

Approved 7-24-08

CARL D. PERKINS ACT of 2006 CONSORTIUM APPLICATION COVER SHEET FY2008-2009 Central Lakes Carl D. Perkins Consortium

Please complete the following:

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District/Agency Name/College	Secondary Type & Number
Aitkin High School	0001-01
Bertha-Hewitt, High School	0786-01
Brainerd High School	0181-01
Browerville High School	0787-01
Crosby Ironton High School	0182-01
Eagle Valley High School	2759-01
Freshwater Education District	6004-61
Henning High School	0545-01
Isle High School	0473-01
Little Falls High School	0482-01
Long Prairie Grey Eagle High School	2753-01
Menahga High School	0821-01
Onamia High School	0480-01
Pequot Lakes High School	0186-01

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Pierz High School	0484-01
Pine River Backus High School	2174-01
Pillager High School	0116-01
Sebeka High School	0820-01
Staples Motley High School	2170-01
Swanville High School	0486-01
Upsala High School	0487-01
Verndale High School	0818-01
Wadena Deer Creek	2155-01
Central Lakes College	

***Use extra rows or sheets if necessary**

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

Bridges Academy is a joint effort between Central Lakes College, five Central Lakes Tech Prep Consortium districts, and the Brainerd Lakes Area Chamber of Commerce. This Academy is completing its first year of operation May 2008. Bridges Academy has targeted five career areas identified by Region Five as areas of Labor Market needs. These areas are applied engineering, business and administration, manufacturing technology, health science and nursing. The five consortium districts currently involved are Staples Motley, Brainerd, Pillager, Crosby Ironton, and Pequot Lakes. These five districts are offering concurrent classes in the high school where students who successfully complete the courses are receiving transcribed Central Lakes College credit. The intent is to expand these Bridges Academy opportunities to include nine consortium district members.

The Brainerd Lakes Area Chamber is working closely with this project and has dedicated staff resources to assist with organizing job shadowing experiences for students who are part of the Academy. They also sponsored a Brainerd Lakes Area business and industry show and invited students from the five Bridges Academy districts to participate in this show as an organized career exploration event.

Central Lakes Perkins Consortium has the beginning of Programs of Study development in these five Bridges Academy areas. Consortium members chose to complete the Program of Study in Business and Administration because it is one of the Bridges programs and because the majority of the 22 consortium districts still maintain a business education department in their high school.

If time and resources allow, the consortium will also refine and complete Programs of Study in the remaining four Bridges Academy areas. It is also the intent to expand Academy participation to more consortium districts.

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

The design of Bridges Academy is a joint effort between secondary and post-secondary faculty. Secondary and postsecondary staff has met frequently to choose and design the courses that would articulate from the secondary to the post-secondary level. Post-secondary staff has been involved in the credentialing process to choose secondary staff appropriate for the concurrent enrollment courses. A mentoring program is in place whereby postsecondary staff mentors secondary staff to ensure quality in the concurrent enrollment program.

Central Lakes Perkins Consortium is made up of the former Central Lakes Tech Prep Consortium with the addition of one new district. This consortium has for many years met with representatives of its member districts on a quarterly basis to discuss and update representatives on issues pertinent to Tech Prep, Perkins Basic, and Career and Technical Education. This group is called our Perkins Liaisons. It is their role to bring input from their districts and return information to their CTE colleagues. Since submitting the plan for our new consortium in December, Isle (our new member district) has been added to the liaison's group. Two members of the liaison's group also serve on the Brainerd Lakes Area Education Committee and have provided input to the committee for job shadowing experiences and the Business and Industry Show student event.

The Perkins liaisons determined the initial Program of Study would be in the area of Business and Administration. This area was chosen because the majority of our consortium districts continue to offer business education as part of CTE in their district. Business and administration was also part of the BRIDGES ACADEMY pilot.

7. Has brokering (continuum of education programming and support services for students) been considered in the design of programs of study?

If yes, please explain.

Realizing that transitions within the program of study for partnering high schools that do not have the ability to provide the entire program of study at their institution and that not all students will choose to matriculate their program of study courses to Central Lakes College, the

Consortium evaluated the notion of brokering of services. The decision of the group was that alternative delivery methods such as ITV and online curriculum would be the best option at this time because the programs of study are in the early stages of development. The Consortium felt a need to develop and implement brokering services next year. The Consortium members however did recognize that if the need arose for a particular group of students or if they were approached by another Consortium they would consider implementing brokering of services earlier.

