

**CARL D. PERKINS
CAREER AND TECHNICAL
EDUCATION ACT OF 2006**

**An Act that Supports
Career and Technical Education
in Minnesota**

**Lake Superior College
FY 2008 Transition Year
Perkins Basic**

July 1, 2007- June 30, 2008

**Minnesota State Colleges and Universities
&
Minnesota Department Education**

Perkins/Tech Prep Local Transition Plan for 2007-8 for Career and Technical Education Goals, Objectives, Strategies, Outcomes, and Budget

1. High School to College Transitions: describe your primary intent to support the successful transition of students from high school to post secondary education.

Consider the following guiding questions:

- How will you determine career pathways and programs of study that will be implemented in your consortium?
- How will you measure technical skill attainment within career and technical programs in your consortium?
- How do you propose to communicate college and work readiness standards to students and teachers?
- How will you improve both academic and technical skills of participants in your career and technical education programs?
- 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?
- Given multiple entry and exit points in programs, how will you provide transitions for adult learners from entry to completion?
- How will you address the professional development needs of your career and technical education teachers/faculty and their academic colleagues?
- How will you modify or design your CTE programs to prepare students for high skill, high wage, or high demand occupations that lead to self sufficiency?

What are your plans for addressing high school to college transitions under Perkins IV?

The college has already begun discussions with local high schools concerning Programs of Study. We anticipated that there would be Programs of Study within the Health Careers, Trades, and Business areas which are the strongest programs of our secondary partners and fit well with LSC's programs. The recent Minnesota Career Fields, Clusters, and Pathways Diagram, which is to be the conceptual framework for the Programs of Study, have confirmed our assumptions. LSC and our surrounding school districts believe we can develop Programs of Study within: Health Science Technology; Engineering, Manufacturing, & Technology; Communication & Information Systems; Business, Management, & Administration; and Human Services. If there are particular Programs of Study within the consortium high schools for which there is no match at LSC, then LSC would be a broker and work as the liaison to other MnSCU colleges to find a match for the high school Program of Study, e.g., Natural Resources with Vermillion Community College.

LSC presently has Open Houses, Career Expos, and the Northland Career and Technical Education Expo offered at the college. These events are attended by local high school students to get a better understanding of careers. The Northland Career and Technical Education Expo consists of CTE programs demonstrating to the high school students the need for math and science within career clusters. These efforts facilitate student movement from high school to college and into high-wage, high-skill, or high-demand occupations; these programs will continue under Perkins IV.

During FY2007 there were 1,359 high school students who are enrolled with LSC in dual enrollment programs; in addition there are 631 former dual enrollment students enrolled at LSC. LSC believes it is providing good transitional services to high school students. The college has articulation agreements with 20 local high schools for both liberal education and technical education classes. LSC's dual enrollment programs generate over 300 FYE per year. College staff is constantly working with the high schools to expand dual enrollment options for local high school students. With the availability of regular on campus PSEO, College in the Schools, Honors Online, and Tech Prep Articulation Agreements, the college has tried to make dual enrollment available to all students. As we move toward the Programs of Study framework, we will maintain our philosophy of making dual enrollment options available to all students. Furthermore, LSC has articulation agreements with Bemidji State University which allows graduates of our A.A.S. and Diploma programs to articulate their entire award to BSU's B.A.S. in Technology; the B.A.S. can be obtained from the Duluth area via distance learning.

