



## 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?<sup>1</sup>
- 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?

<b>What are your plans for addressing high school to college transitions under Perkins IV?</b>			
<i>The District and the College are committed to the improvement of high school to college transition for each student, recognizing the need for all students to participate in post-secondary education. As part of that commitment, we intend to develop programs of study to transition students from a high school self-selected career pathway to a college pathway with agreed upon post-secondary articulated credits.</i>			
<b>Objective(s)</b>	<b>Strategies</b>	<b>Outcomes and Measures (FY08)</b>	<b>Projected Budget</b>
1. Create Programs of Study for students leading to Industry Skill Certification and high-skill, high-wage jobs with articulated college credits.	1. Implement a Pharmacy Technician program for students in the Health Science Careers course to enhance the current course which only offers a Nursing Assistant Credential that articulates to Rochester Community and Technical College.	<ul style="list-style-type: none"> <li>● Number of students enrolled in Health Science Careers.</li> <li>● Percentage of students enrolled in Health Science Careers receiving Pharmacy Technician Certification.</li> </ul>	<ul style="list-style-type: none"> <li>● S-P = \$4,500</li> <li>● T-P = \$2,000</li> </ul>
	2. Implement the ProStart curriculum in Family and Consumer Science courses that offer Industry Skill Certification upon successful course completion and a National Skills test. This course is anticipated to articulate with South Central College.	<ul style="list-style-type: none"> <li>● Number of students who are enrolled in a Family Consumer Science course using ProStart.</li> <li>● Percentage of students enrolled in a Family Consumer Science course using ProStart that receive Industry Skill Certification.</li> </ul>	<ul style="list-style-type: none"> <li>● S-P = \$6,000</li> <li>● T-P = \$2,000</li> </ul>

	3. Provide software update for Project Lead The Way (PLTW) courses. PLTW will become a certified program in our District and be offered to all students. Certification is available for students that successfully complete PLTW requirements. Articulated college credits are currently pending in Minnesota. Articulated credits are available at other post-secondary institutions across the nation.	<ul style="list-style-type: none"> <li>• Number of students enrolled in PLTW courses.</li> <li>• Percentage of students in PLTW courses receiving articulated credits.</li> </ul>	<ul style="list-style-type: none"> <li>• S-P = \$ 18,000</li> </ul>
	4. Provide appropriate staff development opportunities (i.e., National Tech Prep Conference, ACTE Conference, National Policy Seminar, MACTA conferences) to maintain current Career and Technical Education (CTE) programs and implement new “programs of study.”	<ul style="list-style-type: none"> <li>• Number of CTE staff receiving staff development training.</li> </ul>	<ul style="list-style-type: none"> <li>• S-P = \$21,563.47</li> <li>• T-P = \$7,523</li> </ul>
	5. Provide support for articulated credit renewals and teacher access to Tech Prep College Credit certificates.	<ul style="list-style-type: none"> <li>• Number of articulated credits renewed.</li> <li>• Number of Tech Prep College Credit certificates requested.</li> </ul>	<ul style="list-style-type: none"> <li>• S-P = \$4,000</li> <li>• T-P = \$1,000</li> </ul>
2. Develop a transition program to help students transition from high school to programs at RCTC that provide high-skill, high-wage, high-demand jobs.	1. Work collaboratively with Rochester Public Schools (RPS) to develop a Transition Specialist position to be funded jointly between RCTC and RPS.	<ul style="list-style-type: none"> <li>• Increase RCTC enrollment in high-skill, high-wage, high-demand programs by 5%. Transition Specialist will provide “<b>Brokering Services</b>” to secondary and post-secondary CTE students.</li> </ul>	<ul style="list-style-type: none"> <li>• PS-P = \$8,000</li> </ul>
	2. Employ a Recruitment Specialist at RCTC to work with students and businesses to increase enrollment in high-skill, high-wage, high-demand careers.	<ul style="list-style-type: none"> <li>• 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.</li> </ul>	<ul style="list-style-type: none"> <li>• PS-P = \$21,524</li> </ul>
<p><b>List the required and permissible activities addressed above.</b>  Integration of Academic and Technical Education; Articulated Credits and Transition Strategies; Support Family and Consumer Science Courses; Programs of Study; Professional Development; Continuous Program Improvement for CTE Programs for High-Skill, High-Wage, High-Demand Occupations</p>			