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

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

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

- o Program of Study (POS) Implementation
 - i. Has at least one program of study been identified and ready for implementation beginning in FY10
 - ii. Did you use the POS organizational framework to determine the POS?
 - iii. Has a sequence of courses beginning at least in Grade 11 and continuing through at least the second year of college been considered?
 - iv. Has a continuum of education programming and support services to ensure smooth transitions, from secondary into postsecondary education; in and out of postsecondary education; and, between education and employment been considered?.
 - v. Have secondary teachers and postsecondary faculty within the identified POS been consulted?
 - vi. Has all relevant and necessary POS documentation been completed?
- o *Additional Considerations
 - i. How will college and work readiness standards be communicated to students, parents, teachers, faculty and administrators?
 - ii. How will articulation and dual enrollment be used in implementing the POS?
 - iii. How will you improve both academic and technical skills of participants the identified POS?
 - iv. How will technical skill attainment within the identified POS be measured?
 - v. How will you address the professional development needs within the identified POS?
 - vi. How will assure that the identified POS will prepare all students for high skill, high wage, or high demand occupations and lead to self sufficiency?

Plan Narrative: The Business and Administrative Services program of study was identified by the Central Lakes Consortium based on a review of the partnering high schools course offerings and a recommendation from the Liaison Committee which is composed primarily of CTE instructors. Careful consideration was made in reference to the Minnesota Career Fields, Clusters and Pathways to ensure the program of study, once implemented would provide a clear pathway for students into a variety of employment areas. In addition, the group felt using this structure would allow for a visual representation for students and their families into the world of work options.

An additional set of materials that provides a national perspective, identifies sequences of course work from the ninth grade and ending at the university level are the States Career Cluster materials from the National Career Technical Education Foundation was reviewed by the liaison group. It was felt that the use of these materials would provide assistance to students as they transition through the career pathway.

Objective(s)	Strategies	Outcomes and Measures (FY09) <u>BASELINE DATA WILL BE GATHERED FOR NEW CONSORTIA</u>	<i>Projected Budget by Objective</i>

<p>1.Establish a comprehensive, 9-14, seamless curricula plan that integrates academic and technical skills resulting in increased student academic and technical skill attainment to ensure a smooth transition for emerging and on-going industry demands.</p>	<p>Develop and implement Business and Administrative Services Program of Study and Bridges Academies course matrix for year one, two and three implementation.</p> <p>Develop and conduct two day staff development activity for CLC and high school concurrent faculty in area of curriculum, teaching methods and student skill evaluation.</p> <p>Negotiated targets will be set in all required areas.</p> <p>CTE staff have the opportunity to attend ACTE, NCPCN, Model School Conference or other CTE based instructional conference to bring back best practices to their school and other consortium members. Identify, and provide in partnership with Chamber business and industry members a minimum of one internship, job shadow activity per program of study course.</p> <p>Develop and implement application, registration and testing processes to ensure college transcription of college credit for each academy course.</p> <p>Review existing program equipment and software applications in all CTE programs to determine future purchases to ensure students have access to emerging technologies that meet industry</p>	<p>A program of study is established in 23 consortium (100%) high schools in the area of business that clearly indicates the required academic and CTE requirements for a smooth transition of students from high school CTE business education programs to programs at CLC.</p> <p>Two districts will offer nine courses in two targeted areas to prepare 95 students for postsecondary or for entry level positions in business administration, health care, or manufacturing.</p> <p>Nine districts have courses delivered through concurrent enrollment with CLC, (nine as part of Bridges academy). 380 students participate. 40% (10/23) of high school partners will identify academy courses for implementation in year one of the project.</p> <p>50% (45) secondary and post secondary faculty will attend the staff development activity.</p> <p>50% (11/23) of the courses will have a workforce connection activity.</p> <p>20 staff update curriculum to meet requirements of Perkins IV, (all aspects of the industry, NAETF, soft skills, STEM courses, PLTW ,new curriculum) .</p> <p>34 CTE staff will attend national and state CTE related conferences. Staff share conference information to other staff and serve as “Train the Trainers” for the consortium as needed.</p> <p>100% of the application, registration and testing forms and processes will be in place by October 2008</p> <p>CTE program equipment will be evaluated and a plan for replacement/update as funding allows beginning with the Program of Study areas.</p>	<p>\$272,934.18</p>
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2. Leadership staff are current on best practices for Perkins IV.	Grant coordinators will attend all Perkins related meetings to include MACTA conferences and other related Perkins informational activities.	The grant coordinators attend all Perkins and MACTA meetings/conferences throughout the year, inform liaisons and incorporate best practices into grant activities.	\$5,000.00
3. Advisors and students in CTE student organizations participate in State and National student organization events to demonstrate industry skill attainment.	CTE Vocational Student Organization (VSO) advisors have the opportunity to escort their student members to participate/compete in their VSO's State and National Leadership Development Conferences/Competitions.	17 VSO advisors and 376 students have the opportunity to participate in their Regional, State, and National Conferences/Competitions. This will impact approximately 280 students at the Regional and State conference level and 60 students at the National conference level.	\$18,300.00
<p>Use of Funds: List the required and permissible activities addressed above. “R” for required and “P” for permissible followed by the number and name.</p> <p>Required</p> <ol style="list-style-type: none"> 1. Integration of academic and technical education 2. Programs of Study 3. Work-Based Learning 5. Professional development 7. Modernization of equipment and technology 9. Programs that provide for high skill, high wage or high demand occupational that lead to self sufficiency for all students with emphasis on special population. 10. Articulation, dual enrollment, concurrent enrollment, PSEO 11. Collaboration <p>Permissible:</p> <ol style="list-style-type: none"> 2. mentoring 5. Student organizations 7. Equipment upgrades 10. 2+2+2 14. FACS support 18. Automotive technologies 			

