

**CARL D. PERKINS ACT of 2006  
CONSORTIUM APPLICATION COVER SHEET FY2008-09  
Rochester/ZEDConsortium**

**Please complete the following:**

<p><b><u>CARL PERKINS - Secondary</u></b>  <b>Contact Person:</b> <u>Mo Amundson</u>  <b>Address:</b> <u>851 – 30<sup>th</sup> Ave. SE</u>  <u>RCTC – Heintz Center</u>  <u>Rochester, MN 55904</u>  <b>Phone:</b> <u>507-529-2720</u> <b>FAX:</b> <u>507-280-3527</u>  <b>E-Mail:</b> <u>mamundson@clbp.org</u></p>	<p><b><u>CARL PERKINS - Secondary</u></b>  <b>Contact Person:</b> <u>Judy Follmuth</u>  <b>Address:</b> <u>801 Frontage Rd. NW</u>  <u>Zumbro Education District</u>  <u>Byron, MN 55920</u>  <b>Phone:</b> <u>507-775-2037</u> <b>FAX:</b> <u>507-775-2040</u>  <b>E-Mail:</b> <u>jfollmuth@zumbroed.org</u></p>
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<p><b><u>CARL PERKINS - Postsecondary</u></b>  <b>Contact Person:</b> <u>Alex Kromminga</u>  <b>Address:</b> <u>851 – 30<sup>th</sup> Ave. SE</u>  <u>RCTC Heintz Center</u>  <u>Rochester, MN 55904</u>  <b>Phone:</b> <u>507-285-7119</u> <b>FAX:</b> <u>507-529-2730</u>  <b>E-Mail:</b> <u>alex.kromminga@roch.edu</u></p>
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<p><b><u>CARL PERKINS - Secondary</u></b>  <b>Fiscal Agency:</b> <u>Rochester Public Schools</u>  <b>Contact Person:</b> <u>Donna Wilkerson</u>  <b>Address:</b> <u>615 Seventh Street SW</u>  <u>Rochester, MN 55902</u>  <b>Phone:</b> <u>507-328-4261</u> <b>FAX:</b> <u>507-328-4204</u>  <b>E-Mail:</b> <u>dowilkerson@rochester.k12.mn.us</u>  <b>*District #</b> <u>535</u> <b>District Type</b> <u>01</u>          (*for electronic payment purposes)</p>	<p><b><u>CARL PERKINS - Postsecondary</u></b>  <b>Fiscal Agency:</b> <u>Rochester Comm. &amp; Tech. College</u>  <b>Contact Person:</b> <u>Marilyn Hansmann</u>  <b>Address:</b> <u>851 – 30<sup>th</sup> Ave. SE</u>  <u>Rochester, MN 55904</u>  <b>Phone:</b> <u>507-285-7217</u> <b>FAX:</b> <u>507-280-2820</u>  <b>E-Mail:</b> <u>marilyn.hansmann@roch.edu</u></p>
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District/Agency Name/College	Secondary Type & Number
Rochester Community and Technical College	306
Rochester Public Schools	01-535
Zumbro Education District	61-6012
➤ Blooming Prairie Public Schools	01-756
➤ Byron Public Schools	01-531
➤ Hayfield Community Schools	01-203
➤ Kasson-Mantorville Public Schools	01-204
➤ Pine Island Public Schools	01-255
➤ Stewartville Public Schools	01-534
➤ Triton Public Schools	01-2125

(\*Use extra rows or sheets if necessary)

**Perkins Local Plan for 2008-09 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

Business  
Health Science

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

Business  
Health Science

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

Agriculture  
Engineering  
Family and Consumer Science

**4. Does the sequence of courses begin in Grade 9 X, Grade 11\_\_\_\_, or other \_\_\_\_?**

**Perkins Local Plan for 2008-09 for Career and Technical Education  
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**5. Explain how you selected which programs of study to design.**

- Business was selected because of common course offerings across the consortium.
- Health Science was selected because of the area workforce needs in high skill, high wage, and high demand careers. The consortium will work together to build additional opportunities for all students to participate in Health Science courses

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

Secondary teachers review for accuracy and appropriate class offerings.

**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.**

No

Not needed for these programs of study. Services for the programs can be maintained within the consortium.

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

## **Perkins Local Plan for 2008-09 for Career and Technical Education Goals, Objectives, Strategies, Outcomes, and Budget**

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

- o 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?
- o \*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?

### **1. Designing Programs of Study: Goals, Objectives and Strategies**

**Plan Narrative:** Two POS, Business and Health Science, have been identified and are ready for implementation in the fall of 2008. Each high school within the consortium has been provided a POS specific to their own identified courses and modified to fit their curriculum, offering a smooth and seamless transition to postsecondary education. The sequence of courses, within each district, begins in grade 9 and continues through grade 14 or beyond and includes multiple in and out points. Both Business and Health Science careers POS have been reviewed by faculty, including student support services and administration for appropriateness and completeness. We look to the OOC and MDE for guidance measuring technical skill attainment but will use articulated credits earned and industry skill certifications to measure student success until a reasonable alternative is available. The consortium continues to develop additional POS for implementation in the fall of 2009.

