

**APPROVED 5-14-08**  
**CARL D. PERKINS ACT of 2006**  
**CONSORTIUM APPLICATION COVER SHEET FY2008-2009**  
**Lake Superior Consortium**

**Please complete the following:**

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District/Agency Name/College	Secondary Type & Number
Lake Superior College	
Cook County Schools	ISD 166
Duluth Schools	ISD 709
Esko Schools	ISD 99
Hermantown Community Schools	ISD 700
Lake Superior School District	ISD 381
Proctor Schools	ISD704

## **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](http://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.

Health Care

Automotive

Manufacturing (Machine Tool, CAD,  
Welding)

Business

4. Sequence of courses begins in Grade 9 with transitions into employment and into Lake Superior College (LSC) programs. In addition, POS will continue with seamless transition to baccalaureate degrees through LSC's Career & Technical Education (CTE) articulation agreements with senior institutions.

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

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

The six school districts and LSC have a long relationship involving the four selected programs of study. In addition, the four career fields are growth areas in Northeast Minnesota.

**Health Careers:** Both Duluth Schools as well as Esko/Proctor have operated Health Career Programs for several years; students from other Lake Superior Consortium (known as Consortium) schools attend these two Health Careers programs. Silver Bay, Two Harbors and Cook County have offered Certified Nursing Assistant & Home Health Aide courses. All secondary programs have Dual Enrollment agreements with Lake Superior College that allows for up to seven credits in the Health Careers. In addition, LSC's faculty has developed a Health Careers Core Curriculum for program readiness that has been shared with the Consortium secondary faculty, who were impressed with the curriculum. With the Core Curriculum as the driving force, both groups of teachers are at the starting point for multiple POS within Health Careers. There are multiple national boards for the health careers programs that can be used for Third-Party Technical Skill Assessment.

**Automotive Service:** Duluth Schools and LSC have a long-standing relationship within Automotive Services; the Duluth Schools Automotive Program is open to all secondary Consortium member students. Both Duluth's and LSC's programs are nationally certified through NATEF (National Automotive Technical Education Foundation) and Automotive Service students articulating from Duluth Schools to LSC can receive up to 20 college credits for completing the full high school program. ASE Certification (National Institute for Automotive Services Excellence) can be used as a Third-Party Technical Skill Assessment for both secondary and postsecondary program completers. The present agreement between the Duluth Schools and LSC will be the starting point for a more formalized POS.

**Manufacturing (Machine Tool, CAD, & Welding)** Machine tool and welding courses are offered through Proctor and Two Harbors Schools. The schools and LSC have Tech Prep Articulation Agreements for these courses that allow students to receive dual enrollment credits. As with the above two programs, Manufacturing was chosen as a POS because of a history of faculty and administrators working together in dual enrollment programs and faculty have participated in joint professional development activities. The creation of a POS in manufacturing will be formalizing a long term relationship for students and faculty. There are Third-Party Technical Skill Assessment instruments through N.A.M. (National Association of Manufacturing) and other national organizations that are being reviewed for use with Technical Skill Attainment.

**Business:** All Consortium secondary partners have Business courses or programs. Consortium secondary and postsecondary teachers have worked together on dual enrollment agreements and attended combined professional development activities. This long term relationship lends itself to the design of POS within the various Business Career fields. At this time the Consortium is looking at potential third-party Technical Skill assessment instruments that could be used. Also, there will be a need for Business POS for members of the Fond du Lac (FDL) Consortium.

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

With all four programs, both secondary and postsecondary teachers have been involved with dual enrollment agreements for several years. Hence, both secondary and postsecondary teachers are familiar and supportive of each others' programs through the process of creating the dual enrollment agreements. The POS design process will be a continuation of long term collaborative working relationships between the teachers at all levels. Faculty have expressed enthusiastic support for the more formal and inclusive structure of the POS instrument which is an outgrowth of the long standing dual enrollment agreements.

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.

Yes. Faculty from both Lake Superior & FDL Consortia, both secondary and postsecondary, attended a recent meeting addressing the Lake Superior College Core Curriculum for Health Careers. The goal of the two consortia is to have Health Career POS available for students from all 18 high schools within the two consortia brokered to both LSC and FDLTCC. With FDLTCC limited CTE offerings, the FDL consortium will broker the design of needed POS within Automotive Service and Manufacturing with the Lake Superior Consortium. As the number of POS careers fields expand, the brokering of POS will be available to the postsecondary members of both consortia. In addition, the Automotive Services program at Duluth Schools has articulation agreements with several other Technical Colleges within Minnesota and will be brokering with those institutions for a POS structure.

In addition to the FDL Consortium, staff discussions have begun with POS brokering with Range consortia, Itasca Area Consortium, as well as the Bemidji Area Consortium.

**Note on Goal Outcomes & Measures**

The outcomes for each of the objectives are measurable. There are no outcomes or measures relating to indicators, as the new indicators and measures have not been instituted as of the writing of this grant. Because of the significant changes in the grant, from both the secondary and postsecondary perspectives, the Lake Superior Consortium views FY2009 as the baseline year for establishment of benchmark measures. The momentous changes in the grant operations at both secondary and postsecondary do not lend to the comparison of measures from FY2007.

