



## **Tech Prep Local Transition Plan for 2007-08 for Career and Technical Education** **Runestone 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?

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

The seven member districts will continue to work on revisions and ways to implement career clusters and pathways in their districts. Development of one Program of Study is in the beginning process and input from the member districts as well as model set up by MDE and MnSCU will be used in process. Professional development will focus on communicating the Perkins IV model through the 08 transition year and the new 09 Perkins plan, as well as working to identify technical skill attainment models. Best practices will be drawn from the successes of Goals 1, 2, 4, 6, 12 & 13 (Perkins III) and Goals 1-4 (Tech Prep III). Carl Perkins Core Indicator data from the member districts will be used to identify strengths and challenges.

Objective(s)	Strategies	Outcomes and Measures (FY08)	<u>Projected Budget</u>
<p>1.1. Implementation of career pathways and programs of study.</p> <p>1.2. Strengthen career, technical, and academic integration and incorporate skill and industry standards by integrating national, state and local CTE standards into CTE curriculums.</p> <p>1.3. Increase secondary student awareness in All Aspects of Industry, as well as college and work readiness.</p> <p>1.4 Provide students with seamless transitions from secondary to post-secondary: articulated credit, concurrent enrollment, OCHS credit, etc.</p> <p>1.5. Provide up-to-date training in CTE programs with regards to high skill, high wage or high demand occupations.</p>	<p>1-1. Provide funding for continuous development of Career Clusters and Pathways and begin development of at least one Program of Study. Collaborate with post-secondary partner to develop curriculum (at Dist. 206) in career pathways for students on Science/ Technology/Engineering/Math careers</p> <p>1-2. Provide CTE teachers and secondary counselors workshop and professional development opportunities to assist in developing strategies and activities for skill, industry and/or academic standards integration in CTE programs and counseling.</p> <p>1-3. Career Exploration available to all 11<sup>th</sup> graders in Runestone Partnership. Sophomore Sneak-A-Peak available to all 10<sup>th</sup> grade students. Start Smart available to Special Pops in grade 11 &amp; 12. College for a Day for grades 11 &amp; 12 and parents.  Provide MCIS software to partnership schools.</p> <p>1-4. Secondary and post-secondary faculty will review and develop articulation agreements collaborating within the Runestone consortium and other state consortiums. Secondary coordinator will continue to work with the OCHS steering committee to align online course offerings with programs of study.</p> <p>1.5. Develop and expand staff opportunities for increasing technical skills and industry knowledge.</p> <p>Provide funds for Perkins/Tech Prep coordinator to attend CTE conferences, join professional associations and develop sustainable staff development cohorts.</p>	<p>1.1. One Program of Study is developed and ready for implementation.  <b>15</b> District 206 students participate in STEM curriculum.</p> <p>1.2. <b>15 (50%)</b> CTE teachers and/or counselors will participate in EPAS, MCIS, Math in CTE, Regional CTE Advisory Committee, CTE Program Approval workshop and/or professional development opportunities.</p> <p>1.3. Maintain current levels of participation in various partnership programs and survey students regarding effectiveness of program: <b>591</b> high school juniors for Career Exploration Day; <b>378</b> high school sophomores for Sneak-A-Peek; <b>35</b> students for ATC Start Smart; <b>400</b> students and 75 parents for College for a Day.  Increase usage of MCIS and portfolios in member districts.</p> <p>1.4. <b>56</b> articulation agreements in place with area high schools (increase of two agreements from FY07).  Minimum of one online course per year is aligned with program of study.</p> <p>1.5. <b>Seven</b> member districts will collect updated data on industry certifications or third party assessments offered or feasible to offer in high schools.</p> <p>100% of current CTE programs in Runestone Partnership will complete approval cycle by December 2007 deadline.</p> <p><b><u>1S1 Academic Attainment</u></b>  <u>2004 consortium data: 91.52%</u>  <u>2005 consortium data: 89.91%</u>  <u>2006 consortium data: 8.50%</u>  <u>MCA Math: 74.02% MCA Reading 78.27%</u></p> <p><b><u>1S2 Skill Attainment</u></b>  <u>2004 consortium data: 90.23%</u>  <u>2005 consortium data: 85.91%</u>  <u>2006 consortium data: 96.66%</u></p>	<p>Tech Prep \$5706.90</p>

List the required and permissible activities addressed above.

**Required:** 1,2,5,6,7,8,9,10,11,12

**Permissible:** 1,2,4,8,10,12,13,19,21

1. **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.

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**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.)?