Objective(s)	Strategies	Outcomes and Measures (FY08)	<i>Projected Budget by Objective</i>
<p>1-1. Consortium Programs of Study (POS) are designed to meet area workforce needs in high skill, high wage, and high demand jobs.</p>	<p>1-1A. Secondary teachers and post-secondary instructors were involved in the development and review of the Business POS and will be instrumental in the implementation across the consortium.</p>	<p>1-1a. Establish a baseline number of students measuring the percentage and number of students who participate in a Business POS across the consortium.</p>	<p>S-P \$4,000</p>
	<p>1-1B. Secondary teachers and post-secondary instructors were involved in the development and review of the Health POS and will be instrumental in the implementation across the consortium.</p>	<p>1-1b. Establish a baseline number of students measuring the percentage and number of students who participate in a Health Sciences POS across the consortium.</p>	<p>S-P \$4,000</p>
	<p>1-1C. Present MnSCU/MDE developed POS wheel and other developmental materials to MS and HS principals, MS and HS counselors, HS CTE teachers, HS academic teachers, college faculty, and college student support services staff to bring awareness of POS development process. Staff development will be provided to insure understanding of POS.</p>	<p>1-1c. Principals and counselors will receive materials on POS and will endorse the POS materials as a course and career planning tool. Teachers in related disciplines will be informed of the POS development process activities. POS will be posted in all student support areas and all CTE classrooms.</p>	<p>S-P \$4,000</p>
	<p>1-1D. Align POS information with similar information available through the local Work Force Center.</p>	<p>1-1d. WorkForce Center staff will be part of the Perkins consortium collaboration and meet at least three times during the year to align POS with area workforce needs. The WorkForce Center will make POS information available for clients.</p>	<p>S-P \$4,000</p>
	<p>1-1E. Present draft POS to school district curriculum directors, curriculum committees, and school boards.</p>	<p>1-1e. The new POS will be presented to curriculum directors in each district, to curriculum committees in each district, and school faculty.</p>	<p>S-P \$4,000 College Budget</p>
	<p>1-1F. Provide funding for curriculum revision.</p>	<p>1-1f. No. of teachers who take part in curriculum writing time during the summer months.</p>	<p>S-P \$1,000</p>

<p>1-2. Increase Consortium Programs of Study that will meet area workforce needs in high skill, high wage, high demand jobs identified by WorkForce Development/DEED LMI.</p>	<p>1-2A. Build additional POS for implementation in 2009 in the following areas:</p> <ul style="list-style-type: none"> <li>➤ Agriculture</li> <li>➤ Engineering</li> <li>➤ Family and Consumer Science (FACS)</li> </ul>	<p>1-2a. Number of consortium POS increased and approved by the State.</p>	<p>S-P \$6,500 PS-P \$4,000</p>
	<p>1-2B. Employ a 0.2 FTE Instructional Facilitator Curriculum Specialist to work with consortium to add POS in the following areas:</p> <ul style="list-style-type: none"> <li>➤ Agriculture</li> <li>➤ Engineering</li> <li>➤ FACS</li> </ul> <p>Facilitator will review current curriculum and registration guides to find common courses objectives and strategies across the consortium in three new POS and complete the templates to be submitted for approval.</p>	<p>1-2b. Increase the current number of two consortium POS by at least one, or 50%, built with common 9-12 and Rochester Community and Technical College (RCTC) curriculum with multiple in and out opportunities for students.</p>	<p>S-P \$6,000</p>
	<p>1-2C. Revise current POS as additional courses and certifications are identified.</p>	<p>1-2c. Number and percent of current of POS curriculum reviewed to enhance current offerings across the consortium.</p>	<p>S-P \$6,000</p>
	<p>1-2D. Identify additional “brokering of services” options for students as part of the POS.</p>	<p>1-2d. Number of higher education options reviewed and identified increasing student ability to participate in POS if not offered as part of the current consortium structure.</p>	<p>College Budget</p>
	<p>1-2E. Participate in the Collaboration Among Rochester Educators (CARE) Committee to evaluate current CTE and academic programs, reduce student remediation rates, and increase college retention rates (i.e., Summer Bridge).</p>	<p>1-2e. Number of students enrolled in the Bridge program. Percentage of students in the Bridge program that continue at RCTC.</p>	<p>S-P \$2,750 College Budget</p>
	<p>1-2F. Create and revise articulation agreements among consortium members and college partners encouraging students earning certificates to use them at colleges.</p>	<p>1-2f. Number of students across the consortium who receive and use Tech Prep College Credit certificates towards their post-secondary CTE program.</p>	<p>S-P \$4,400 College Budget</p>
<p>Rochester/ZED Consortium</p>	<p>6</p>		<p>FY09</p>