**Brokering of Services:** A new consortium structure involving secondary and post-secondary partners will, by design, facilitate student transition from secondary programs to post-secondary 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 post-secondary program within each secondary Program of Study. The recipient is not required to have both secondary and post-secondary 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:**

- How will you provide collaboration for CTE Program Improvement purposes among your partners?
- 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 common collaborative goals will you and your partners develop for FY08?
- 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.)?

<b>What are your plans for collaboration during the transition year (2007-2008)?</b>			
<i>Continue to work to respond to the needs of our college, community and national partners to increase student participation and completion rates in Career and Technical Education.</i>			
<b>Objective(s)</b>	<b>Strategies</b>	<b>Outcomes and Measures (FY08)</b>	<b>Projected Budget</b>
Collaborate with partners to develop and achieve common goals supporting Career and Technical Education programs in our District and College.	1. Implement 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.	<ul style="list-style-type: none"> <li>• Number of students enrolled in a Veterinary Studies course.</li> <li>• Percentage of students enrolled in a Veterinary Studies course receiving Tech Prep College Credit certificates.</li> </ul>	<ul style="list-style-type: none"> <li>• S-P = \$4,000</li> <li>• T-P = \$1,000</li> </ul>
	2. Provide ongoing support for the National Consortium of Health Science and Technology Education (NCHSTE) Health Science Initiative in our District, creating strands of curriculum to be implemented interdisciplinary in biosciences.	<ul style="list-style-type: none"> <li>• Number of students participating in the interdisciplinary curriculum pilot of the NCHSTE Health Science Initiative.</li> </ul>	<ul style="list-style-type: none"> <li>• S-P = \$7,000</li> <li>• T-P = \$1,500</li> </ul>
	3. Create and revise articulation agreements among consortium members and college partners encouraging students earning certificates to use them at colleges.	<ul style="list-style-type: none"> <li>• Number of students receiving Tech Prep College Credit certificates in 2008.</li> </ul>	<ul style="list-style-type: none"> <li>• S-P = \$4,000</li> <li>• T-P = \$500</li> <li>• College General Budget</li> </ul>

	<p>4. 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>	<ul style="list-style-type: none"> <li>• Number of students enrolled in the Bridge program.</li> <li>• Percentage of students in the Bridge program that continue at RCTC.</li> </ul>	<ul style="list-style-type: none"> <li>• S-P = \$2,000</li> <li>• PS-P = \$2,000</li> </ul>
	<p>5. Collaborate with Rochester Community and Technical College to revise a secondary Career Resource Guide for students/parents use to help them select an appropriate career pathway.</p>	<ul style="list-style-type: none"> <li>• Number of students receiving Career Resource Guides.</li> </ul>	<ul style="list-style-type: none"> <li>• S-P = \$3,500</li> <li>• T-P = \$500</li> </ul>
	<p>6. Collaborate with the Workforce Center to provide transition services for individuals who require training in high-skill, high-wage, high-demand careers before reentering the workforce.</p>	<ul style="list-style-type: none"> <li>• Increase client contacts by 5% from the previous year's contacts.</li> </ul>	<ul style="list-style-type: none"> <li>• PS-P = \$5,000</li> </ul>
	<p>7. Participate in the Student Affairs Leadership Training (SALT) in cooperation with Riverland, SE Tech, and South Central colleges.</p>	<ul style="list-style-type: none"> <li>• Enroll 10 participants from RCTC Student Affairs Division in the SALT training.</li> </ul>	<ul style="list-style-type: none"> <li>• College General Budget</li> </ul>
	<p>8. 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 Career and Technical Education. Serve on the RCTC Academic Affairs council as a resource for CTE programming. Responsibilities include negotiating the levels of performance with MnSCU.</p>	<ul style="list-style-type: none"> <li>• 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.</li> <li>• Meet or exceed the levels of performance negotiated with MnSCU for nontraditional students.</li> </ul>	<ul style="list-style-type: none"> <li>• PS-P = \$37,001</li> </ul>