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

### **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:**

The Lake Superior Consortium has identified four POS for design during FY2009: Health Careers, Automotive Service, Business, and Manufacturing. The consortium goal is to have the POS complete in time for student use in registering for FY2010 classes. After reviewing the POS framework, the Consortium concluded that the four career fields mentioned above were the best programs to begin the POS process. This decision was based on working relationships building these programs over the past several years. The sequence of courses will start at the 9<sup>th</sup> grade and continue through the baccalaureate level, as LSC has articulated these degrees/diplomas to senior institutions. The continued close working arrangements between secondary and postsecondary counselors and advisors within the Consortium is key to ensure a smooth transition of students between secondary and post-secondary as well as into employment. Through Consortium meetings decisions have been made to expand present college services for special populations to secondary students within those special populations, non-trads, single parents, and intercultural services. In addition the Consortium is looking at the use of the college placement office for job leads and job search skills training for high school program completers in addition to serving LSC students. Secondary and postsecondary instructors have worked together for many years in the development of dual enrollment courses within the four POS fields. LSC's faculty has developed a Core Curriculum for program readiness in Health Careers that has been shared with the secondary faculty, who were impressed with the curriculum. With the Core Curriculum as the driving force, both groups of teachers are at the starting point for multiple POS within Health Careers. Both Duluth Schools and LSC Automotive Services programs are nationally certified through NATEF (National Automotive Technical Education Foundation) and Automotive Service students matriculating from Duluth Schools to Lake Superior College can receive up to 20 college credits for completing the full high school program. All Consortium secondary members offer Business courses and many are dual enrollment courses with LSC. Machine tool and welding courses are offered through Proctor and Two Harbors Schools. The schools and college have Tech Prep Articulation Agreements for these courses that allow students to receive dual enrollment credits. All POS documentation will be completed as the POS are finalized.

The completion of the POS will lead to the next step: communication, the most important aspects of the POS. The POS documentation will show college and work readiness skills. At this point the Consortium is considering teachers, counselors, and advisors to be the conduit of information to students and parents; the Consortium staff will have the responsibility to communicate to all Consortium administrators. There is presently a depth of dual enrollment programs between consortium members within each of the four POS. It is thought that these dual enrollment classes will be a primary vehicle for dissemination of POS to students. With the POS there will be a closer look at the knowledge and skills needed to move from course to course and institution to institution. As POS are developed and dual enrollment agreements refined, academic and technical skill attainment will be a primary focus. The goal of POS is to create a non-duplicative series of courses which will allow the maximum time devoted to new knowledge and skills attainment within each class; this will lead to improved academic and technical skill attainment.

For Technical Skill Attainment measures the Consortium is moving toward the use of passing scores on National Board Exams in the Health Careers, A.S.E. certification for Automotive Services, certification scores from N.A.M. or other manufacturing assessments that will be used, and the business area is being explored.

The Consortium will continue the approach used for the past few years with Tech Prep professional Development. Workshops will be held with secondary and postsecondary teachers interacting with local professionals in the career field. These sessions allow for discussion of career skill development from the secondary level to the post-secondary level as well as into employment from secondary and postsecondary programs. These professional development activities are followed up by joint curriculum work to move the student technical skill attainment to match employer needs. These joint professional development workshops help assure that students will receive employment in high skill, high wage, or high demand occupations. In addition, the Consortium will use DEED data as part of the analysis of high skill, high wage, or high demand occupations.

<b>Objective(s)</b>	<b>Strategies</b>	<b>Outcomes and Measures (FY08)</b>	<b><i>Projected Budget by Objective</i></b>
To establish Programs of Study (POS) for seamless, non-duplicative career pathways.	The Consortium will join together faculty, administrators and other parties, to create POS for the consortium members.	The Consortium will design four POS for each of the six school districts and LSC. The areas for POS will be: Business, Health Careers, Manufacturing, and Auto Service.	PS:\$41,957 S:\$1,500

For faculty to stay up-to date on industry practices to allow for up-to-date curriculum for POS.	<p>1. Professional development activities will be provided to Consortium faculty to review seamless curriculum and employer needs.</p> <p>2. Purchase curriculum, software, instructional materials, and supplies and equipment for the instruction and assessment, for innovative programs, alternative programs</p>	<p>1. Three (3) Career Field specific professional development activities will be held for secondary and post secondary faculty and business partners. 50 secondary and post secondary faculty will attend.</p> <p>1b. Send two faculty for two weeks of PLTW Training</p> <p>2.a. Purchase PLTW, AYES, other programs as needed</p>	S:\$19,805
To provide dual enrollment opportunities to high school students.	The Consortium will work with LSC's High School Connections Office in the provision of PSEO, College in the Schools, Honors Online a Tech Prep Articulation Agreements.	<p>1a. 1,000 Consortium students (duplicated head count (HC)) will be enrolled in courses with dual enrollment options</p> <p>1b. 600 Consortium students (duplicated HC) will receive dual enrollment credit.</p>	PS-\$16,500
To provide CTE students with both technical and liberal education courses through distance learning.	Develop and offer needed technical education and liberal education course required for CTE programs through the Internet.	<p>a. 200 <i>high school</i> CTE students (duplicated headcount) will enroll in LSC CTE Internet courses.</p> <p>b. 1,800 <i>postsecondary</i> students (duplicated HC) will enroll in LSC CTE Internet courses.</p>	Local Funds
<p><b>Use of Funds:</b> List the required and permissible activities addressed above. "R" for required and "P" for permissible followed by the number and name.</p> <p>R – 1, 2, 5, 7, 10, 11 P – 10, 12, 18</p>			