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

2. Effectively utilize employer, community, and education partnerships

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

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

Plan Narrative:

Central Lakes Perkins Consortium, Central Lakes College, secondary districts, and the Brainerd Lakes Area Chamber (Bridges Work Place Connection) have joined to identify and provide internships, job shadowing and Employer in the Schools activities for secondary students. These activities will provide hands-on experiences, allow students to explore jobs within specific careers and provide information to students about local work opportunities. The activities will also help students understand the high wage, high skill and high demands for local business and industry employers in hopes that they will stay in the community and address the work shortage needs. Through these experiences, students are exposed to all aspects of the industry.

The Central Lakes Perkins Consortium plan identified service learning as a possible activity to increase scan or soft skills as a way to increase students work performance skills. Service learning components within programs of study the goal will be to increase and formalize activities for students within their local communities and will help develop leadership skills and build relationships as they provide a needed service for the community.

All CTE programs both secondary and post secondary have historically used Advisory Boards to review the curriculum within their programs to ensure relevancy and currency of skills taught. Advisory Boards will be more critical to assist programs in defining the new and emerging careers and identifying foundational skills needed for the new programs of study. The Consortium identified the need to have joint Advisory Board groups and a way of providing information and developing stronger partnerships between faculty groups.

In order to ensure that CTE programs are designed to meet the technical skill needs for high skill, high wage and high demand occupations, CTE program equipment will be updated and shared between partners. With the assistance of Advisory Boards, programs will review existing equipment and determine purchases for new state of art equipment.

Objective(s)	Strategies	Outcomes and Measures (FY09) <i><u>BASELINE DATA WILL BE GATHERED FOR NEW CONSORTIA</u></i>	<i>Projected Budget by</i>

			<i>Objective</i>
1. Provide current worksite experiences for CTE staff.	Utilize a Teacher-in-the Workplace Programs to update CTE staff on current best practices in industry.	All CTE staff 96 will have the opportunity to experience the Teacher In The Workplace internship, or educator in the workplace tour opportunities and 50% (48) will have participated.	\$9,200.00