**List the required and permissible activities addressed above.**  
Integration of Academics and Technical Education; Articulation; Dual Enrollment; Concurrent Enrollment, PSEO and Other Recognized Transition Strategies; Collaboration; Size, Scope, and Quality of Each CTE Program; Proposed New Consortium Structure

## 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:

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

<b>What are your plans to develop, expand, and improve partnerships with employers, community members, and other educational institutions during the FY07-08 transition plan?</b>			
<i>Create new programs of study based on community demand and market analysis, provide teachers opportunities to network with community employers through Chamber-sponsored events, and serve as a liaison to the Governor's Workforce Development Council representing secondary and post-secondary education.</i>			
<b>Objective(s)</b>	<b>Strategies</b>	<b>Outcomes and Measures (FY08)</b>	<b>Projected Budget</b>
Develop partnerships to respond to the rapidly growing and changing needs of Career and Technical Education programs in our community.	1. Work with the <i>Hospitality 1<sup>st</sup>!</i> Committee of the Rochester Area Chamber of Commerce and the hospitality industry to implement the ProStart curriculum into the Family and Consumer Science program to respond to the growing need for hospitality workers in our community.	<ul style="list-style-type: none"> <li>• Number of students who are enrolled in a Family Consumer Science course using ProStart.</li> <li>• Percentage of students enrolled in a Family Consumer Science course using ProStart that receive Industry Skill Certification.</li> </ul>	<ul style="list-style-type: none"> <li>• S-P = \$3,000</li> </ul>
	2. Expand current Health Science Careers curriculum to include credentialing for Pharmacy Technicians and Nursing Assistants to meet the current community market demand. Include participation from RCTC and related businesses to serve on the advisory committee.	<ul style="list-style-type: none"> <li>• Number of students enrolled in Health Science Careers.</li> <li>• Percentage of students completing the Pharmacy Technician Certification.</li> <li>• Percentage of students completing the Nursing Assistant Credential.</li> </ul>	<ul style="list-style-type: none"> <li>• S-P = \$2,000</li> <li>• T-P = \$1,000</li> <li>• PS-P = \$2,000</li> </ul>

	<p>3. Serve as the Education Committee chair of the Governor’s Workforce Development Council, enhancing the collaboration between the District, College, Workforce Center, and employers to provide high-skill, high-wage, high-demand workers for our community and across the state. Develop recommendations for the Governor on Perkins legislation and for College Transitions and provide representation from both secondary and post-secondary education.</p>	<ul style="list-style-type: none"> <li>• Number of recommendations to the Governor regarding Perkins legislation.</li> <li>• Number of recommendations to the Governor regarding College Transitions.</li> </ul>	<ul style="list-style-type: none"> <li>• S-P = \$5,000</li> <li>• PS-P = \$3,000</li> </ul>
	<p>4. Revise and develop strong advisory committees for all Career and Technical Education programs in the District.</p>	<ul style="list-style-type: none"> <li>• Number of advisory committees developed to enhance CTE programs.</li> </ul>	<ul style="list-style-type: none"> <li>• S-P = \$2,000</li> <li>• T-P = \$500</li> <li>• College General Budget</li> </ul>
	<p>5. Plan and coordinate an “Educator in the Workplace Institute” for secondary and post - secondary instructors. 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.</p>	<ul style="list-style-type: none"> <li>• Involve 30 participants from Rochester Public Schools and RCTC.</li> </ul>	<ul style="list-style-type: none"> <li>• T-P = \$3,000</li> <li>• PS-P = \$2,000</li> </ul>