The issue of Technical Skill attainment will be a difficult task. However, LSC believes it has a good start of this task. Several LSC programs do require third-party State and National Boards for CTE program graduates. There are other programs that are not using national or state board exams, but board exams are available; those programs will move toward requiring those exams. The following is the first step of LSC plan for Technical Skill Attainment.:

- A. D. Nursing – State Board required– 95% Benchmark
- B. P.N. Nursing – State Board required – 95% Benchmark
- C. Dental Hygiene – National, Regional, State Boards required – 95% benchmark
- D. Nursing Assistant – State Test required – 95% Benchmark
- E. Rad Tech – National Boards required – Benchmark 95% Benchmark
- F. Respiratory Care – National Boards required – 95% Benchmark
- G. Medical Lab Technician – National Boards not required, but student do take boards – 95% Benchmark

The second step will be other programs with national boards using them in the future for Technical Skill Attainment:

- A. Message Therapy
- B. Medical Assistant
- C. PTA
- D. Surgical Tech

The third step will be for LSC, along with their Program Advisory Committees, to work with other MnSCU colleges with like programs to determine if national certifications are available or if MnSCU as a system should enter into arrangements with outside vendors to development third-party assessments.

Through the consortium (that is to be created) the high schools and LSC will work in tandem with faculty, administrators, and Advisory Boards to establish processes to ensure the local program review processes are shared by all. This process will advance the movement of quality improvement, such as LSC’s AQIP process and program review processes, for use in continual improvement of CTE programs throughout the consortium. Part of the quality process will include continual review of CTE programs compared with DEED and other labor market information to ensure that all CTE programs are high skill, high wage, or high demand occupations.

LSC has worked with neighboring high schools and middle schools in joint professional development activities with both K-12 teachers and LSC faculty. These activities have included CIS/Business Careers, Manufacturing/Construction, and Welding/Art. In addition LSC sponsored a year-long series of meeting with middle school, high school, and college faculty to help create a more seamless transition in mathematics instruction. LSC and present partner schools plan to continue these efforts as they help lead the way to smoother transitions from high school to college.

Objective(s)	Strategies	Outcomes and Measures (FY08)	<u>Projected Budget</u>
For students and faculty to have a fuller awareness of the interrelationship between liberal education and technical education.	LSC will offer local high school students with “Real Math & Science” Student Expos, where LSC Liberal Education & Technical Education faculty will work together to demonstrate the role math and science play in today’s high tech careers. Students visit programs from different Career Clusters to learn of the Math & Science needs for various Career Pathways.	672 high school students will attend “Northland CTE Expo” an increase of 32 students or 5% v. 2007.	\$18,935

LSC CTE faculty will stay up-to-date on industry practices within their discipline and work in conjunction with their high school counter parts.	CTE faculty will be provided opportunities for professional development that will allow them to meet with their high school counterparts to review seamless curriculum from high school to college.	25 FT CTE faculty will participate in professional development activities with local high school CTE and Liberal Arts teachers. This is maintaining FY 2007 levels.	
To work with local high schools to move toward a seamless transition and to articulate courses.	LSC and high school instructors will work together to maintain create career pathways	10 instructors will work with their high school counterparts to maintain/create articulation agreements for 20 courses. This is maintaining FY 2007 levels.	\$13,516
To provide dual enrollment opportunities to high school students.	LSC will maintain a High School Connections Office to work with partner high schools in provision of PSEO, College in the Schools, Honors Online, and Tech Prep Articulation Opportunities.	1,400 students will attend LSC through dual enrollment opportunities. This is maintaining FY 2007 levels. The above measures have historically moved the college toward increased success rates for Performance Indicators: Skill Attainment, Program Completion, Student Retention, Student Placement, Nontraditional Participation, and Nontraditional Completion. At this time there have not been standards set for the new Perkins IV Performance Indicators nor local negotiations, hence we can not set targets for the indicators at this time.	
To provide Programs of Study (POS) opportunities to high school students.	LSC will work with local high schools to develop joint Programs of Study that allow students to move directly into CTE programs at LSC.	Provide 3 Programs of Study with local high school students. An increase of 1 over FY2007, a 50% increase.	

List the required and permissible activities addressed above. Required Activities: 1, 2, 5, 10

Brokering of Services: A new consortium structure involving secondary and postsecondary partners will, by design, facilitate student transitions from secondary programs to postsecondary programs within Programs of Study To facilitate the movement of CTE students from high school to college, it is the expectation of the state that each Perkins recipient will identify, and expedite transfer into, a Minnesota postsecondary program within each secondary Program of Study. The recipient is not required to have both secondary and postsecondary components within its Programs of Study.