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

The seven secondary member districts will continue collaborative efforts created with Alexandria Technical College partner. Districts will continue to implement use of pathways and career clusters, using expanded opportunities through professional development with secondary and post-secondary institutions. Best practices will be drawn from the successes of Goals 3, 4, 6, 7, 12 & 13 (Perkins III) and Goals 1, 2 & 4 (Tech Prep III). Carl Perkins Core Indicator data from the member districts will be used to identify strengths and challenges.

This is a good time to review our existing Consortium structure. Coordinators for Secondary Perkins, Tech Prep and Post-Secondary Perkins plan to meet and inform potential partners of available services. Focus will be on geographic location, number of high school graduates attending Alexandria Technical College, and high schools who currently have Tech Prep articulation agreements with ATC. The current seven secondary member districts of the Runestone Consortium will be informed of discussions held regarding possible new consortium structure.

Objective(s)	Strategies	Outcomes and Measures (FY08)	<u>Projected Budget</u>
<p>2.1. Increase opportunities to bring college-level coursework to secondary students within the state.</p> <p>2.2. Expand CTE program alignment between secondary and post-secondary education.</p> <p>2.3. Continue collaboration activities that provide positive experiences and outcomes for area high schools, high school students, and the Alexandria Technical College.</p> <p>2.3. Introduce secondary students to career pathways in STEM disciplines.</p> <p>2.4. Expand the use of technology in CTE approved programs by developing and improving the technological applications in curriculum, equipment and tools.</p>	<p>2.1. Collaborate with the Distance Minnesota Learning coalition and consortia to increase participation in the Online College in the High School initiative.</p> <p>Develop collaborative program of study in Office Administration program to high school students.</p> <p>2-2. Support training to high school instructors in CTE programs.</p> <p>2.3. Develop/update articulation agreements with area high schools.</p> <p>Host activities that will expose high school students, teachers, counselors and administrators to programs, faculty and partnership opportunities at ATC.</p> <p>Career resources available through continuation of “one-stop career centers” in the high schools.</p> <p>2.3. Collaborate with post-secondary partner to develop curriculum (at Dist. 206) in career pathways for students on Science/ Technology/Engineering/Math careers.</p> <p>2.4. Upgrade or purchase industry-standard software, equipment, or technology programs for use in CTE courses.</p>	<p>2.1. Increase student participation in Online College in the H.S. from Runestone partnership from 50 credits to 60 credits earned over two semesters.</p> <p>Alignment of Office Administration diploma curriculum with one high school.</p> <p>2.2. <b>Four</b> high school CTE instructors participate in summer training and receive “Curriculum in a Box” for their students.</p> <p>2.3. <b>56</b> articulation agreements in place with area high schools (increase of two agreements from FY07). <b>50</b> students present Tech Prep certificates for transfer of credit (increase of 12 students from FY07).</p> <p>Maintain current levels of participation in various partnership programs: <b>400</b> students and <b>75</b> parents for College for a Day; <b>591</b> high school juniors for Career Exploration Day; <b>378</b> high school sophomores for Sneak-A-Peek; <b>35</b> Start Smart at ATC.</p> <p>Career Specialist available to member districts for class presentation or student one-on-one service.</p> <p>2.3. <b>15</b> District 206 students participate in STEM curriculum.</p> <p>2.4. 15% of Perkins dollars will be used for technological improvements to CTE courses in Runestone member districts.</p> <p><b><u>2S1 Completion</u></b>  <u>2004 consortium data: 89.12%</u>  <u>2005 consortium data: 91.83%</u>  <u>2006 consortium data: 87.56%</u></p>	<p>Tech Prep \$5706.90</p>
<p>List the required and permissible activities addressed above.  <b>Required:</b> 1,4,5,7,10,11,12  <b>Permissible:</b> 2,4,7,10,12,13,19,21</p>			

## **Tech Prep Local Transition Plan for 2007-08 for Career and Technical Education** **Runestone 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.)

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

The seven secondary member districts will continue to work from the successes of Goals 2, 5, 6 & 8 (Perkins III) and Goal 1- 4 (Tech Prep). Focus will be on improving Advisory Committees and specific data collection from Advisory Committee meetings in identifying needs and improvements to CTE programs. Focus will also be placed on collaboration already in place or improvement needed in collaboration with Workforce Center, Business & Industry, DEED and area Chambers to assist in identifying high skill, high wage or high demand occupations within our region.