**List the required and permissible activities addressed above.**  
Work-Based Learning Including All Aspects of the Industry; Size, Scope, and Quality of Each CTE Program; Development, Improvement, or Expansion of the Use of Technology; Collaboration; Support Appropriate Uses of Advisory Committees; Proposed New Consortium Structure

## 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?

<b>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?</b> <i>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 self-sufficiency. Provide resources for special populations students to be successful.</i>			
<b>Objective(s)</b>	<b>Strategies</b>	<b>Outcomes and Measures (FY08)</b>	<b>Projected Budget</b>
1. Provide all students the opportunity for training in high-skill, high-wage, high-demand job training.	1. Partner with Rochester Community and Technical College to provide special populations a career exploration event with hands-on experiences.	<ul style="list-style-type: none"> <li>• Number of special populations students participating in Career Exploration event.</li> </ul>	<ul style="list-style-type: none"> <li>• S-P = \$2,000</li> <li>• T-P = \$1,500</li> </ul>
	2. Create and distribute career information brochures and speak in traditional classes encouraging students to register for nontraditional courses.	<ul style="list-style-type: none"> <li>• Set baseline number of CTE students in nontraditional classes.</li> </ul>	<ul style="list-style-type: none"> <li>• S-P = \$2,500</li> <li>• T-P = \$500</li> </ul>
	3. Partner with Rochester Community and Technical College to provide special populations with information and a tour of the college, as well registration materials.	<ul style="list-style-type: none"> <li>• Number of students participating in tours and registering at Rochester Community and Technical College.</li> </ul>	<ul style="list-style-type: none"> <li>• S-P = \$2,500</li> <li>• T-P = \$500</li> <li>• College General Budget</li> </ul>
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.	1. Employ a Multicultural Student Advisor at RCTC to meet with minority students and provide an integrated recruitment, referral, and support system.	<ul style="list-style-type: none"> <li>• Graduation of minority students will be 11% of all students who graduate from Technical Programs.</li> </ul>	<ul style="list-style-type: none"> <li>• PS-P = \$43,945</li> </ul>
	2. Employ a Director of Disability Support Services and a .5 Disability Advisor at RCTC to meet with students with disabilities to coordinate accommodations and provide an integrated recruitment, referral, and support system.	<ul style="list-style-type: none"> <li>• Graduation of students with disabilities will be 5% of all students who graduate from Technical Programs.</li> </ul>	<ul style="list-style-type: none"> <li>• PS-P = \$58,130</li> </ul>

	<p>3. 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>	<ul style="list-style-type: none"> <li>• Graduation of students with special needs will be 32% of all students who graduate from Technical Programs.</li> </ul>	<ul style="list-style-type: none"> <li>• PS-P = \$123,700</li> </ul>
	<p>4. Employ a Tutor and Testing Coordinator at RCTC along with peer tutors to provide free tutoring services to students enrolled in Technical Programs.</p>	<ul style="list-style-type: none"> <li>• Meet or exceed the levels of performance for the population served by the Perkins grant for completers.</li> </ul>	<ul style="list-style-type: none"> <li>• PS-P = \$27,624</li> </ul>
	<p>5. Employ a .5 Gender Equity Coordinator at RCTC to recruit, enroll, and retain students in high-wage, high-skill, high-demand careers.</p>	<ul style="list-style-type: none"> <li>• Meet or exceed the levels of performance negotiated with MnSCU for nontraditional completers (graduates).</li> </ul>	<ul style="list-style-type: none"> <li>• PS-P = \$20,087</li> </ul>
<p><b>List the required and permissible activities addressed above.</b>  Collaboration; Proposed New Consortium Structure; Support Programs for Special Populations; Career Guidance and Academic Counseling</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?