Perkins/Tech Prep Local Transition Plan for 2007-8 for Career and Technical Education Goals, Objectives, Strategies, Outcomes, and Budget

2. **Collaboration:** Minnesota's State Plan for Career and Technical Education places high emphasis on collaboration to support student success and life-long access to career and technical education. It is required for this Local Transition Plan approval that at least 10% of funds (not including targeted funds) be reserved for collaboration. Under this one-year transitional plan, effective collaboration may be focused on the identification and development of your FY09 consortium structure.

Consider the following guiding questions:

- o How will you provide collaboration for CTE Program Improvement purposes among your partners?
- o What best practice collaboration activities will you continue/carry over from Perkins III?
- o How will you assure CTE students of smooth transitions between pathways within career clusters?
- o What common collaborative goals will you and your partners develop for FY08?
- o How will you plan for a jointly developed collaborative structure along with shared responsibility for student success?
- o How will you assure that all partners will collaborate and be accountable for achieving your stated mutual goals (sharing resources and rewards, etc.)?

What are your plans for collaboration during the transition year (2007-2008)?

LSC's major plans within collaboration are to maintain our present collaborative efforts with our partners and to work diligently on the identification and development of a consortium structure for the colleges and schools within the local area. A description of the consortium work is within Activity 5: New Consortium Structure, Planning, and Development.

The college plans to continue all of the present collaborative efforts that have been established in the past several years. The collaborative programs that will be continued include: the Program Readiness System; PSEO, CITS, Honors Online & Tech Prep Articulation Agreements; joint Professional Develop activities; academic advising and support services; and Open Houses, Career Days, and the Northland Career and Technical Education Expo. These programs have a history of success and have assisted many students with the transition from high school to college; also these programs have encouraged high school students to avail themselves of dual enrollment opportunities for speedier movement within career pathways.

Because of the college's Perkins funding reduction of over \$100,000 there has been a reduction of Perkins support for Counseling and Advising services, however at this point the college is committing to maintaining those services through local dollars through FY2008.

LSC looks forward to the new Consortium structure. We believe that through the consortium LSC and partner high schools can work together to better establish processes for program review for all partners. LSC's can bring to the table their AQIP process and program review processes while the high schools can bring their program review processes. All partners of the consortium can learn from each other and improve the program review systems. As we move toward Programs of Study the CTE quality improvement process will move toward a holistic approach of program review – review of the Program of Study as a whole and not separate high school and college review processes. This will require work and time, but is a shared goal.

During the FY2008 grant year, the major goal will be to establish local consortium/consortia. These efforts are addressed in Activity 5 below.

Objective(s)	Strategies	Outcomes and Measures (FY08)	<u>Projected Budget</u>
To ensure that LSC prospective and active technical education students are knowledgeable of program admissions requirements, their status for program admission, and that they complete all needed pre-technical courses prior to starting program courses.	Operate a comprehensive Program Readiness system that provides technical education applicants and students with needed information as to their status for technical program admission. There special emphasis in communicating to high school students what courses they need to be program ready.	4,000 new applicants/students will receive up-to-date information concerning their Program Readiness status to create a more seamless transition from high school or work into CTE programs.	\$39,570
To provide comprehensive, assessment, counseling, academic advising, and career planning to technical program students.	Provide needed support services through the Center for Counseling, Advising, and Career Services.	770 new entering CTE students will receive support services through the Center for Counseling, Advising & Career Services to help with the transition into college.	\$4,500
To have articulation agreements between LSC and local high schools that allow HS students to received credit for LSC courses and simplify the transition from high school to post-secondary.	Provide staffing to allow collaborative meetings with HS's that lead to the creation and maintenance of articulation agreements.	700 local HS students will receive college credit for CTE courses. The above measures have historically moved the college toward increased success rates for Performance Indicators: Skill Attainment, Program Completion, Student Retention, Student Placement, Nontraditional Participation, and Nontraditional Completion. At this time there have not been standards set for the new Perkins IV Performance Indicators nor local negotiations, hence we can not set targets for the indicators at this time.	\$31,343
List the required and permissible activities addressed above. Required Activities: 7, 8, 11			