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

### 2. Effectively utilize employer, community, and education partnerships

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

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

**Plan Narrative:**

High skill, high wage, or high demand occupations will be identified through continued work with DEED, WIA, and Minnesota Future Work Scan. Program approval processes within the Consortium require CTE programs to meet local labor market needs; all approved CTE programs will maintain and develop partnerships as stated in the Program Approval process and identified in the MDE rubrics as a guide to increase the involvement of parents, business, and labor in the operation of CTE programs. The Consortium members incorporate internships, clinicals, and service learning into the curriculum to assist students to better understand “all aspects of the industry”. Both high school and college members of the Consortium Board are members of the local Workforce Investment Board (WIB) and are the Consortium link to the workforce development agencies and non-profits in the larger community. These WIB contacts assist in the transition of adult learners into the Consortium POS. Consortium members operate Alternative Learning Centers which have strong connections with the college’s developmental education department which provides for smooth transitions of for students. Most of LSC’s AAS programs are articulated to senior institutions which makes the Consortium POS grade 9-16 career pathways.

Objective(s)	Strategies	Outcomes and Measures (FY08)	<i>Projected Budget by Objective</i>

<p>To provide CTE students with work-based learning opportunities through enhanced relationships with local employers, and community &amp; education partners</p>	<p>1. Incorporate work-based learning into secondary and postsecondary CTE programs through collaboration with local employers for internship and clinical sites.</p> <p>2. Provide students opportunities to participate in student organizations.</p>	<p>1a. 300 secondary students &amp; 100 postsecondary students will participate in work-based learning experience (non-health careers) 1b. 1,000 postsecondary &amp; 150 secondary health career students will participate in clinicals.</p> <p>2. 20 students will participate in DECA</p>	<p>S:\$12,500</p> <p>S:\$15,000</p>
<p>To provide comprehensive career planning, work experience, and placement services.</p>	<p>1. Support staff to provide CTE students with job search skills (JSS), part time employment opportunities, and placement services</p> <p>2. Fund student based career exploration, awareness, and development activities with input from employers, community, and education partners.</p> <p>3 .Fund MCIS, IDEAS, BRIDGES for Consortium Schools.</p> <p>4. In cooperation with employers, provide job shadow opportunities outside the normal school day and beyond the normal parameters of the school experience.</p>	<p>1a. The LSC Placement Specialist will visit each Consortium high school two (2) times to discuss JSS and placement services with CTE students. 1b. 100 secondary CTE students will be provided services for the LSC Placement Officer. 1c. 500 postsecondary CTE students will be provided with JSS and placement services.</p> <p>2. Funding for 3 secondary Career Centers to serve 3,550 secondary students (duplicated headcount)</p> <p>3a. Fund 10 high schools for MCIS, IDEAS, and/or BRIDGES 3b. 4,000 student “logins” will occur 3c. one (1) MCIS/ISEEK workshop will be provided to 15 staff members.</p> <p>4. 400 middle &amp; high school students will participate in job shadow experiences</p>	<p>PS:\$66,590</p> <p>S:\$26,600</p> <p>S:\$16,760</p>
<p>To create and maintain joint secondary and postsecondary CTE advisory boards with board community representation</p>	<p>1. Ensure that all advisory boards have representation from both secondary and postsecondary partners.</p> <p>2. Ensure continued representation of business, industry, and labor on advisory committees.</p>	<p>1. 55 advisory boards have both secondary and postsecondary members.</p> <p>2. 55 advisory boards have business, industry, and labor members.</p>	<p>Local Funds</p>

<p>To promote quality improvement through CTE program review.</p>	<p>1. Develop and implement CTE program improvement plans based on Program Approval status and assessment of level of performance based on the MDE Rubrics.  2. Evaluate LSC CTE programs through the Program Evaluation System and through Advisory Committee Review.</p>	<p>1. 18 Secondary CTE programs will be evaluated   2. 37 LSC CTE programs will be evaluated for elements of efficiency, effectiveness, and relevancy to the work place. Develop correction action plans as needed.</p>	<p>Local Funds</p>
<p><b>Use of Funds:</b> List the required and permissible activities addressed above. “R” for required and “P” for permissible followed by the number and name.   R – 3, 4, 5, 6, 7  P – 1, 3, 16, 20</p>			

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

### **3. Improve service to special populations**

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

- 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:**

All CTE programs established within the Consortium have the same curriculum for all students. The Consortium will work with community organizations and workforce development groups to identify high skill, high wage, or high demand occupations in the region that are non-traditional by gender, and will design the recruitment and enrollment materials as appropriate in a neutral manner highlighting the economic benefits for special population students. CTE curriculum and student based activities will be designed to attract and encourage nontraditional participation and encourage, support and accommodate special population students. The Consortium will continue to use Perkins funding to assist in the provision of support services for Students of Color, Students with Disabilities, Economically Disadvantaged, Displaced Homemakers, Single Parents, and Nontraditional Students. In addition the Consortium will share LSC staff who specialize in service to special populations. The evaluation of CTE programs will maintain a review of not only overall student success, but review of the success rates of special population students.