<b>What are your plans for developing a new consortium structure by December 31, 2007?</b>			
<i>Continue partnership with Rochester Public Schools and Rochester Community and Technical College through the Collaboration Among Rochester Educators (CARE) Committee and School Success Alliance for the development of a Workforce and Secondary Career and Technical Center on the Heintz Center Campus. Partner with Zumbro Education District to seek common goals for the three partners.</i>			
<b>Please note New Consortium Structure Planning Worksheet that follows this page. Due December 31, 2007.</b>			
Objective(s)	Strategies	Outcomes and Measures (FY08)	Projected Budget
Continue to build collaborative programming to create a seamless pathway to employment for all students.	1. Continue monthly meetings through the Collaboration Among Rochester Educators (CARE) Committee.	• Number of initiatives enacted through the partnership.	• S-P = \$3,000
	2. Provide students with a seamless transition between institutions and programs.	• Place a college Transition Specialist in the secondary schools to provide students CTE post-secondary information.	• S-P = \$9,000 • T-P = \$2,000 • College General Budget
	3. Employ a .2 Instructional Facilitation Specialist at RCTC to provide research and implementation for new programs of study.	• Increase current programs of study by 25%.	• S-P = \$14,000

	<p>4. Request partnership training for the Rochester Public Schools, Zumbro Education District, and Rochester Community and Technical College from MnSCU, Minnesota Department of Education, regarding finances and partners' responsibilities as consortium members.</p>	<ul style="list-style-type: none"> <li>• Understand requirements for financial commitments.</li> <li>• Understand partners' commitment to the consortium.</li> </ul>	<ul style="list-style-type: none"> <li>• S-P = \$1,000</li> </ul>
	<p>5. College Perkins Coordinator will work to develop the transition framework for the Transition Specialist in collaboration with Rochester Public Schools. The Coordinator will develop a “<b>Brokering Services</b>” for the other school districts in the Rochester area.</p>	<ul style="list-style-type: none"> <li>• Develop a transition model and brokering services contract.</li> </ul>	<ul style="list-style-type: none"> <li>• PS-P = \$27,193</li> </ul>

## New Consortium Structure Planning and Development Worksheet

**Due: December 31, 2007**

10% of funds from FY07-8 will be released when this planning worksheet for the new consortium structure is approved by the State.

In its local transition year plan, each Perkins recipient (secondary Basic, postsecondary Basic, and Tech Prep) shall recommend secondary school districts and postsecondary institutions with which it intends to partner beginning with the 2008-2009 year. The state reserves the right to negotiate the final consortium structure so that no district or college is excluded.

List your postsecondary, secondary, and Tech Prep partners for the 2008-2009 Local Application:

College/ District Number & Type	College or District Name	College or District Contact Address/City/State/Zip Phone Number /E-Mail
306	Rochester Community and Technical College	851 30 <sup>th</sup> Ave SE Rochester, MN 55904 (507) 280-7119 alex.kromminga@roch.edu
01- 535	Rochester Public Schools	851 30 <sup>th</sup> Ave SE Rochester, MN 55904 (507) 529-2720 mamundson@clbp.org
	Zumbro Education District	801 Frontage Road NW Byron MN 55920 (507) 775-2037 jfolmuth@zumbroed.org

### Use additional sheets as necessary.

Fiscal Agents for New Consortium	Address, City, State, Zip, Phone, E-mail
Secondary – Rochester Public Schools	615 7 <sup>th</sup> Street SW, Rochester, MN 55902 (507) 382-4263 pasebo@rochester.k12.mn.us
Post-secondary – Rochester Community & Technical College	851 30 <sup>th</sup> Ave SE, Rochester, MN 55904 Phone:(507) 285-7217 FAX: (507) 280-2820 marilyn.hansmann@roch.edu