Perkins/Tech Prep Local Transition Plan for 2007-8 for Career and Technical Education Goals, Objectives, Strategies, Outcomes, and Budget

3. Employer, Community, and Education Partnerships

Consider the following guiding questions:

- o How will you involve parents, business, and labor to advise in the design, implementation, and evaluation of CTE programs of study?
- o What will you do to provide student experience in, and an understanding of, All Aspects of the Industry which may include work-based experiences?
- o How will you identify high skill, high wage, or high demand occupations within your region?
- o How will you provide transition for adult learners into the workforce?
- o How will you address collaboration with other organizations (e.g., WorkForce Center, non-profits, service organization, Chambers, Economic Agencies, etc)

What are your plans to develop, expand, and improve partnerships with employers, community members, and other educational institutions during the FY07-08 transition plan?

Over the past few years Lake Superior College expanded work-based learning opportunities for students. The college incorporates internships, clinicals, and service learning into the curriculum. LSC believes that to better understand “all aspects of industry” a student best spend time in the workplace. In addition, LSC established a Center for Lifelong Learning (CLL) during FY2007. Adult Learners are able to use Prior Learning Assessment to demonstrate that they have obtained course knowledge and skills through learning at the work place. The CLL has become a portal for Adult Learners re-entering education. The CLL provides a one-stop shop for Adult Learners to assess where they are in the educational pathway and how best to get their goal.

Through the consortium (that is to be created) the high schools and LSC will work in tandem with faculty, administrators, labor leadership, Advisory Boards to establish processes to ensure the local program review processes are shared by all partners. This process will advance the movement of quality improvement, such as LSC’s AQIP process and program review processes, for use for continual improvement of CTE programs throughout the consortium. Part of the quality process will include continual review of CTE programs compared with DEED and other labor market information to ensure that all CTE programs are high skill, high wage, or high demand occupations. This process will lead to the eventual merging of high school and college CTE advisory boards. At present, most LSC Advisory Boards include K-12 teachers as members; this should help with the transition. This year LSC is working with labor and business to convert a sheet metal apprenticeship program from an hourly curriculum to an A.A.S. degree. Also, the Electronics and Electrical Programs are working with business representatives to re-structure the curriculum to better fit the needs of the local employers. LSC and the consortium will continue these partnerships with businesses.

LSC is working with the local W.I.B.’s and offices of Disability Services to create a smoother transition into LSC for their clients. Many of these clients are not use to the processes, procedures, and nomenclature of higher education and needs a support system. A new liaison service will be provided in FY2008 through the CLL.

LSC offers career and job placement services to all students. Perkins funding is used in part to fund these services. LSC has maintained a placement rate for CTE graduates of over 95%. In addition the Placement Office helps students find employment while in school to help students off-set the ever increasing tuition and book costs of attending a postsecondary institution. The Placement Office has developed close relationships with local employers to ensure job opportunities for students during after college.