Past performance is a key to ensuring future success. The Consortium prides itself on having successfully served special population students. As the Consortium moves into the new era of Programs of Study the Consortium will continue its commitment to of excellence in service to special populations.

The following report from LSC for FY 2007 is an exhibit of the success of serving special population students within the Consortium:

Within the most important indicator, 2P1, LSC's completion rate has been above the state negotiated level for the past four years. The past two years has shown the college at over a 30% completion rate.

While performing above the state standard is satisfying, greater satisfaction and pride is taken in the service to special population students. All of the ethnic groups were above the state target of 29.66%, except American Indians who were within 1% of the target. This was accomplished while serving 12% more CTE minority students in FY2007 (408) vs. FY2006 (364). Of particular note was the increase in the 2P1 for Asian students from 16.7% to 46.7%, while the number of Asian CTE students increased from 63-75.

Academically disadvantaged students 2P1 was down slightly from FY2006 – 32.7 to 28.3, but was still strong for a group starting college with this disadvantage. Tutoring services were provided to 13,425 students (duplicated HC). Economically Disadvantaged students 2P1 was above the state target for the third consecutive year and was at an all time high for this group – 42%. Furthermore the 2P1 for students with disabilities although down slightly from last year (33.33-29.73), it was still above the state target. In addition LSC served 150 CTE students with disabilities, up by 16 (12%) over FY2006.

Lake Superior College met the Nontraditional 4P2 target with a 21.3 rate. This was due almost entirely to men showing a 2P1 rate of 52.1%.

Objective(s)	Strategies	Outcomes and Measures (FY08)	<i>Projected Budget by Objective</i>
To recruit and enroll CTE students from diverse ethnic backgrounds and provide assessment, comprehensive counseling, academic advising, tutoring, and career-planning.	1. Provide needed support for students of color through LSC's Intercultural Services Office.	1a. 150 Consortium CTE students of color will receive support services. 1b. The Intercultural Services Specialist will visit 10 Consortium high school, two (2) times to discuss CTE opportunities with students of color.	PS:\$46,800
To have full programmatic access and success for students with disabilities.	Provide needed support services through the LSC Office for Students with Disabilities that enhance access and success for CTE students.	1a. 50 secondary and 100 postsecondary students with disabilities will receive support services. 1b. The LSC Disabilities Coordinator will visit each Consortium high school two (2) times to discuss CTE opportunities for student with disabilities.	PS:\$45,933
To have full programmatic success for CTE students who are academically disadvantaged.	Provide professional and peer tutoring to foster high academic success in CTE programs.	5,000 (duplicated headcount) secondary and postsecondary CTE students will receive professional and peer tutoring services.	PS:\$50,000 S:\$600
To provide full access and success to all non-traditional students, and Single Parent/Displaced Homemakers (SP/DH)	1. Provide CTE non-traditional students with outreach, assessment, counseling, academic advising, peer-tutoring, career planning through the Center for Student Development.  2. Provide CTE SP/DH students with outreach, assessment, counseling, academic advising, peer tutoring, career planning through the Center for Student Development	1a. 700 secondary & postsecondary students will be enrolled as non-traditional students in CTE programs. 1b. LSC staff will visit each Consortium high school two (2) times to discuss non-traditional CTE opportunities; LSC staff will be available to serve secondary CTE students. 2a. 150 secondary & postsecondary students SP/DH students will enroll in CTE programs. 2b. LSC staff will visit each Consortium high school two (2) times to discuss CTE opportunities with SP/DH.	PS:\$34,191

<p>To enroll Special Populations into CTE Programs</p>	<p>Distribute information via counselors, advisors, instructors, and written material to encourage Special Populations students to enroll in CTE programs at all Consortium member schools</p> <p>Fund CTE exploration, awareness, and development activities inclusive of Special Population in high wage, high skill, or high demand careers.</p> <p>Involve employers to advance CTE exploration through Job Shadowing, Internships, Career Fairs, HOT Camps, and other activities.</p>	<p>20% of Consortium CTE secondary &amp; postsecondary students will be Special Population students.</p>	<p>Local Funds</p>
<p><b>Use of Funds:</b> List the required and permissible activities addressed above. “<b>R</b>” for required and “<b>P</b>” for permissible followed by the number and name.</p> <p>R – 6, 8, 9 P – 4, 16, 20</p>			

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

### 4. Provide a continuum of service provision<sup>1</sup> 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:**

The Consortium and the FDL Consortium will maintain working relationships that will ensure that students from either consortium will have the programs and services of the other consortia available to them, including dual enrollment opportunities. Faculty from both consortia, both secondary and postsecondary, attended a recent meeting on the Lake Superior College Core Curriculum for Health Careers. The goal of the two consortia is to have Health Career POS available for students from all 18 high schools within the two consortia brokered to both LSC and FDLTCC. With FDLTCC limited CTE offerings, the FDL consortium will broker the design of needed POS within Automotive Service and Manufacturing and Business with the Lake Superior Consortium. The Consortium is also working with the Itasca Area Consortium, the Bemidji Area Consortium, and Range consortia for the brokering of services.