1-3. Provide training and support to develop additional courses across the consortium to increase POS options.	1-3A. Provide financial support for Project Lead The Way (PLTW), FACS ProStart for training, software, and additional needs identified by consortium.	1-3a. Number and percent of students identified by registration numbers for 2009 enrolled in Engineering PLTW and FACS ProStart POS.	S-P \$41,650 College Budget
1-4. Provide local awareness of POS that will meet high skill, high wage, and high demand jobs.	1-4A. Contract with a facilitator contact person from each of the schools to work with their home district to carry out POS in Business and Health Sciences as are appropriate for their district.	1-4a. No. and percent of facilitators reporting as compared to the no. of teachers in the consortium.	S-P \$2,800
1-5. Provide a stipend for non-certified CTE teachers who obtain their first-time CTE licensure.	1-5A. Identify non-CTE certified teachers in the schools who would qualify for this stipend	1-5a. No. of teachers obtaining their first-time CTE licensure will increase by 5 percent.	S-P \$1,000
1-6. Support programs financially with curriculum writing, classroom equipment, and visuals	1-6A. Curriculum writing time will be provided for those teachers who need to revise their curriculum to include industry standards.	1-6a. No. of teachers using curriculum writing time to enhance their curriculum and bring it up to industry standards.	S-P \$1,000
	1-6B. Equipment will be purchased for school districts qualifying with CTE instructors and needing equipment to bring their class up to industry standards.	1-6b. Equipment purchased to bring classes up to industry standards.	S-P \$21,650.88
	1-6C. Visual components (videos and posters) will be purchased to add to classroom variety in instruction.	1-6c. Videos and posters purchased will enhance, strengthen, and add variety to instructional outcomes.	S-P \$1,000

**Use of Funds:** List the required and **permissible** activities addressed above.

**Required:**

- 1 Integration of Academic and Technical Education
- 2 Programs of Study
- 3 Understanding all aspects of industry
- 4 Develop improve or expand use of CTE Technology
- 5 Provide pre-or in-service for integration of Academic and Technical Education
- 7 Continuous CTE program improvement
- 8 Quality services and activities
- 10 Articulation, and other recognized strategies
- 11 Collaboration/brokering of services

**Permissible**

- 8 Teacher preparation programs
- 12 Improve or develop new CTE courses
- 19 Pooling for resources

## **Perkins Local Plan for 2008-09 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?
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### **2. Effectively utilize employer, community, and education partnerships**

**Plan Narrative:** Through partnership with RCTC, we will support veterinary studies, leading to a vet assistant certificate, as well as the Health Science initiative. Articulation agreements between local high schools and RCTC and other area colleges will provide skill certificates leading to dual credit. Through the use of the Career Resource Guide and enrollment in the Bridge program, students will be need no further remediation for college and will make the transition easily. Partnership will also be established with the WorkForce Center for transition services for those students who need them. Industry skill certificates may be earned through ProStart (for culinary services) and Health Sciences through the POS. Advisory committees will continue to play an important part, as well as Educators In the Workplace Institute where teachers are able to connect with industry.

Objective(s)	Strategies	Outcomes and Measures (FY08)	<i>Projected Budget by Objective</i>
<p>2-1. Collaborate with partners to develop and achieve common goals supporting Career and Technical Education programs in our Consortium that lead to high-skill, high-wage, high-demand occupations.</p>	<p>2-1A. Continue to provide a Veterinary Studies course in collaboration with Rochester Community and Technical College. The Veterinary Assistant Certification will be available to students upon successful completion of the National Skill test. The students receive articulated credits from Rochester Community and Technical College (RCTC).</p> <p>2-1B. Provide ongoing support for the National Consortium of Health Science and Technology Education (NCHSTE) Health Science Initiative in our District by creating strands of curriculum to be implemented interdisciplinary in biosciences.</p> <p>2-1C. Collaborate with RCTC to revise a secondary Career Resource Guide for students/parents to help them select an appropriate career pathway before registration for the following school year.</p>	<p>2-1a. Number of students enrolled in a Veterinary Studies course vs. previous year. Percentage of students enrolled in a Veterinary Studies course receiving Tech Prep College Credit certificates vs. previous year.</p> <p>2-1b. Number of students participating in the interdisciplinary curriculum pilot of the NCHSTE Health Science Initiative.</p> <p>2-1c. No. and percent of students receiving Career Resource Guides versus the no. of students enrolling in CTE programs.</p>	<p>S-P \$3,000 College Budget</p> <p>S-P \$2,000 College Budget</p> <p>S-P \$3,500 College Budget</p>

	<p>2-1D. Collaborate with the WorkForce Center to provide transition services for individuals who require training in high-skill, high-wage, high-demand careers before re-entering the workforce.</p> <p>2-1E.. Employ a full-time Carl Perkins Grant Coordinator at RCTC to monitor and evaluate the services provided by the Carl D. Perkins Career and Technical Education Act of 2006. To secure funding and maintain budget and supervise grant-funded staff to achieve the goals of the grant application. To improve services and provide resources to meet the needs of minority, disabled, nontraditional, and special populations. To serve as the primary contact between Rochester Public Schools and RCTC related to CTE. Serve on the RCTC Academic Affairs council as a resource for CTE programming. Responsibilities include negotiating the levels of performance with MnSCU.</p>	<p>2-1d. Increase WorkForce clients enrolling in CTE programs by 5% from the previous year's contacts.</p> <p>2-1e. The Carl Perkins local grant application and year-end reports will accurately reflect the services provided to special populations enrolled in high-skill, high-wage, high-demand technical programs and demonstrate a strong collaborative partnership with the Consortium.</p> <p>2-1f. Meet or exceed the levels of performance negotiated with MnSCU for nontraditional students.</p>	<p>PS-P \$6,000</p> <p>PS-P \$33,059</p>
<p>2. Develop partnerships to respond to the rapidly growing and changing needs of Career and Technical Education (CTE) programs in our community that lead to high-wage, high-skill, high-demand occupations.</p>	<p>2-2A. ProStart is a new program, added to current FACS courses. There is no baseline number established for ProStart. The addition of the ProStart program is in direct response to the area market analysis and community demand for hospitality workers. ProStart is a POS with multiple and progressive Industry Skill Certifications available which articulate to South Central College POS. One Industry Skill Certification will be offered the first year.</p>	<p>2-2a. Number and percentage of students who received the Industry Skill Certification vs. number of students completing FACS courses. [Money is set aside for training this year and next year (\$1,000).]</p>	<p>S-P \$6,100</p>