<p>Establish a comprehensive curricula plan that integrates academic and technical skills resulting in increased student academic and technical skill attainment.</p>	<p>Negotiated targets will be determined in all required areas.</p> <p>Expand and revitalize Advisory Boards for secondary and post secondary CTE programs.</p> <p>Review advisory committee activity and implement training program to enhance the committee participation in curricular decision making and development of programs of study and determining method of verification of technical skill attainment.</p> <p>Continue joint advisory committees between secondary and post secondary in POS areas.</p> <p>Invite industry partners, workforce center representatives and post secondary partners into high school classrooms to discuss high skill, high wage and high demand careers, career pathways and programs of study available to reach those careers. Invite industry partners to serve as judges for VSO competitive events to evaluate skill attainment.</p> <p>Business and industry partners, postsecondary partners and advisory committees contribute to the program approval process and assure that DEED and local labor market data drive decisions in development of programs of study.</p>	<p>Consortium negotiated targets will be met or exceeded in all required areas.</p> <p>All CTE programs (14) will have local program advisory councils to assist with identifying high skill, high wage and high demand occupations, curriculum development, program improvement and program approval/update activities to benefit 1750 students in the four school districts in the consortium.</p> <p>Provide the advisory board committee members with the department portfolio to ensure curriculum and technology and/or equipment used within the CTE program is based on industry standards.</p> <p>Joint POS advisory boards with secondary, Postsecondary, 4 year partnering institutions and Business and industry partners are in place for the five current Bridges Academy areas of focus.</p> <p>7 of the 14 programs will have invited one or more of the partners in as a resource speaker on careers, career pathways and programs of study. Recruit a minimum of 10 industry partners to serve as judges at VSO competitions benefiting 700 students.</p>	<p>\$3,100.00</p>
<p>Math and reading scores for students enrolled in CTE courses will improve.</p>	<p>Central Lakes College will offer access and training for students to participate in college entry testing activities to evaluate if the math and reading skill competences are present to ensure success in the postsecondary program of study.</p>	<p>12 (50%) districts will attend training and participate in pre-testing using Accuplacer to assist in improving student skills in preparing for postsecondary enrollment. 375 students are expected to participate.</p>	<p>\$3,000.00</p>

<p>Provide CTE students the opportunity to participate in a clarifying worksite experience through job shadowing or another similar form of an actual worksite experience in a real life industry setting.</p> <p>Expand community outreach efforts through Service Learning Projects.</p>	<p>Coordinate and fund worksite opportunities for CTE students in career cluster related jobs through the Camp Ripley job shadowing program or other similar activities.</p> <p>Worksite learning experiences will assist students in understanding all aspects of the industry and develop skill attainment in an actual job setting.</p> <p>Develop a service learning process to be implemented by CTE faculty and secondary and post secondary levels. (J)</p> <p>Identify, in partnership with business and industry members a minimum of one internship, job shadow or Employee in the School activity</p>	<p>Fifty students will have been provided the opportunity to clarify specific careers and job skills within worksite clusters that are of the greatest interest to them.</p> <p>25% (17/53) CTE programs will have service learning component.</p> <p>35% (9/23) of the programs of study will have a work-place connection activity.</p>	<p>\$35,000.00</p>
<p>Use of Funds: List the required and permissible activities addressed above. “R” for required and “P” for permissible followed by the number and name.</p> <p>Required:</p> <ol style="list-style-type: none"> 1. Integration of academic and technical education 2. Programs of Study 3. Work-Based Learning including All Aspects of the Industry 4. Development, improvement or expansions of the use of technology 6. Evaluation of CTE programs 8. Size, scope and quality of each CTE program. 9. Programs that provide for high skill, high wage or high demand occupational that lead to self sufficiency for all students with emphasis on special population 10. Articulation, dual enrollment, concurrent enrollment, PSEO 11. Collaboration <p>Permissible:</p> <ol style="list-style-type: none"> 14.FACS support 			

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

3. Improve service to special populations

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

- o Special Populations
 - i. How will the consortium ensure that goals, objectives, strategies and outcomes under (a) implementing programs of study and (b) utilizing employer, community and education partnerships will be the same for non-traditional programs and special populations?
 - ii. How will the design, implementation, and evaluation of career and technical education programs, including programs of study be customized to attain program and student success for nontraditional (gender) and special populations?

<p>Plan Narrative: The new Consortium along with several other secondary and post secondary programs, Work Coordinators for the Special Education Departments, Vocational Educators, Project Connect, Upward Bound TRIO Programs, Disability Services, Equity Coordinators and State and Local Veterans Resource Coordinators have agreed to provide the resources and support necessary to ensure Special Populations receive access to the programs of study. Special Populations services will be provided to high school students through additional academic supports, career counseling and basic academic skill instruction to ensure success in CTE courses. As students transition to the post secondary institutions, transition plans will be developed in partnership between the partner institutions to provide consistent and needed support services. Additional activities such as Career Explorations Days, Career Camps, Hands On Career Activities and Mentorship activities will be established to encourage Special Populations to enroll in appropriate CTE courses, those that meet both their skill and interest abilities.</p>			
Objective(s)	Strategies	Outcomes and Measures (FY09) BASELINE DATA WILL BE GATHERED FOR NEW CONSORTIA	<i>Projected Budget by Objective</i>