Objective(s)	Strategies	Outcomes and Measures (FY08)	<u>Projected Budget</u>
<p>To provide students with work-based learning opportunities within technical programs.</p> <p>For counselors/advisors to have an understanding of the industry for which they advise students</p>	<p>Foster the expansion of community-based learning opportunities for technical program students through increased internships.</p> <p>Encourage counselors/advisors to explore all aspects of industry in the technical education fields of their advisees through attending conferences, visiting work sites, meetings with employers or instructors.</p>	<p>Maintain the 27 new internship sites developed over the past five years.</p> <p>Seven counselors/advisors (100%) will explore at least one of the technical education fields of their advisees.</p>	
<p>To provide students with technical program courses through distance learning.</p>	<p>Develop and offer needed technical education courses that are part of Technical Education Programs through the Internet that students will use within their programs.</p>	<p>Enroll 1,800 students into Internet CTE courses. Maintaining the FY2006 level.</p>	
<p>To provide comprehensive career planning, work experience, and placement services for LSC students.</p>	<p>Support Staffing to provide LSC Technical Education students with job search skills training, work study jobs, part-time employment opportunities, and placement services.</p>	<p>Maintain CTE student placement rate at 95%</p>	<p>\$59,504</p>
<p>All Technical Education programs will be evaluated annually for elements of efficiency, effectiveness, and relevancy to the work place.</p>	<p>Evaluate programs through LSC's Program Evaluation System and through review by the program advisory committees. Programs that do not meet benchmarks will be identified as programs of concern and will require program improvement plans.</p>	<p>Evaluate 37 programs annually (100%) for elements of efficiency, effectiveness, and relevancy to the work place. Develop and implement improvement plans for programs that fail to meet established benchmarks.</p> <p>The above measures have historically moved the college toward increased success rates for Performance Indicators: Skill Attainment, Program Completion, Student Retention, Student Placement, Nontraditional Participation, and Nontraditional Completion. At this time there have not been standards set for the new Perkins IV Performance Indicators nor local negotiations, hence we can not set targets for the indicators at this time.</p>	
<p>List the required and permissible activities addressed above. Required activities: 3, 4, 20</p>			

Perkins/Tech Prep Local Transition Plan for 2007-8 for Career and Technical Education Goals, Objectives, Strategies, Outcomes, and Budget

4. Service to Special Populations

Consider the following **guiding questions**:

- What will you do to provide success for special populations in career and technical education for high skill, high wage, or high demand occupations that lead to self sufficiency?
- What steps will you take to improve nontraditional (gender) participation, retention, and completion in your CTE programs?

What are your plans to ensure that members of special populations will be able to fully participate in activities/programs supported by Perkins/Tech Prep?

Lake Superior College has a proud record of providing special population students with needed support services to complete programs, find employment and becoming self sufficient. For FY2006 the target for the Perkins Indicator for Program Completion (2P1) was 28.33%. The Special Populations rates for 2P1 were: 40.2% for Students of Color, 38.8% for nontraditional students (gender), 35.3% for Displaced Homemakers/Single Parents, 33.3% for Students with Disabilities, 32.7% for Academically Disadvantaged, and 29.7% for Economically Disadvantaged. All the Special Populations had rates above the target and they compared favorably with the overall college rate of 38.0%. With an overall placement rate in excess of 95%, these students are going into high-wage and high-demand jobs. Maintaining these services will continue LSC's success in providing CTE education that translates into jobs for all students; Special Population students in particular.

LSC will continue to use Perkins funding to assist in the provision of services to Students of Color, Students with Disabilities, Academically Disadvantaged, Economically Disadvantaged, Displaced Home Makers, Single Parents, and Nontraditional students.

The college's Center for Student Development works closely with Non-traditional students and DH/SP. These services help those students select high-wage, high-demand occupations as well as encourage students to seek education in non-traditional occupations.

Objective(s)	Strategies	Outcomes and Measures (FY08)	<u>Projected Budget</u>
To recruit and enroll learners from diverse ethnic backgrounds and for these student to receive assessment, comprehensive counseling, academic advising, and career planning.	Provide needed support services for students of color through the Intercultural Services Office.	To provide comprehensive support services to 240 CTE students of color; this is maintaining the FY07 level.	\$38,110
To have full programmatic access and success for LSC students with disabilities.	Provide needed support services through the Office for Students with Disabilities that will enhance access and success for students with disabilities.	Provide needed support services to 110 CTE students with disabilities who indicate a need for support services. An increase of 5 students over FY 2007 or 5% .	\$41,165