In addition, the Automotive Services program at Duluth Schools has articulation agreements with several other Technical Colleges within Minnesota and will be brokering with those institutions for a POS structure. The Consortium will continue the approach used for the past few years with Tech Prep professional Development. Workshops will continue to be held with secondary and postsecondary teachers interacting with local professionals in the career field. These sessions allow for discussion of career skill development from the secondary level to the post-secondary level as well as into employment from secondary and postsecondary programs.

<b>Objective(s)</b>	<b>Strategies</b>	<b>Outcomes and Measures (FY08)</b>	<b><i>Projected Budget by Objective</i></b>
To ensure transitioning CTE students are knowledgeable of CTE program requirements and their program admission status	Operate a Program Readiness system that provides CTE applicants and students with information on program requirements, the receipt of needed program admission documents, and program acceptance or waiting list status.	1a. 4,000 new applicants/students will receive up-to-date information on their Program Readiness status. 1b. 400 Consortium secondary CTE students will receive Program Readiness information.	PS:\$34,372
To have dual enrollment courses for consortium secondary students transitioning to work or postsecondary education.	1. Provide funding and staffing that leads to the creation and maintenance of dual enrollment programs, including support for college mentors.  2. Review Consortium dual enrollment agreements (internal & external) and develop new agreements as needed.	1. 600 Consortium secondary students (duplicate head count) will receive college credit through dual enrollment programs.  2. 25 dual enrollment agreements will be reviewed, amended, or developed	Local Funds

<p>To provide work-based learning opportunities for Consortium Students who are transitioning to work or education.</p>	<ol style="list-style-type: none"> <li>1. Identify businesses/community organizations for work-based learning sites to enhance opportunities for employment and continued education.</li> <li>2. Provide Career Exploration field trips</li> </ol>	<ol style="list-style-type: none"> <li>1. 10 new businesses/community organizations will be identified for work-based learning opportunities.</li> <li>2. 15 Career Exploration Field Trips will be conducted</li> </ol>	<p>S:\$2,800</p>
<p>To provide a brokering of services (CSP) to meet Consortium student transitional needs.</p>	<ol style="list-style-type: none"> <li>1. Lake Superior Consortium staff will meet regularly with the FDL Consortium staff as well as Iron Range &amp; Bemidji Consortium staff to ensure that all students are provided needed brokering services.</li> <li>2. The regional consortia will build a comprehensive continuum of services ensuring that CTE students will be able to fully participate in activities/programs supported by Perkins within and among the regional consortia.</li> <li>3. The Consortium will work with FDL Consortium on POS between consortia members in Health Careers.</li> <li>4. The LSC Consortium will work with FDL Consortium secondary partners to provide POS for careers, such as the trades, which FDLTCC do not have similar programs.</li> </ol>	<ol style="list-style-type: none"> <li>1a. 3 Regional Brokering Meetings will be attended.</li> <li>2. 25 Consortium students will receive brokering services from another regional consortium.</li> <li>3. 6 Health Career POS will be developed between FDL Consortium schools and the LS Consortium.</li> <li>4. 6 non-health career POS will be developed between FDL Consortium and the LS Consortium</li> </ol>	<p>PS:\$1,000</p>
<p><b>Use of Funds:</b> List the required and permissible activities addressed above. “<b>R</b>” for required and “<b>P</b>” for permissible followed by the number and name.</p> <p>R – 1, 6, 8, 10, 11</p>			

## **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
  - i. How will you promote the vision for career and technical education within your region?
  - ii. How will you support and foster relationships among consortium members?
  - iii. What leadership structure will exist for meeting the goals of your new consortium?
  - iv. What practices or processes will you use to build and implement programs of study, identify and measure technical skill attainment, and address accountability?
  - v. What fiscal/administrative rules are needed for the operation of your new consortium?
- What best practice collaboration activities will you continue/carry over from Perkins III?
- How will you assure CTE students of smooth transitions between pathways within career clusters?
- What role will your consortium play in ensuring that students will be able to continue a program of study that was started within your consortium but for which no postsecondary program exists within your current/proposed consortium?
- What common collaborative goals will you and your partners develop for FY09?
- How will you plan for a jointly developed collaborative structure along with shared responsibility for student success?
- How will you assure that all partners will collaborate and be accountable for achieving your stated mutual goals (sharing resources and rewards, etc.)?

**See next page for Goal 5.**

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

### Plan Narrative:

**Geography:** Geographically, the nine high schools and one postsecondary institution are all located along the I-35/Hwy 61 corridor extending from the far northwest corner of Carlton County to the Canadian border; these are the only school districts along the 170 mile corridor.

**Partnership history and relationships:** All the high schools have a history of collaborating and working together. Esko, Proctor, Duluth, and Hermantown share several programs including child care, machining, welding, and health care in which students attend neighboring high schools. Two Harbors, Silver Bay and Cook County have collaborated for several years through a shared Perkins program and are also linked through an organization known as the North Shore Trade and Tech Project. All nine schools have cooperated on teacher workshops and for the last six years have worked together to produce the student focused Also, LSC has dual enrollment programs with all of the consortium high schools. In addition LSC has worked with dual enrollment programs with all high schools.

