% of Total Time	Total Budget
Total Time for Coordination of Perkins (this includes coordinator salary, benefits, and coordination of contracted staff) and Corresponding Expenditure		100% of a .6 seasonal position	\$32,912
2. Perkins Grant Collaboration with WorkForce Centers for FY2009			
A. Total Perkins Funds (dollars) used in collaboration with WorkForce Centers			\$200
B. Estimate of other expenditures/in-kind contributions used in collaboration with WorkForce Centers			\$800
Perkins budget spent in collaboration with WorkForce Centers for FY2009 [A + B]			\$1,000


**MnSCU/MDE CARL D. PERKINS
LOCAL APPLICATION BUDGET:
Notes and Reminders
JULY 1, 2008 – JUNE 30, 2009**


NOTE:


1. Postsecondary broad goal budget changes must be pre-approved by MnSCU if they change by \$10,000.00 or more between any given required or permissive category.
2. Broad goals budget changes for secondary Perkins must be pre-approved by MDE if they change 10% or more between any given required or permissive category.
3. For Secondary Perkins, any expenditure over \$1,000.00 **MUST** receive prior approval from MDE, or ANY equipment expenditure must receive prior approval.


DIRECTIONS & REMINDERS

-  Cost of all funded personnel must be split out between the five (5) Broad Goals
 - o High School to College Transitions
 - o Collaboration
 - o Employer, Community, and Education Partners
 - o Serving Special Populations
 - o Sustaining the New Consortium

-  Federal Carl D. Perkins funds **cannot supplant** funds from other sources.

-  The Carl D. Perkins Education Act of 2006 requires Personnel Activity Reports (PAR) to be filled out on all personnel funded by Perkins resources or whose time is considered a match toward Perkins resources. PARs do not need to be sent to MnSCU/MDE, but do need to be kept and monitored at the local level.

-  Each eligible sub-recipient receiving funds under this Act shall not use more than five (5) percent of the funds for administrative costs associated with the administration of this law.

-  Identify the amount of total Perkins resources that were used in collaboration efforts with WorkForce Centers.

SECONDARY ONLY, DUE WITH YOUR APR: OCTOBER 2009

Secondary Perkins Equipment Record

NOTE: Secondary Perkins Directors shall be required to maintain a list of all equipment purchases, the purchase price, and where the equipment is located (school district and building). This will match the audited budget by UFARS coding (OBJ. 530 and 555) for the fiscal year. This will be due with the Annual Performance Report (APR) in October.

Use additional sheets if necessary

Date	What was purchased	Where located (school and district)	Cost/Dollar allocation
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STATEMENT OF ASSURANCES & CERTIFICATIONS

1. The eligible sub-recipient shall make this application and Personnel Activity Reports (PAR) available for review and comment by all appropriate parties as outlined in the Carl D. Perkins Career and Technical Education Act of 2006.
2. None of the funds expended under this Act shall be used to purchase equipment (including computer software) in any instance in which such acquisition results in a direct financial benefit to any organization representing the interests of the purchasing entity or its employees or any affiliate of such an organization.
3. Funds made available under this Act cannot be used: (1) to require any secondary school student to choose or pursue a specific career path or major; or (2) to mandate that any individual participate in a career and technical education program, including a career and technical education program that requires the attainment of a federally funded skill level, standard, or certificate of mastery.
4. Federal career and technical education funds shall be used to supplement state and local funds for career and technical education, and in no case to supplant (replace) such state or local funds.
5. The eligible sub-recipient shall comply with all requirements imposed by the grantor agency concerning special legal requirements, program requirements, and other administrative requirements including the completion of Personnel Activity Reports.
6. The eligible sub-recipient shall comply with all regulations, policies, guidelines, and requirements included in the Education Division General Administrative Regulations (EDGAR) as they relate to the application, acceptance and use of federal funds for this project.
7. The eligible sub-recipient shall comply with the Vocational Education Guidelines for eliminating discrimination and denial of services on the basis of race, color, national origin, sex and handicap (45 CFR, Part 80) issued by the Bureau of Occupational and Adult Education, Department of Education and the Office of Civil Rights, March 21, 1979.
8. The eligible sub-recipient shall comply with requirements of the provisions of the Uniform Relocation Assistance and Real Property Acquisitions Act of 1970 (P.L. 91-646) which provides for fair and equitable treatment of persons displaced as a result of federal land federally assisted programs.
9. The eligible sub-recipient shall comply with the minimum wage and maximum hours provisions of the Federal Fair Labor Standards Act, as they apply to hospital and educational institution employees of state and local governments.
10. The eligible sub-recipient shall establish safeguards to prohibit employees from using their positions for a purpose that is, or gives the appearance of being, motivated by a desire for private gain for themselves or others, particularly those with whom they have family, business, or other ties.
11. The eligible sub-recipient shall give the grantor agency or the Comptroller General through any responsible authority access and the right to examine all records, books, papers, or documents related to the awarding of these funds.

I/we hereby certify that the information provided in this local application is true and correct to the best of my/our knowledge, information, and belief, and that the required assurances are given. All approved programs, services, and activities shall be conducted in accordance with state and federal laws, rules and regulations; and in accordance with the Minnesota Department of Education and the Minnesota State Colleges and Universities policies and program standards.

ALL STATEMENT OF ASSURANCES AND CERTIFICATIONS MUST BE SIGNED:

Applicant District or Consortium _____

Postsecondary Signature - College President

Date

Secondary Signature - School Superintendent, CTE Director, or their designee

Date

FOR LOCAL CONSORTIUM MEMBERS ONLY:

- Consortium members: each college president, district superintendent or authorized representative within your consortium must sign this form to be submitted with the application. Additional pages can be added to your local application for all signatures.

I have read and shall comply with the above assurances:

Signature – College President, Superintendent or Authorized Representative

Date

College/District Name

Local District Type and Number