Administrative/Team Member Structure for New Consortium (names, addresses, e-mail, institution, phone number)	
Mo Amundson 851 30 <sup>th</sup> Ave SE, Rochester, MN 55904 Rochester Public Schools <a href="mailto:mamundson@clbp.org">mamundson@clbp.org</a> (507) 529-2720	Alex Kromminga 851 30 <sup>th</sup> Ave SE Rochester, MN 55904 Rochester Community and Technical College <a href="mailto:alex.kromminga@roch.edu">alex.kromminga@roch.edu</a> (507) 280-7119

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

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

<b>G O A L S</b>	<b>FEDERAL/STATE USES OF FUNDS</b> <small>Refer to Section I, pages 8-9 for the listing of Required and Permissible Local Uses of Funds</small>	<b>PROJECTED BUDGET FY '08</b>		
		<b>Required Activities</b>	<b>Permissible Activities</b>	<b>Total Budget</b>
<b>1</b>	High School to College Transitions	S-P = 54,063.47 T-P = 12,523.00 PS-P = 29,524.00		S-P = 54,063.47 T-P = 12,523.00 PS-P = 29,524.00
<b>2</b>	<u>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.)</u>	S-P = 20,500.00 T-P = 3,500.00 PS-P = 39,001.00	PS-P = 5,000.00	S-P = 20,500.00 T-P = 3,500.00 PS-P = 44,001.00
<b>3</b>	Employer, Community, and Education Partnerships	S-P = 12,000.00 TP = 4,500.00 PS-P = 2,000.00	PS-P = 5,000.00	S-P = 12,000.00 T-P = 4,500.00 PS-P = 7,000.00
<b>4</b>	Service to Special Populations	S-P = 7,000.00 T-P = 2,500.00	PS-P = 274,206.00	S-P = 7,000.00 T-P = 2,500.00 PS-P = 274,206.00
<b>5</b>	New Consortium Structure, Planning, and Development	S-P = 4,000.00	S-P = 23,000.00 T-P = 2,000.00 PS-P = 27,193.00	S-P = 27,000.00 T-P = 2,000.00 PS-P = 27,193.00
<b>Administration not to exceed 5%</b>		S-P = 3,000.00 T-P = 1,000.00		S-P = 3,000.00 T-P = 1,000.00
<b>Total Perkins Basic Grant or Tech Prep Budget for Goals in FY2008</b>		S-P = \$100,563.47 T-P = \$24,023.00 PS-P = \$70,525.00	S-P = \$23,000.00 T-P = \$2,000.00 PS-P = \$311,399.00	S-P = \$123,563.47 T-P = \$26,023.00 PS-P = \$381,924.00

**Additional Informational Items:**






<b>1. Coordination Time for Perkins Basic Grant or Tech Prep</b>	<b>% of Total Time</b>	<b>Total Budget</b>
Total Time for Coordination of Perkins or Tech Prep (this includes coordinator salary, benefits, and coordination of contracted staff) and Corresponding Expenditure	S-P = 73% T-P = 10% PS-P = 90%	\$47,000.00 \$6,000.00 \$66,194.00
<b>2. Perkins Basic Grant and Tech Prep Collaboration with Workforce Centers for FY2008</b>		
A. Total Perkins and Tech Prep Funds (dollars) used in collaboration with Workforce Centers		S-P = \$5,000.00 PS-P = \$5,000.00
B. Estimate of other expenditures/in-kind contributions used in collaboration with Workforce Centers		PS-P = \$25,000.00
<b>Perkins budget spent in collaboration with Workforce Centers for FY2008 [A + B]</b>		<b>PS-P = \$35,000.00</b>