**Matriculation patterns of students:** Historically a significant portion of graduates from the nine high schools attend Lake Superior College (LSC). For the graduating class of 2007, 232 consortium high school graduates are attending LSC. Also, LSC has dual enrollment programs with all of the consortium high schools.

**Programs of study:** The former Carlton County Plus Consortium has worked over the last several years to develop and implement a number of “POS” type initiatives between area high schools and LSC. As an example, all nine high schools that will make up the new consortium already have strong links to LSC through a variety of well-established articulated and concurrent course offerings. These courses serve several hundred students annually. Many are based on the pathway model in which courses are linked in sequence from high school to technical school to baccalaureate offerings.

Since 1991 the 6 local school districts and LSC have worked together to ensure that high school programs and students are connected to a postsecondary partner that operates the same or similar programs to ensure a smooth transition from secondary to postsecondary education. The Consortium will continue to work in this cooperative manner. In addition the Consortium will work closely with the FLDTCC Consortium to our south, to ensure programs of study are created both within and between the two consortia.

To ensure a joint collaborative structure with shared responsibilities for student success, each school district and the college will have equal membership voice in the Consortium. The consensus model will lead to full participation of all parties and require responsibility and accountability for all members. The Consortium consensus model, along with a long history of secondary and postsecondary partners working in tandem toward student success, will result in a sharing of resources to allow all students to succeed. The secondary partners of the Consortium will have value-added services for CTE students through LSC making available the services of the LSC Disabilities Coordinator, Inter-cultural Coordinator, and Non-traditional Student Director for high school visit to provide information on CTE careers. The Consortium has made a commitment to work as one-body in their responsibilities for CTE student success.

The Lake Superior Consortia along with the Fond du Lac are in a unique situation in regards to brokering (or CSP). The member schools and colleges have a long term working relationship. Both consortia are being designed with a core concept being not only having brokering within each consortium, but between

the consortia. Within the Consortium there is a history of brokering services between the high schools and college. STC is a local Technical Center open to all students within the region. Students who lack a program at their high school can attend STC for CTE in a career area of their choice. In addition the Esko/Proctor Health Careers program is open to students from other high schools, as is the Manufacturing program. The LSC manufacturing instructor formerly taught college courses at Proctor High School and has taught the high school students at the LSC facility. As the Consortium schools work together, the plans are to expand the collaborative nature and expand and create more joint programming, which will enhance CTE student success.

**Leadership structure:** Each school district and the college will have one representative on the Leadership team. Each representative will have decision making authority and each representative will have equal voice. The Leadership Team will operate under consensus. If consensus can not be reached, the LSC representative will mediate the discussion and bring the group to a decision. Harry Cottrell of LSC will be the facilitator/consortium contact person. Also, Harry Cottrell will be the lead grant/report writer for the consortium, working in concert with other consortium members. In addition there will be three high school liaisons who will work directly with the schools. Consortium members believe this leadership structure will lead to the promotion of a regional vision and strengthen relationships of the consortium members. The processes to build and implement POS and establish technical skill attainment measures are clearly stated with in Goal 1, above. **Long-term planning:** The Leadership team is the planning team. We are looking at the plan as the first year of a five year plan. The membership for the first year will be Superintendents or their designees with decision making authority. During the first year working on the FY2009 we will look at the future state of how we would like to be structured and the continuum of services we want for the Consortium. Using a planning process we will determine how much we can reasonably accomplish each year. The FY2009 plan will be the first step in the five year plan to move the consortium to the future, or desired, state. Part of the future work will involve the FDLTCC Consortium and the continuation of services. **Fiscal agency/financial considerations:** LSC will be the postsecondary fiscal agent and Duluth Schools the secondary fiscal agent. Financial decisions will be made by the Leadership Team.

The Consortium will continue the approach used for the past few years with Tech Prep professional Development. Workshops will be held with secondary and postsecondary teachers interacting with local professionals in the career field. These sessions allow for discussion of career skill development from the secondary level to the post-secondary level as well as into employment from secondary and postsecondary programs. In addition the Consortium will continue collaborative events such as the Math & Science Expo, Career Expo, and tours of LSC's CTE programs by high school students. As mentioned above CTE programs at one high school will continue to be available to other consortium high school students. Tech Prep was the catalyst for articulated courses and these dual enrollment programs will continue under the new consortium structure. Part of the dual enrollment program philosophy has been the use of general education courses within multiple pathways within a career cluster or between career clusters. In addition, within a pathway LSC is creating a system where courses are applicably within various career clusters, such as the Health Career pathway mentioned previously.

The major common Consortium goal for FY2009 is the development and implementation of four POS to allow students a smooth transition from secondary to postsecondary education or into employment. Another major goal is that working as a consortium will move us to a mindset of CTE being a continuous, non-duplicative process for our shared students. Other goals are the continuation of joint programming from previous years.