	<p>2-2B. Health Science is a POS which continues to add Industry Skill Certifications and articulates with RCTC Health Science POS and surrounding colleges. There will be two Industry Skill Certifications offered this year in the Health Science POS - Nursing Assistant and Pharmacy Technician.</p> <p>2-2C. Serve on the Education Committee of the Governor’s WorkForce Development Council as chair and member which will recommend specific items relating to CTE students and will impact all students across the state if implemented.</p> <p>2-2D. Revise and develop strong advisory committees for all Career and Technical Education programs in the Consortium.</p> <p>2-2E. Plan and coordinate an Educator In the Workplace Institute (EIWI) for secondary and post -secondary instructors to understand “all aspects of the industry.” To coordinate business and industry tours and panel discussions that will build connections and enhance relationships between Rochester area businesses and Rochester area educators. Industries will demonstrate career pathways that lead to high-skill, high-wage, high-demand occupations. The collaborative partners are:</p>	<p>2-2b. Percentage of students who received the Nursing Assistant Certification, percentage of students receiving Pharmacy Technician vs. number of students completing the Health Science course.</p> <p>2-2c. The number of students in high school and college impacted by the Community Advisory Committee’s planned recommendations could increase concurrent enrollment for all students by as much as 15% or may establish a career plan requirement for all high school students.</p> <p>2-2d. Number of advisory committees developed to enhance CTE programs and additional measure will include the number of curriculum areas revised by the advisory groups to meet current industry needs. Advisory committees are comprised of industry and WorkForce Development, community members, and secondary and post-secondary faculties.</p> <p>2-2e. Involve 60-80 participants from Rochester Public Schools, Zumbro Education District, Rochester Catholic Schools and RCTC.</p>	<p>S-P \$2,000</p> <p>Educators To Careers</p> <p>S-P \$1,300 College Budget</p> <p>S-P \$9,250 PS-P \$3,000</p>
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<p>3. Students will use the MnCareers booklets help aid in making career choices and plan career pathways to follow.</p>	<p>Rochester Public Schools, Rochester Community and Technical College, Zumbro Education District, Rochester Catholic Schools, the Rochester Area Chamber of Commerce and the Rochester area business community.</p> <p>2-3A. Purchase MnCareers booklets for the schools to support transitions for high school and adult students to credit-based programs and courses, including but not limited to customized training, programming conducted under NCLB, and alternative high school programs (Area Learning Centers, alternative high schools, etc.).</p>	<p>2-3a. Number of learners using the booklets in careers classes. Students would write an investigative paper on their top choice, pointing out career pathways required for their career choice.</p>	<p>S-P \$2,000</p>
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**Use of Funds:** List the required and permissible **activities**.

**Required:**

- 1 Integration of Academic and Technical Education
- 2 Programs of Study
- 3 Understanding all aspects of industry
- 4 Develop improve or expand use of CTE Technology
- 5 Provide pre-or in-service for integration of Academic and Technical Education
- 7 Continuous CTE program improvement
- 8 Quality services and activities
- 10 Articulation, and other recognized strategies
- 11 Collaboration/brokering of services

**Permissible**

- 1 Involve parents, business, labor in design, development and evaluation
- 12 Improve or develop new CTE courses
- 16 Providing assistance to individuals
- 19 Pooling for resources

## Perkins Local Plan for 2008-09 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?

### 3. Improve service to special populations

<b>Plan Narrative:</b> Collaborate with our college and community partners to provide special populations and nontraditional students with information and hands-on learning activities to increase interest in high-skill, high-wage, or high-demand jobs leading to self-sufficiency. Provide resources for special populations students to be successful.			
Objective(s)	Strategies	Outcomes and Measures (FY08)	<i>Projected Budget by Objective</i>
3-1. Provide all students the opportunity for training in high-skill, high-wage, high-demand job training.	3-1A. Partner with Rochester Community and Technical College to provide special populations a career exploration event with hands-on experiences.	3-1a. Number of special populations students participating in Career Exploration event who enroll in RCTC.	S-P \$1,750 College Budget
	3-1B. Create and distribute career information brochures and speak in traditional classes encouraging students to register for nontraditional courses.	3-1b. Number of CTE students enrolled in nontraditional classes versus all CTE students.	S-P \$2,000 College Budget
	3-1C. Partner with Rochester Community and Technical College to provide special populations with information and a tour of the college, as well registration materials	3-1c. Number of students participating in tours and registering at Rochester Community and Technical College	S-P \$3,500 College Budget