Objective(s)	Strategies	Outcomes and Measures (FY08)	<u>Projected Budget</u>
<p>3.1. Collaborate with sources available in and outside of CTE system to gain input in evaluating, revising, improving CTE programs and expanding CTE student organizations. Possible resources include, but not limited to: parents, students, district staff and administration, business &amp; industry, labor, special populations.</p> <p>3.2. Secondary counselors and principals increase knowledge of All Aspects of Industry and high skill, high demand, or high wage occupations within region as well as postsecondary training opportunities.</p>	<p>3.1. Parents participate on advisory committees, Career Exploration Day, College for a Day, Start Smart, and other activities as appropriate.</p> <p>Students involved in student organizations, work-based learning activities, career activities.</p> <p>Teachers participate through program advanced standing agreements, advisory committees, Career activities, and various workshops.</p> <p>Expand business/industry involvement in work-based learning activities, Career Exploration Day, College for a Day, Sophomore Sneak-a-Peek, advisory committees, etc.</p> <p>Contact and invite labor organizations and professional business organizations to participate on advisory committees.</p> <p>Career Resource Specialist will act as liaison between partnership schools and event planning committees to be assured that all students, including special populations, will be invited to participate in various events, such as Career Exploration Day, College for a Day, Sophomore Sneak--Peek, Work-based learning, Start Smart, etc.</p> <p>Support implementation of DECA, BPA, SkillsUSA, FCCLA, etc. in schools.</p> <p>3.2. Provide meetings for counselors and principals to increase their knowledge of programming available and activities shared between secondary, postsecondary, and business/industry as well as programming available to meet the needs of high skill, high demand, or high wage occupations.</p>	<p>3.1. Minimum of 75% of CTE programs reporting will have parent representation on their advisory committees. Maintain parent involvement in the various career activities made available to students.</p> <p>Minimum of 50% of CTE programs reporting will have student representation on their advisory committees. Maintain 95% of 11<sup>th</sup> graders participation in Career Exploration Day from partnership schools. Maintain 40% student participation in Sneek-a-Peek from partnership schools.</p> <p>100% of CTE programs reporting will have teachers involved in one or more of activities listed in strategy area.</p> <p>Minimum of 75% of CTE programs reporting will have representatives directly related to business &amp; industry on their advisory committees.</p> <p>Minimum of 75% of CTE programs reporting will have labor or organization representation on their advisory committees.</p> <p>Special populations will participate in activities to increase experiences and understanding of All Aspects of Industry, as well as high skill, high wage and high demand careers.</p> <p>Collect data on the number and type of Student Organizations in districts.</p> <p>3.2. <b>10</b> counselors (100%) attend or receive information given out at the four meetings hosted.</p> <p><b>7</b> principals (100%) attend or receive the information given out at the four meetings hosted.</p>	<p>Tech Prep \$3222.40</p>

List the required and permissible activities addressed above.

**Required:** 3,5,6,7,8,9,11,12

**Permissible:** 1,2,4,5,12,13,21

**Tech Prep Local Transition Plan for 2007-08 for Career and Technical Education**  
**Runestone 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?

The seven member secondary districts will continue with best practices identified in Goals 10, 11 & 12 (Perkins III). Continue collaborative activities with partner college in area of nontraditional careers. Carl Perkins Core Indicator data from the member districts will be used to identify strengths and challenges.

Objective(s)	Strategies	Outcomes and Measures (FY08)	<u>Projected Budget</u>
<p>4.1. Students and staff will identify nontraditional careers and the preparation necessary for ongoing success to post-secondary education in specific career clusters.</p> <p>4.2. Runestone Partnership Schools provide equal access for special populations.</p>	<p>4.1. Support partnership schools in attending “Women in Engineering Day” at ATC campus to promote career opportunities in engineering</p> <p>Encourage secondary students and parents interested in manufacturing careers to attend “Manufacturing Tour Days” at ATC.</p> <p>Increase student and staff awareness of nontraditional training and employment using state resources, career resources, and community resources.</p> <p>4.2. Information regarding transition from secondary to post secondary education will be offered to high school students with disabilities through Start Smart.</p> <p>Career Resource Specialist will act as liaison between partnership schools and event planning committees to be assured that all students, including special populations, will be invited to participate in various events, such as Career Exploration Day, College for a Day, Sophomore Sneak--Peek, Work-based learning, etc.</p>	<p>Minimum of one member district will send girls to this event.</p> <p>A minimum of 350 students attended Manufacturing Tour Days. 90 % males and 10 % females.</p> <p>Non traditional careers discussion at quarterly counselor meetings.</p> <p>4.2. <b>35</b> students, parents and instructors will attend Start Smart at ATC partner college.</p> <p>Special populations will participate in activities to increase experiences and understanding of All Aspects of Industry, as well as high skill, high wage and high demand careers.</p> <p><b><u>4S1 Particiaption in Non-Trad</u></b>  <u>2004 consortium data: 14.63%</u>  <u>2005 consortium data: 26.05%</u>  <u>2006 consortium data: 33.37%</u></p> <p><b><u>4S2 Completion in Non-Trad</u></b>  <u>2004 consortium data: 18.28%</u>  <u>2005 consortium data: 27.07%</u>  <u>2006 consortium data: 32.85%</u></p>	<p>Tech Prep \$3222.40</p>

List the required and permissible activities addressed above.