The Greater Duluth area includes Douglas County in Wisconsin. Consortium members have a history of working with Wisconsin Indianhead Technical College –Superior (WITC – Superior) and with Superior Schools (WI). With a working relationship already in place, the Consortium is going to invite both WITC-Superior and Superior Schools to be members of the Consortium. The exact role within the Consortium for WITC-Superior and Superior Schools will

be determined during FY2009.

<b>Objective(s)</b>	<b>Strategies</b>	<b>Outcomes and Measures (FY08)</b>	<b>Projected Budget by Objective</b>
<p>To continue the development of the Lake Superior Consortium.</p>	<ol style="list-style-type: none"> <li>1. Conduct regular meetings within the Consortium to further collaborative efforts.</li> <li>2. Maintain expand dual enrollment programs and CSP.</li> <li>3. Attend state Perkins meetings, including POS workshops, to ensure compliance with Perkins guidelines.</li> <li>4. Create three POS within the Consortium.</li> <li>5. Explore the potential of the Consortium being a vehicle for obtaining non-Perkins CTE funding.</li> <li>6. Conduct regular meetings with regional Perkins Consortia to coordinate POS and CSP.</li> <li>7. Explore membership of WITC – Superior and Superior Schools (WI) within the LSC Consortium.</li> <li>8. Maintain Consortium professional development activities.</li> <li>9. Provide funding for special projects, equipment, or curriculum development through a bidding process</li> <li>10. Provide funding for books and instructional materials</li> </ol>	<ol style="list-style-type: none"> <li>1) 6 Consortium meetings will be held</li> <li>2)600 Consortium CTE students will receive dual enrollment credit</li> <li>3)Staff will attend 3 state-wide Perkins meetings.</li> <li>4)24 POS will be created</li> <li>5)2 meetings will occur to explore outside funding</li> <li>6)3 regional meetings will be attended</li> <li>7)The Consortium will hold two meetings to discuss the members of WITC-Superior &amp; Superior Schools with the Consortium.</li> <li>8)3 Consortium Professional Development Days will occur.</li> <li>9) \$29,000 will be distributed through a bidding process</li> <li>10) \$9,600 will be distributed for books or instructional materials</li> </ol>	<p>PS:\$37,605</p> <p>S:\$60,603</p>

<p>To further student and faculty awareness of CTE careers and the interrelationship between general education and liberal education</p>	<p>2. The Consortium will offer Expos and Career Days for middle school and high school students to increase awareness of CTE careers and the purpose of general education.</p> <p>2. Invite ALC students to attend the above events</p>	<p>1a. 700 high school students will attend “Northland CTE Expo” @ LSC – a hands-on demonstration of the use of science and math in CTE.</p> <p>1b. 500 middle &amp; high school students will attend Career Pathways Conference @ LSC to increase their knowledge of selected CTE programs.</p> <p>1c. 2,000 middle &amp; high school will visit the High School Rocks, Career Expo @ the DECC to gain CTE knowledge and visit with employers</p> <p>1d. 50 high school students will attend the College Student for a Day event @ LSC</p> <p>1e. 36 high school students will attend the HOT camp</p> <p>2. 50 ALC students will attend each of four events</p>	<p>PS:\$1,584</p> <p>S:\$2,200</p>
<p><b>Use of Funds:</b> List the required and permissible activities addressed above. “<b>R</b>” for required and “<b>P</b>” for permissible followed by the number and name.</p> <p>R – 5, 8 P – 7, 18, 19</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?)	Total Budget		
		Secondary Budget	Post-Secondary Budget	Total Budget
<b>Programs of Study</b>	.33 FTE Staff Coordination for POS .10 FTE Support Staff Mentoring Fees for 11 Faculty @ \$1,500 Travel for Coordination 2,000 miles @ \$.50/mile Perkins portion of Supplies (Paper, Printing, Copies) Staff Development (3 workshops x 10 teacher subs @ \$125; food at \$200 x 3, mileage 10 x 3 x 60 miles @ \$.50/mile; buses @ \$150 x 3) Stipend for Planning Staff Development (3 x \$1,500) Subs for other Staff Development (12 days @ \$125) Teacher 2-week training and travel for PLTW (2x\$4,000)	\$1,500 \$5,800   \$4,500 \$1,500 \$8,000	\$33,605 \$5,352 \$16,500 \$2,000 \$1,000	<b>\$79,762</b>
<b>Employer, Community and Education Partnerships</b>	.85 FTE Placement/JSS Staff Perkins Portion of Supplies (Paper, Printing, Copies, CDs) MCIS for 10 High Schools (Fee based on enrollment) MCIS IDEAS for 5 High Schools (5x\$150) BRIDGES for 5 High Schools (5x\$1,000) Academic Test Package 5 High Schools (5X\$275) Stipend for High School Career Centers (3 x \$8,866) Student Association Costs (1 school @ \$3,000) CTE Coordinator Travel (12 teachers x \$1,000) Contracted Services – Health Careers Clinicals Contracted Services – Hermantown to Duluth	\$9,635 \$750 \$5,000 \$1,375 \$26,600 \$3,000 \$12,000 \$3,500 \$9,000	\$65,590 \$1,000	<b>\$137,450</b>
<b>Service to Special Populations</b>	Tutoring Staff for CTE (8 staff x 550 hours x \$15) .72 FTE Multicultural Staff .54 FTE Disabilities Staff .54 FTE Non-Tradts Staff Perkins Share of Supplies Disabilities (paper, copy, print) Stipend Tutoring – Foods Program	\$600	\$50,000 \$46,800 \$43,933 \$34,191 \$2,000	<b>\$177,524</b>
<b>Continuum of Service Provision (Brokering)</b>	.4FTE Program Readiness Staff CTE Career Exploration Field Trips (Buses @ \$100 x 28) Staff Travel (2,000 miles @ \$.50)	\$2,800	\$34,372 \$1,000	<b>\$38,172</b>
<b>Sustaining the New Consortium</b>	.33 FTE Consortium Coordination Coordinator Travel (4 workshops at \$150 each for lodging & food, 5,000 Miles @ \$.50, Perkins portion of supplies) Consortium Liaisons (3 x \$5,000) Consortium Liaison Travel (3,000 miles @ \$.50) Stipend for Consortium Accountability Student Expo/Events Expenses (Perkins Portion: paper, copying, printing, mailings, mileage) Student Expo Buses (12 x \$100) Curriculum Development Special Projects (Awarded though a bid process based on most consortium needs) Books/Educational Materials (Awarded through a bid process based on consortium needs)	\$15,000 \$1,503 \$2,500 \$1,000 \$1,200 \$29,000 \$9,600	\$33,605 \$4,000   \$1,584	<b>\$101,992</b>
<b>Total All Goals</b>		<b>\$158,368</b>	<b>\$376,532</b>	<b>\$534,900</b>