<p>3-2. Provide and expand on services to special populations initiated under Perkins III to help students with special needs succeed in high-wage, high-skill, high-demand careers under Perkins IV.</p>	<p>3-2A. Employ a Multicultural Student Advisor at RCTC to meet with minority students and provide an integrated recruitment, referral, and support system.</p>	<p>3-2a. Interaction with Multicultural Student Advisor will increase graduation rate of minority students by 12%.</p>	<p>PS-P \$48,353</p>
	<p>3-2B. Employ a Director of Disability Support Services and a 0.5 FTE Disability Advisor at RCTC to meet with students with disabilities to coordinate accommodations and provide an integrated recruitment, referral, and support system.</p>	<p>3-2b. Interaction with Director of Disability Support Services will maintain the 5% graduation rate of students with disabilities from technical programs.</p>	<p>PS-P \$59,873</p>
	<p>3-2C. Employ four Career and Technical Education Advisors at RCTC to support students with special needs and to provide an integrated referral, recruitment/retention, and support system. Advisors will also work closely with Disability Support Services and Multicultural Student Services to ensure appropriate services to students are provided.</p>	<p>3-2c. Interaction with CTE advisors will be increased to 33% graduation rate of students with special needs from the technical programs. Percent of Perkins funded salaries will match percent of CTE student population served.</p>	<p>PS-P \$145,711</p>
	<p>3-2D. Employ a Tutor and Testing Coordinator at RCTC along with peer tutors to provide free tutoring services to students enrolled in Technical Programs.</p>	<p>3-2d. Meet or exceed the levels of performance for the population served by the Perkins grant for completers.</p>	<p>PS-P \$28,452</p>
	<p>3-2E. Employ a 0.5 FTE Gender Equity Coordinator at RCTC to recruit, enroll, and retain students in high-wage, high-skill, high-demand careers.</p>	<p>3-2e. Meet or exceed the levels of performance negotiated with MnSCU for nontraditional completers (graduates).</p>	<p>PS-P \$22,169</p>

**Use of Funds:** List the required and permissible activities.

**Required**

- 1 Integration of Academic and Technical Education
- 6 Develop, implementation and evaluation of programs including special populations
- 8 Quality services
- 9 Activities for special populations leading to high skill, wage, demand occupations
- 10 Collaboration/brokering of services

**Permissible**

- 2 Provide career and academic counseling to improve graduation rates
- 4 Provide programs for special populations
- 6 Mentoring and support services
- 10 Facilitation of programs, academic and financial counseling to overcome barriers
- 15 Services to adults to complete or up grade skills
- 17 Support for non-tradition
- 19 Pooling of resources
- 20 Support of CTE activities of Act

## Perkins Local Plan for 2008-09 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:** Three (3) bordering Perkins consortia, under the leadership team of key consortia secondary and postsecondary representatives, hereafter referred to as the Continuum of Service Provision (CSP) Leadership Team, will formally organize and hold quarterly meetings throughout the FY09 school year to develop and implement strategies and measures to continually up-grade the continuum of service provision options for ensuring successful student transitions within and among all three consortia. One of the first tasks of the newly formed CSP Leadership Team will be to develop and disseminate a generic Program of Study (Health Services) common to all three consortia. The generic Health Services POS will address multiple exit and entry points, thus allowing for CTE students to continue in their POS regardless of point of entry into the program.

Another major task the CSP Leadership Team will undertake will be to develop a student data tracking system to determine the matriculation patterns of students within and among each of the three consortia. Such information will greatly assist in directing internal and external consortia CSP resources to allow students, with a special emphasis directed toward special population students, to continue smoothly in a program of study regardless of their point of entry.

It is currently the belief that the CSP option, as described in the Perkins IV 2008-2009 Local Application, that the CSP Leadership Team will operate under will be – sequentially – Student need determined by consortia seeking CSP.

Objective(s)	Strategies	Outcomes and Measures (FY08)	<i>Projected Budget by Objective</i>
<p>4-1. Three (3) bordering Perkins consortia, under the leadership team of key consortia secondary and postsecondary representatives, hereafter referred to as the Continuum of Service Provision (CSP) Leadership Team, will formally organize and hold quarterly meetings throughout the FY09 school year to develop and implement strategies and measures to continually up-grade the continuum of service provision options for ensuring successful student transitions within and among all three consortia.</p>	<p>4-1A. The CSP Leadership Team, consisting of the following postsecondary representatives, will meet quarterly:</p> <ul style="list-style-type: none"> <li>➤ Alex Kromminga, Rochester C/TC</li> <li>➤ Kelly Carrigan, Dakota County TC</li> <li>➤ Steve Zmyeswki, Southeast TC</li> </ul> <p>Postsecondary representatives, along with their respective consortia secondary partners (yet to be named), will meet throughout FY09 to develop brokering strategies 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 all three bordering consortia.</p> <p>The above referenced CSP implementation structure will include multiple transition points for CTE students including not only students from high school to college, but also out of and back into formal education K-12 youth and beyond into adulthood.</p>	<p>4-1a. The 1st CSP Leadership Team meeting was held on Friday, March 28, 2008, with 100% attendance, at Southeast Technical College – Winona Campus.</p> <p>4-1b. Survey all CSP Consortia stakeholders involved in receiving or providing brokering services to determine their level of satisfaction and develop strategies to improve CSP gaps in service as deemed necessary.</p> <p>4-1c. All CSP Leadership Team meeting minutes, brokering surveys, survey results, etc. will be kept on file and placed on the Southeast Perkins IV Website.</p>	<p>S-P \$4,000</p> <p>PS-P \$33,060</p>