<p>To have full programmatic success for LSC students who are academically disadvantaged.</p>	<p>To provide peer and professional academic enrichment and tutoring services to foster high academic success in technical education programs for students whom are academically disadvantaged.</p>	<p>Provide needed academic enrichment and tutoring services to 14,000 academically disadvantaged students (duplicated HC) who request services or are referred to the program by their instructors or advisors. This is maintaining FY2007 numbers.</p>	<p>\$51,470</p>
<p>To provide full access and success to all programs for non-traditional students.</p> <p>To provide full access and success to all programs for SP/DH.</p>	<p>Provide staffing to support students in non-traditional programs. These services include assessment, counseling, academic advising, peer tutoring, computer access, career planning, and special services for those enrolled in non-traditional technical education programs.</p> <p>Provide staffing for needed support services for SP/DPH. These services include assessment, counseling, academic advising, peer tutoring, computer access, career planning, and special services.</p>	<p>Enroll 579 students in programs that are non-traditional for their gender. This is maintaining the FY2007 level.</p> <p>Enroll 105 SP/DH students, and increase of 5 or 5%.</p>	<p>\$33,776</p>
<p>List the required and permissible activities addressed above. Required activities: 6, 9</p>			

Perkins/Tech Prep Local Transition Plan for 2007-8 for Career and Technical Education Goals, Objectives, Strategies, Outcomes, and Budget

5. New Consortium Structure, Planning, and Development

Beginning in FY08-09, a new structure of Perkins consortia will be implemented in Minnesota under which each consortium must include at least one Perkins-eligible postsecondary institution and at least one Perkins-eligible secondary school district. While the state reserves the right to make a *final determination* on this consortium structure to ensure that all interested schools and institutions may participate under Perkins IV, we would like you to identify your secondary and postsecondary partners.

Consider the following guiding questions:

- Identify with whom you propose to partner under the FY08-09 new structure. In making this determination, you should consider current effective relationships, anticipated programs of study, and the role you anticipate in brokering services with other secondary schools and postsecondary institutions in your geographic area, dual and concurrent enrollment opportunities, and the region's history of high school to postsecondary matriculation.
- Effective partnerships require time and commitment to lead all partnering schools/institutions. How will you meet the needs for leadership time and commitment to develop and operate the new structure?
- How do you propose to emphasize program improvement and secondary/postsecondary relationships under your new consortium?
- How do you envision your new consortium operating?
- Describe your current activities under Perkins III/Tech Prep that you propose to continue under your new proposed Perkins IV consortium?

What are your plans for developing a new consortium structure by December 31, 2007?

Along the "I-35/Hwy 61 Corridor" from Willow River to Grand Marais, there are 18 high schools and two colleges. The coordinators from the two Tech Prep Consortia and four Perkins Consortia have discussed what the future configuration would be. There has also been a discussion between the Carlton County Tech Prep consortium and LSC staff on the configuration of the new Perkins Consortium. At this point there appears to be two possibilities: 1) one consortium with two colleges and 18 high schools, and 2) two consortia each with one college and 9 high schools.

Scenario 1: Lake Superior College and Fond du Lac Community & Tribal College in one consortium with the following high schools, Willow River, McGregor, Moose Lake, Barnum, Cloquet, Carlton, Wrenshall, Cromwell, Esko, Proctor, Hermantown, Duluth Denfeld, Duluth Central, Duluth East, Duluth Secondary Technical Center, Two Harbors, Silver Bay, and Cook County.

Scenario 2: Fond du Lac CTC with Willow River, McGregor, Moose Lake, Barnum, Cloquet, Carlton, Wrenshall, Cromwell, and Esko in one consortium & Lake Superior College with Proctor, Hermantown, Duluth Denfeld, Duluth Central, Duluth East, Duluth Secondary Technical Center, Two Harbors, Silver Bay, and Cook County in a second consortium.