**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	\$21,305	\$0	\$21,305
2	Employer, Community and Education Partnerships	\$29,260	\$41,600	\$70,860
3	Service to Special Populations	\$0	\$600	\$600
4	Continuum of Service Provision (Brokering)	\$2,800	\$0	\$2,800
5	Sustaining the New Consortium	\$53,203	\$9,600	\$62,803
<b>Subtotals for each column</b>		<b>\$106,568</b>	<b>\$51,800</b>	<b>\$158,368</b>
<b>Administration not to exceed 5%</b>		<b>\$3,865</b>	<b>\$1,879</b>	<b>\$5,744</b>
<b>Total Perkins Secondary Budget</b>		<b>\$110,433</b>	<b>\$53,679</b>	<b>\$164,112</b>

**Additional Informational Items:**

<b>1. Coordination Time for Perkins Grant</b>		
	<b>% of Total Time</b>	<b>Total Budget</b>
Total Time for Coordination of Perkins (this includes coordinator salary, benefits, and coordination of contracted staff) and Corresponding Expenditure	33%	\$17,500
<b>2. Perkins Grant Collaboration with WorkForce Centers for FY2009</b>		
A. Total Perkins Funds (dollars) used in collaboration with WorkForce Centers		\$0
B. Estimate of other expenditures/in-kind contributions used in collaboration with WorkForce Centers		\$3,000
<b>Perkins budget spent in collaboration with WorkForce Centers for FY2009 [A + B]</b>		<b>\$3,000</b>

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

GOALS	FEDERAL/STATE USES OF FUNDS Refer to Section I, pages 8-9 for the listing of Required and Permissible Local Uses of Funds	PROJECTED BUDGET FY '09		
		Required Activities	Permissible Activities	Total Budget
1	Programs of Study	\$58,457	\$0	\$58,457
2	Employer, Community and Education Partnerships	\$0	\$66,590	\$66,590
3	Service to Special Populations	\$126,924	\$50,000	\$176,924
4	Continuum of Service Provision (Brokering)	\$35,372	\$0	\$35,372
5	Sustaining the New Consortium	\$39,189	\$0	\$39,189
<b>Subtotals for each column</b>		<b>\$259,941</b>	<b>\$116,590</b>	<b>\$376,532</b>
<b>Administration not to exceed 5%</b>		<b>\$0</b>	<b>\$0</b>	<b>\$0</b>
<b>Total Perkins Postsecondary Budget</b>		<b>\$259,941</b>	<b>\$116,590</b>	<b>\$376,532</b>

**Additional Informational Items:**

<b>1. Coordination Time for Perkins Grant</b>		<b>% of Total Time</b>	<b>Total Budget</b>
Total Time for Coordination of Perkins (this includes coordinator salary, benefits, and coordination of contracted staff) and Corresponding Expenditure		33 %	\$33,605
<b>2. Perkins Grant Collaboration with WorkForce Centers for FY2009</b>			
A. Total Perkins Funds (dollars) used in collaboration with WorkForce Centers			\$0
B. Estimate of other expenditures/in-kind contributions used in collaboration with WorkForce Centers			\$6,000
<b>Perkins budget spent in collaboration with WorkForce Centers for FY2009 [A + B]</b>			<b>\$6,000</b>

**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**

<b>Date</b>	<b>What was purchased</b>	<b>Where located (school and district )</b>	<b>Cost/Dollar allocation</b>
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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:**

Consortium Name \_\_\_\_\_

\_\_\_\_\_  
Postsecondary Signature - College President

\_\_\_\_\_  
Date

\_\_\_\_\_  
Secondary Signature - School Superintendent

\_\_\_\_\_  
Date