<p>4-2. Using the current POS, the CSP Leadership Team will develop and disseminate a generic Program of Study (the one common POS for all three consortia is Health Sciences) to be disseminated to all high schools and colleges within the partnering three (3) consortia.</p>	<p>4-2A. Using the current POS generic Health Sciences POS will be developed in collaboration with all three partnering consortia. There will be a deliberate attempt to keep the POS simple and easy to understand and will be targeted to grades 10-12, counselors, parents, and other pertinent stakeholders, including out of and back into formal education K-12 youth and beyond into adult hood.</p> <p>4-2B. The generic POS will contain one contact person's name, phone number, and e-mail address from each of the three (3) partnering consortia.</p>	<p>4-2a. A generic Health Sciences POS will be developed and disseminated to all colleges and high schools representing three MN Southeastern Perkins consortia consisting of Rochester C/TC, Dakota C/TC and Minnesota State College – Southeast Technical.</p> <p>4-2b. The generic POS will address multiple exit and entry points, thus allowing CTE students to continue in their POS regardless of point of entry into the program.</p> <p>4-2c. The generic POS will identify external learner options for early college credit, i.e., Online College in the High School, Concurrent Enrollment, PSEO, Tech Prep College Credit Certificates/Articulation Agreements.</p>	
<p>4-3. The CSP Leadership Team will develop a student data tracking system to determine the matriculation patterns of students within and among each of the three consortia.</p>	<p>4-3A. The three partnering consortia will develop a tracking system to determine the numbers of students that matriculate, from their consortium high schools, into their college. In addition, students from neighboring Perkins consortia will be tracked to identify how many students cross consortia lines to enroll in their college of choice.</p>	<p>4-3a. Student matriculation patterns will be analyzed so as to better direct internal and external consortia CSP resources to ensure smooth/successful student transitions.</p> <p>4-3b. Student CSP needs will be surveyed and documented.</p> <p>4-3c. The CSP Leadership Team will develop and implement on-going proactive strategies to better meet student transition needs, whether they are within one's own consortium or across partnering consortia.</p>	

<p>4-4. The CSP Leadership Team will establish formal procedures to track all “college/high school transition fairs.”</p>	<p>4-4A. The CSP Leadership Team will develop a formal communication network to inform all CTE stakeholders, within each of the three consortia, as to when and where high school transition fairs will be held.</p>	<p>4-4a. Colleges and high schools will be made aware of all transition fairs and will have an opportunity to disseminate information regarding their student learner options.</p> <p>4-4b. Special emphasis will be place on the Occupational Skills Program (OSP) to assist with the added supports that must be in place to accommodate for special need student transitions.</p>	<p>S-P \$2,000</p>
<p>4-5. Develop a transition program to help students transition from high school to programs at RCTC that provide high-skill, high-wage, high-demand jobs.</p>	<p>4-5A. Provide students with a seamless transition between institutions and programs.</p>	<p>4-5a. Place a college Transition Specialist in the secondary schools to provide students CTE post-secondary information and facilitate the movement of CTE students from high school to college.</p>	<p>S-P \$10,000 PS-P \$8,000</p>
	<p>4-5B. Employ a Recruitment Specialist at RCTC to work with students and businesses to increase enrollment in high-skill, high-wage, high-demand careers.</p>	<p>4-4b. Increase RCTC enrollment in high-skill, high-wage, high-demand programs by 5%. Recruitment Specialist will provide <b>“Brokering Services”</b> to secondary and post-secondary CTE students outside of the Rochester Public School area.</p>	<p>PS-P \$20,689</p>

**Use of Funds:** List the required and permissible activities.

**Required**

- 1 Integration of Academic and Technical Education
- 2 Programs of Study
- 5 Provide pre-or in-service for integration of Academic and Technical Education
- 6 Develop, implementation and evaluation of programs including special populations
- 7 Continuous CTE program improvement
- 8 Quality services and activities
- 10 Articulation, and other recognized strategies
- 11 Collaboration/brokering of services

**Permissible**

- 6 Mentoring and support services
- 12 Improve or develop new CTE courses
- 16 Providing assistance to individuals
- 19 Pooling for resources
- 20 Support of CTE activities of Act