**Required:** 3,5,6,9,11,12

**Permissible:** 2,4,12,13,17,21

## **Tech Prep Local Transition Plan for 2007-08 for Career and Technical Education** **Runestone 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?

Secondary Coordinator and College Coordinator will meet with potential school districts to invite them to become members of the partnership. Focus will be on geographic location, number of high school graduates attending Alexandria Technical College, and high schools who currently have Tech Prep articulation agreements with ATC. The current seven secondary member districts of the Runestone Consortium will be informed of discussions held regarding possible new consortium structure.

A Plan detailing the new consortium structure and operations will be submitted on or before December 31, 2007.

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

<b>Objective(s)</b>	<b>Strategies</b>	<b>Outcomes and Measures (FY08)</b>	<b><u>Projected Budget</u></b>
5-1. Increase number of member districts within Runestone Consortium.	Continue communication with member districts and partners regarding changes in Perkins IV from Perkins III, as well as any changes in new consortium structure.	New Consortium Structure Planning and Development Worksheet completed by December 31, 2007.	Tech Prep \$ 3222.40
5-2. Increase and maintain communication within Runestone Consortia regarding CTE to ensure programs are in compliance with state regulations and recommendations, and to ensure visibility of Runestone CTE programs.	Complete New Consortium Structure Planning and Development Worksheet.		

List the required and permissible activities addressed above.

**Required: 12**



**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	5,706.90		5,706.90
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.)	5,706.90		5,706.90
3	Employer, Community, and Education Partnerships	3,222.40		3,222.40
4	Service to Special Populations	3,222.40		3,222.40
5	New Consortium Structure, Planning, and Development	3,222.40		3,222.40
Administration not to exceed 5%				
<b>Total Perkins Basic Grant or Tech Prep Budget for Goals in FY2008</b>		<b>\$ 21,081</b>		<b>\$ 21,081</b>

**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 <b>and</b> Tech Prep (this includes coordinator salary, benefits, and coordination of contracted staff) and Corresponding Expenditure	30 %	\$ 16,112
<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		\$ 0
B. Estimate of other expenditures/in-kind contributions used in collaboration with WorkForce Centers		\$ 0
<b>Perkins budget spent in collaboration with WorkForce Centers for FY2008 [A + B]</b>		<b>\$ 0</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**

<b>GOALS</b>	<b>Brief Description:</b>	<b>Total Budget</b>
	<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>	<b>1/5 of Coordinator salary and benefits; funding for development of Program of Study and STEM curriculum; MCIS, EPAS, and other relevant workshops; materials for advising/promoting Online College in the High School and Tech Prep articulated agreements.</b>	From Projected Budget Goal 1  <b>\$ 5,706.90</b>
<b>Collaboration</b>	<b>1/5 of Coordinator salary and benefits; STEM curriculum; Office Administration program alignment; materials for advising/promoting Online College in the High School and Tech Prep articulated agreements; student based activities (Career Day, College for a Day, Sneak a Peek, Start Smart, etc).</b>	From Projected Budget Goal 2  <b>\$ 5,706.90</b>
<b>Employer, Community, and Education Partnerships</b>	<b>1/5 of Coordinator salary and benefits; student based activities (Career Day, College for a Day, Sneak a Peek, Start Smart, etc).</b>	From Projected Budget Goal 3  <b>\$ 3,222.40</b>
<b>Service to Special Populations</b>	<b>1/5 of Coordinator salary and benefits; student based activities (Manufacturing Tour Days, Women in Engineering, Start Smart).</b>	From Projected Budget Goal 4  <b>\$ 3222.40</b>
<b>New Consortium Structure, Planning, and Development</b>	<b>1/5 of Coordinator salary and benefits; fund collaborative meetings.</b>	From Projected Budget Goal 5  <b>\$ 3222.40</b>

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 polices and program standards.

**ALL STATEMENT OF ASSURANCES AND CERTIFICATIONS MUST BE SIGNED:**

Applicant District or Consortium \_\_\_\_\_

\_\_\_\_\_  
Signature - College President, School Superintendent, CTE Director, or their designee

\_\_\_\_\_  
Date

\_\_\_\_\_  
Signature –Tech Prep Fiscal Agent

\_\_\_\_\_  
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