LSC has a long history of working with all 18 high schools in dual enrollment programs including PSEO, CITS, Honors Online, and Tech Prep Articulation Agreements. Also, LSC has worked with both local Tech Prep Consortia and all four Perkins Consortia. LSC has significant number of students matriculating from these high schools to the college.

The one-consortium scenario would be a very large geographic area, stretching over 200 miles from Willow River to the Canadian border. This would create administrative challenges. However, at this time LSC does work with all of the 18 high schools with events, activities and dual enrollment. The two consortia scenario would be easier to manage, however with the small number of technical programs available at FDL there could be significant brokering in the area of Programs of Study between the high schools in the FDL consortium and Lake Superior College. At this time Duluth Schools has indicated that they want to be their own fiscal agent and decide on their own how they will spend Duluth Schools' Perkins funds. They have indicated an unwillingness to have a consortium dictate how they will spend their Perkins funds.

All current Perkins/Tech Prep Consortia in the area have paid coordinators. These individuals have worked together for several years in providing dual enrollment and transitional services from high school to college. It is believed that there are the resources and leadership present to establish and operate under a new structure of consortia. The final recommended make-up of the consortium(s) will be determined over the next several months. The first meeting with some of the high school superintendents has occurred. An informal discussion among the various coordinators has occurred. On May 23 the coordinators of the four high school Perkins consortia, the two Tech Prep consortia, and the two college Perkins programs will come together to continue the dialog on the future vision in a more formal meeting. It is envisioned that this process will include not only the current consortia coordinators, but will also bring together management personnel from the various colleges and high schools. As a group the coordinators, we are in agreement that we will settle on a plan by early fall.

Regardless of the final outcome of the consortium(s) LSC plans to continue all of the present collaborative efforts that have been established in the past several years. The collaborative programs that will be continued include: the Program Readiness System; PSEO, CITS, Honors Online & Tech Prep Articulation Agreements; joint Professional Develop activities; academic advising and support services; and Open Houses, Career Days, and the Northland Career and Technical Education Expo. These programs have a history of success and have assisted many students with the transition from high school to college; also these programs have encouraged high school students to avail themselves of dual enrollment opportunities for speedier movement within career pathways.

LSC looks forward to the new Consortium structure. We believe that through the consortium LSC and partner high schools can work together to better establish processes for program review for all partners. LSC's can bring to the table their AQIP process and program review processes while the high schools can bring their program review processes. All partners of the consortium can learn from each other and improve the program review systems. As we move toward Programs of Study the CTE quality improvement process will move toward a holistic approach of program review – review of the Program of Study as a whole and not separate high school and college review processes. This will require work and time, but is a shared goal.

Please note New Consortium Structure Planning Worksheet that follows this page. Due December 31, 2007

Objective(s)	Strategies	Outcomes and Measures (FY08)	<u>Projected Budget</u>
To establish a local Perkins Consortium by December 31, 2007.	LSC will participate in several meetings with local present Perkins and Tech Prep Consortia coordinators (both secondary and post-secondary) to discuss the future design of the local consortium(s). There will also be meetings with secondary principals and superintendents as well as collage management.	One or two consortia will be established for the local area.	\$14,761

MnSCU/MDE
CARL D. PERKINS AND TECH PREP LOCAL APPLICATION
BUDGET

SUMMARY OF FUNDS DESIGNATED FOR SPECIFIC USES
JULY 1, 2007 – JUNE 30, 2008

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 '08		
		Required Activities	Permissible Activities	Total Budget
1	High School to College Transitions	\$32,451		
2	COLLABORATION: (NOTE: A minimum of 10% - old Activity 12 dollars- of eligible Perkins Basic funds must be budgeted for this category. This category must be planned for with Employer, Community, and Education Partnership input.)	\$75,413		
3	Employer, Community, and Education Partnerships		\$59,504	
4	Service to Special Populations	\$164,521		
5	New Consortium Structure, Planning, and Development	\$14,761		
Administration not to exceed 5%				\$18,245
Total Perkins Basic Grant Budget for Goals in FY2008		\$287,146	\$59,504	\$364,894