## **Perkins Local Plan for 2008-09 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.)?

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

<b>Plan Narrative:</b> Quarterly meetings between Perkins coordinators from Rochester Community and Technical College, Rochester Public Schools and the Zumbro Education District will be held to insure that the consortium is meeting the objectives and strategies of the Grant. Plans will be reviewed and adjusted as necessary to maximize results and to meet the outcomes and measures that have been established by the consortium. Each consortium coordinator has an equal stake in the outcomes for CTE programs in the consortium.			
<b>Objective(s)</b>	<b>Strategies</b>	<b>Outcomes and Measures (FY08)</b>	<b>Projected Budget by Objective</b>
5-1. Leverage financial resources to develop initiatives that will assist CTE students in choosing courses that lead to high skill, high wage, high demand occupations.	5-1A. Consortium members will bring new ideas for collaborative projects to quarterly meetings so the team can develop and implement new initiatives that will assist CTE students in choosing courses that lead to high skill, high wage, high demand occupations.	5-1a. Number of new ideas and initiatives that are discussed and reviewed. Number of new initiatives enacted.	S-P \$5,000 PS-P \$4,999.54
	5-1B. Consortium members will review Staff Development opportunities and approve funding for those determined appropriate using Perkins guidelines.	5-1b. Number of Staff Development opportunities funded using Perkins guidelines including but not limited to: MACTA, ACTE, PLTW BioMedical, ProStart.	S-P \$6,173.95
5-2. Continue to build collaborative programming to create a seamless pathway to high skill, high wage, high demand employment for all students.	5-2A. Continue monthly meetings through the Collaboration Among Rochester Educators (CARE) Committee and the Perkins Consortium planning team.	5-2a. Number of initiatives enacted through the partnership.	S-P \$6,100 College Budget

5-3. Provide leadership in administering the Perkins grant.	5-3A. Provide staff development opportunities for the grant coordinator to maintain membership in MACTA, along with attending conferences throughout the year.  5-3B. Consortium members will be community members, WorkForce Development, including alternative high schools, etc.	5-3a. Grant application and year-end reports will reflect services provided.  5-3b. Overall decision making will be shared by the three leading consortium members: Rochester Public Schools, Zumbro Education District, and Rochester Community and Technical College.	S-P \$1,000
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**Use of Funds:** List the required and permissible.

**Required**

- 1 Integration of Academic and Technical Education
- 2 Programs of Study
- 5 Provide pre-or in-service for integration of Academic and Technical Education
- 8 Quality services and activities
- 10 Articulation, and other recognized strategies
- 11 Collaboration/brokering of services

**Permissible**

- 12 Improve or develop new CTE courses
- 19 Pooling for resources

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

<b>Budget For Each Broad Goal</b>	<b>Description</b> (Include information on salary, staff development, supplies and other relevant expenditures. How was the expenditure calculated?)			
		<b>Secondary Budget</b>	<b>Post-Secondary Budget</b>	<b>Total Budget</b>
<b>Programs of Study</b>	All expenditures were calculated based on time (hours and percent of time estimated) but will be adjusted at the end of the grant year to recognize the actual expense and time spent for salary and all efforts included in the POS Goal 1 including: cost of printing, actual cost to purchase software and/or equipment for PLTW and ProStart programs. Stipend amounts will not be adjusted (4 @ \$250) for new CTE licensures for ZED only (Rochester Public Schools does not pay stipend); curriculum writing time will be paid according to district requirements based on current approved contract; equipment for existing CTE approved programs; stipend to local district facilitators (7 @ \$400) for ZED schools only.	<b>\$115,750.88</b>	<b>\$4,000.00</b>	<b>\$119,750.88</b>
<b>Employer, Community and Education Partnerships</b>	All expenditures were calculated based on time (hours and percent of time estimated) but will be adjusted at the end of the grant year to recognize the actual expense and time spent for salary and all efforts included in the POS Goal 2 including: support for programs in Vet Studies and Health Sciences based on student enrollment and industry certifications measures; mileage and subs for teachers attending articulation meetings based on current rates dictated by the State, cost of providing certificates across SE MN \$750; cost of summer Bridge program as part of the CARE committee efforts; development and printing cost of career resource guide individualized for each school in the consortium based on actual printing costs per school; support certification for ProStart teachers; development/review of industry advisory committees including food for each meeting; reg-istration and stipend (total of \$175 per attendee) for EIWI attendance; purchase MnCareers booklets, 32 boxes of 25 @ \$62.50; provide transitions support to salary for postsecondary Perkins coordinator @ a % of total salary.	<b>\$29,150.00</b>	<b>\$42,059.00</b>	<b>\$71,209.00</b>
<b>Service to Special Populations</b>	All expenditures were calculated based on time (hours and percent of time estimated) but will be adjusted at the end of the grant year to recognize the actual expense and time spent for salary and all efforts included in the POS Goal 3 including: career information to special pops at all schools; career exploration as part of a consortium effort; create and distribute career brochures and speak to special pops in traditional classes encouraging students to enroll in non-traditional classes, including college tours and registration materials; employ persons to integrate minority students, disabled students; advisors to support CTE; tutors and testing coordinators to work with multicultural and disabled	<b>\$7,250.00</b>	<b>\$304,558.00</b>	<b>\$311,808.00</b>