**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"> <li>• include information on salary, staff development, and other relevant expenditures</li> <li>• Needs to be tied to objectives and strategies</li> </ul>	
<b>High School to College Transitions</b>	<p>S-P/Tech Prep Coordinator will provide support for the research and the development of new programs of study. Research and provide appropriate staff development opportunities for staff. Promote use of Tech Prep College Credits and provide the resources to continue online ordering. Update current Tech Prep College Credits and develop new opportunities to earn Tech Prep College Credits. Be the contact person for Project Lead The Way for the District</p> <p style="padding-left: 40px;">S-P Salary = \$10,000; T-P Salary = \$1,500 Administration: S-P = \$600; T-P = \$200</p> <p>PS-P will 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 style="padding-left: 40px;">PS-P Salary = \$29,524</p>	<p>From Projected Budget Goal 1</p> <p style="padding-left: 40px;">S-P = \$54,063.47 T-P = \$12,523.00 PS-P = \$29,524.00</p>
<b>Collaboration</b>	<p>Create new programs of study, with industry skill certification or articulated credits. Continue to support RCTC/RPS Bridges collaboration. Provide students with information on programs of study.</p> <p style="padding-left: 40px;">S-P Salary = \$11,000; T-P Salary = \$1,500 Administration: S-P = \$600; T-P = \$200</p> <p>PS-P will collaborate with partners to develop and achieve common goals supporting Career and Technical Education.</p> <p style="padding-left: 40px;">PS-P Salary = \$44,001</p>	<p>From Projected Budget Goal 2</p> <p style="padding-left: 40px;">S-P = \$20,500.00 T-P = \$3,500.00 PS-P = \$44,001.00</p>
<b>Employer, Community, and Education Partnerships</b>	<p>Create new programs of study based on community demand and market analysis, provide teachers opportunities to network with community employers through Chamber-sponsored events, and serve as a liaison to the Governor's Workforce Development Council representing secondary and post-secondary education.</p> <p style="padding-left: 40px;">S-P Salary = \$12,000; T-P Salary = \$500 Administration: S-P = \$600; T-P = \$200</p> <p>PS-P will develop partnerships to respond to the rapidly growing and changing needs of Career and Technical Education programs in our community.</p> <p style="padding-left: 40px;">PS-P Salary = \$5,000 PS-P Staff Development = \$2,000</p>	<p>From Projected Budget Goal 3</p> <p style="padding-left: 40px;">S-P = \$12,000.00 T-P = \$4,500.00 PS-P = \$7,000.00</p>

<p><b>Service to Special Populations</b></p>	<p>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.</p> <p>S-P Salary = \$6,000; T-P Salary = \$500 Administration: S-P = \$600; T-P = \$200</p> <p>PS-P will 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>PS-P Salary = \$274,206</p>	<p>From Projected Budget Goal 4</p> <p>S-P = \$7,000.00 T-P = \$2,500.00 PS-P = \$274,206.00</p>
<p><b>New Consortium Structure, Planning, and Development</b></p>	<p>Continue partnership with Rochester Public Schools and Rochester Community and Technical College through the Collaboration Among Rochester Educators (CARE) Committee and School Success Alliance for the development of a Workforce and Secondary Career and Technical Center on the Heintz Center Campus. Partner with Zumbro Education District to seek common goals for the three partners. Provide resources to help transition three partners into a consortium.</p> <p>S-P Salary = \$7,000; T-P Salary = \$2,000 Administration: S-P = \$600; T-P = \$200</p> <p>PS-P will continue to build collaborative programming to create a seamless pathway to employment for all students.</p> <p>PS-P Salary = \$27,193</p>	<p>From Projected Budget Goal 5</p> <p>S-P = \$27,000.00 T-P = \$2,000.00 PS-P = \$27,193.00</p>

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** Rochester Public Schools / Rochester Community and Technical College

\_\_\_\_\_  
**Signature - School Superintendent – Jerry Williams**

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

\_\_\_\_\_  
**Signature - College President – Don Supalla**

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

\_\_\_\_\_  
**Signature –Tech Prep Fiscal Agent – Marilyn Hansmann**

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

**FOR LOCAL CONSORTIUM MEMBERS ONLY:**

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

**I have read and shall comply with the above assurances:**

\_\_\_\_\_  
**Signature - Superintendent or Authorized Representative**

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

\_\_\_\_\_  
**District Name**

\_\_\_\_\_  
**Local District Type and Number**