Additional Informational Items:






1. Coordination Time for Perkins Basic Grant or Tech Prep	% of Total Time	Total Budget
Total Time for Coordination of Perkins or Tech Prep (this includes coordinator salary, benefits, and coordination of contracted staff) and Corresponding Expenditure	34%	\$35,006
2. Perkins Basic Grant and Tech Prep Collaboration with WorkForce Centers for FY2008		
A. Total Perkins and Tech Prep Funds (dollars) used in collaboration with WorkForce Centers		\$2,000
B. Estimate of other expenditures/in-kind contributions used in collaboration with WorkForce Centers		\$14,000
Perkins budget spent in collaboration with WorkForce Centers for FY2008 [A + B]		\$16,000

**MnSCU/MDE CARL D. PERKINS AND TECH PREP
LOCAL APPLICATION BUDGET:
Notes and Reminders
JULY 1, 2007 – JUNE 30, 2008**

NOTE:

1. Postsecondary Basic 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 Basic and Tech Prep must be pre-approved by MDE or MnSCU 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.

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 New Consortium Structure, Planning and Development
-  Federal Carl D. Perkins and Tech Prep 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 and Tech Prep 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 or Tech Prep resources that were used in collaboration efforts with WorkForce Centers.

MnSCU/MDE
CARL D. PERKINS AND TECH PREP LOCAL APPLICATION
BUDGET NARRATIVE 2008

GOALS	Brief Description:	Total Budget
	<ul style="list-style-type: none"> • include information on salary, staff development, and other relevant expenditures • Needs to be tied to objectives and strategies 	
High School to College Transitions	.15 FTE Staff – High School Connection - \$14,935 Non-Personnel – High School Connections - \$4,000 Mentoring personnel costs for Articulated CTE Courses - \$13,516	From Projected Budget Goal 1 \$32,451
Collaboration	.4 FTE Staff – Program Readiness Staff - \$31,570 Non-Personnel – Program Readiness - \$8,000 Non-Personnel – Advising and Counseling - \$4,500 .15 FTE Staff – High School Connections – \$14,761 .3 FTE Staff – Recruitment/High School Relations - \$16,582	From Projected Budget Goal 2 \$75,413
Employer, Community, and Education Partnerships	.85 FTE Staff – Placement and Career Services - \$58,504 Non-Personnel – Placement & Career Services - \$1,000	From Projected Budget Goal 3 \$59,504
Service to Special Populations	.72 FTE Staff – Intercultural Services - \$38,110 .54 FTE Staff – Disabilities Services - \$39,165 Non-Personnel – Disabilities Services - \$2,000 Learning Resource Center Professional Tutors - \$50,470 .54 FTE Staff – Services for Non-Trads - \$30,076 Non-Personnel – Services for Non-Trads - \$3,700	From Projected Budget Goal 4 \$164,521
New Consortium Structure, Planning, and Development	.15 FTE Staff – Coordination of New Consortium - \$14,761	From Projected Budget Goal 5 \$14,761

Notes:

1. The total budget for each broad goal must be obtained from the projected budgets that you provided in the narrative for the five goals (pages 4 through 7).
2. Dollars allocated to new consortium development under goals 1 through 4 should be added to the identified budget for goal 5 and reported here under New Consortium Structure, Planning and Development rather than under its other goal. Do not duplicate report budget figures.

STATEMENT OF ASSURANCES & CERTIFICATIONS

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

11. The eligible sub-recipient shall give the grantor agency or the Comptroller General through any responsible authority access and the right to examine all records, books, papers, or documents related to the awarding of these funds.

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

ALL STATEMENT OF ASSURANCES AND CERTIFICATIONS MUST BE SIGNED:

Applicant District or Consortium: Lake Superior College

College President: Dr. Kathleen L. Nelson

Date