	students; and address gender equity to encourage students to enroll and retain students in high-way, high-skill and high-demand careers.			
<b>Continuum of Service Provision (Brokering)</b>	All expenditures were calculated based on time (hours and percent of time estimated) but will be adjusted at the end of the grant year to recognize the actual expense and time spent for salary and all efforts included in the POS Goal 4 including: the formation of a CSP Leadership team within the three consortia areas to support brokering of services throughout the area including multiple transition points for students in the area (K-12 through adult students); development of a generic POS which is common across the three consortia in Health Sciences, development of a K-12/college tracking system; communication network to transition students seamlessly, including expense for a College Transition Specialist who will enable students to transition from high school to college easily. All costs are based on anticipated time and percent of time expenditures.	<b>\$16,000.00</b>	<b>\$61,749.00</b>	<b>77,749.00</b>
<b>Sustaining the New Consortium</b>	All expenditures were calculated based on time (hours and percent of time estimated) but will be adjusted at the end of the grant year to recognize the actual expense and time spent for salary and all efforts included in the POS Goal 5 including: continual collaboration meetings, which may include meals, to develop new initiatives in high-skill, high-wage, high-demand careers, monthly CARE meetings, planning time and Staff Development expenditures for appropriate and required expenses.	<b>\$21,273.95</b>	<b>\$4,999.74</b>	<b>26,273.69</b>
<b>Total All Goals</b>		<b>\$189,424.83</b>	<b>\$417,365.74</b>	<b>\$606,790.57</b>

**List any other relevant information not specified above here:**

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	<b>Programs of Study</b>	\$66,950.88	\$41,650.00	\$108,600.88
2	<b>Employer, Community and Education Partnerships</b>	25,800.00	10,500.00	36,300.00
3	<b>Service to Special Populations</b>	5,500.00	1,750.00	7,250.00
4	<b>Continuum of Service Provision (Brokering)</b>	12,000.00	4,000.00	16,000.00
5	<b>Sustaining the New Consortium</b>	14,273.95	4,000.00	18,273.95
<b>Subtotals for each column</b>		<b>124,524.83</b>	<b>61,900.00</b>	<b>186,424.83</b>
<b>Administration not to exceed 5%</b>				<b>3,000.00</b>
<b>Total Perkins Secondary Budget</b>		<b>\$124,524.83</b>	<b>\$61,900.00</b>	<b>\$189,424.83</b>

**Additional Informational Items:**

		% of Total Time	Total Budget
<b>1. Coordination Time for Perkins Grant</b>			
Total Time for Coordination of Perkins (this includes coordinator salary, benefits, and coordination of contracted staff) and Corresponding Expenditure		90 %	\$87,850.00
<b>2. Perkins Grant Collaboration with WorkForce Centers for FY2009</b>			
A. Total Perkins Funds (dollars) used in collaboration with WorkForce Centers			\$4,000.00
B. Estimate of other expenditures/in-kind contributions used in collaboration with WorkForce Centers			5,000.00
<b>Perkins budget spent in collaboration with WorkForce Centers for FY2009 [A + B]</b>			<b>\$9,000.00</b>

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

<b>GOALS</b>	<b>FEDERAL/STATE USES OF FUNDS</b> Refer to Section I, pages 8-9 for the listing of Required and Permissible Local Uses of Funds	<b>PROJECTED BUDGET FY '09</b>		
		<b>Required Activities</b>	<b>Permissible Activities</b>	<b>Total Budget</b>
<b>1</b>	<b>Programs of Study</b>	<b>\$11,150.00</b>		<b>\$11,150.00</b>
<b>2</b>	<b>Employer, Community and Education Partnerships</b>	<b>25,909.00</b>	<b>9,000.00</b>	<b>34,909.00</b>
<b>3</b>	<b>Service to Special Populations</b>	<b>88,325.00</b>	<b>216,233.00</b>	<b>304,558.00</b>
<b>4</b>	<b>Continuum of Service Provision (Brokering)</b>	<b>43,749.00</b>	<b>18,000.00</b>	<b>61,749.00</b>
<b>5</b>	<b>Sustaining the New Consortium</b>	<b>4,999.54</b>		<b>4,999.54</b>
<b>Subtotals for each column</b>		<b>174,132.54</b>	<b>243,233.00</b>	<b>417,365.54</b>
<b>Administration not to exceed 5%</b>				
<b>Total Perkins Postsecondary Budget</b>		<b>\$174,132.54</b>	<b>\$243,233.00</b>	<b>\$417,365.54</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	<b>88 %</b>	<b>\$66,119.00</b>
<b>2. Perkins Grant Collaboration with WorkForce Centers for FY2009</b>		
A. Total Perkins Funds (dollars) used in collaboration with WorkForce Centers		<b>\$40,000.00</b>
B. Estimate of other expenditures/in-kind contributions used in collaboration with WorkForce Centers		<b>25,000.00</b>
<b>Perkins budget spent in collaboration with WorkForce Centers for FY2009 [A + B]</b>		<b>\$65,000.00</b>

**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:**

**Consortium Name** \_\_\_\_\_ Rochester/Zumbro Education District \_\_\_\_\_

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

\_\_\_\_\_  
**Date**

\_\_\_\_\_  
**Secondary School Superintendent**

\_\_\_\_\_  
**Date**