<p>1. Increased completion of all special populations' learners and non-traditional learners by providing support services that enhance opportunities for student academic and skill attainment.</p>	<p>Implement Joint Secondary and Post Secondary Academic Support services through transitional interactive tutoring in response to the needs of Special Populations</p> <p>Provide technical and academic support services which include: Transition services Assessment services Equity services Disability accommodations Tutorial services Interagency collaboration services Provide transition services to students participating in Project Connect program. Implement summer "Academic Refresher" workshops to remediate basic skills prior to enrollment in areas of reading, writing and mathematics.</p> <p>Provide on-line tutorial services for secondary and post secondary enrolled in programs of study courses</p>	<p>Provide resources and support services to enrolled Special Populations in partnership to 75% of students requesting or qualifying for services..</p> <p>Increase post secondary access to one or more services over FY 08 (baseline data shows 43% of enrolled students use one or more services) by 3%.</p> <p>30% of Project Connect participants will enroll in Central Lakes College CTE programs during the fall of FY 09 (baseline of 150 participants)</p> <p>90% of current high school or graduated participants will increase basic skills, Accuplacer test scores will increase by 10% for participants.</p> <p>5% of students enrolled will use on-line academic support.</p>	<p>\$117,000.00</p>
<p>2.</p>			
<p>Use of Funds: List the required and permissible activities addressed above. "R" for required and "P" for permissible followed by the number and name. List the required and permissible activities addressed above. Required: 1. Integration of academic and technical educational</p> <p>Permissible: 2. Career guidance and academic counseling 4. Programs for special populations</p>			

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

4. Provide a continuum of service provision¹ for enabling student transitions

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

- Students
 - i. How will the different needs for students be identified to ensure smooth transitions within their chosen programs of study, career pathways and career clusters?
 - ii. How will the relationships between partners within the consortium, and across the partnering consortia, be collaboratively organized with shared responsibility in order to ensure student success?
- Service Provision
 - i. How will the best practice collaboration activities from Perkins III be continued into Perkins IV?
 - ii. How will CSP be put into practice as it relates to (a) programs of study; (b) articulation; and (c) PSEO, including concurrent enrollment?

See next page for Goal 4.

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1. Defined as the ability to bring fresh thinking to the consortium, continuum of service provision (CSP) creates value for the student through new support services, curricular processes, and educational products, all of which should lead to an organic and systemic change to the local consortium. Any consortium wishing to engage in CSP has a choice from four different options:
- Sequentially* – Student need determined by consortia seeking CSP
 - Concurrent* – Student need determined jointly by two or more consortia seeking CSP but CSP within each consortia separate
 - Coordinated* – Student need determined jointly by two or more consortia but CSP within every consortia aligned
 - Integrated* – Student need determined jointly by two or more consortia with every consortia having identical CSP

Which option is most appropriate for a local consortium depends on the following criteria:

- Student Needs
- Cohorts versus individual students
- Development and coordination time
- Availability of staff resources
- Funding Constraints
- Degree of Adaptability

4. Provide a continuum of service provision for enabling student transitions

Plan Narrative:

The intent of the Consortium is to increase rigor and relevance to career and technical programs of study and to establish partnerships with school districts, business, community organizations and various levels of education. The Bridges Academies and Business and Administrative Services program of study offers high school students courses in career pathways that focus on the high demand, high skill and high pay occupations. The curriculum is guided by industry advisory committees, college and high school instructors and the courses are taught primarily at the high schools under the mentorship of college faculty. A work-based learning element is incorporated in the programs of study using internships, or job shadowing activities. These work-based activities are designed to serve as an informal review of technical skill attainment for the high school students under the direction of business and industry partners. Each course offers college credit and is designed to flow into at least one CTE program at Central Lakes College. Many of the academy courses however, flow into several CTE programs and thus allowing the high school student greater flexibility as they choose their career. Because the programs of study offer foundational skills for a variety of career pathways, the courses are designed to matriculate to other post secondary institutions as well. Professional development for secondary and postsecondary faculty who teach the academy courses was identified as a critical element by the liaison group and therefore post secondary and secondary faculty will encouraged to attend a workshop during the summer to review college curriculum related to the course, learn/practice technical skills taught in the course and develop lesson plans related to course objectives. In addition to the workshop, CLC faculty will provide ongoing mentorship to the high school faculty. The overall goal is to develop a template that can be replicated across all high schools so that all students will have the opportunity to participate in all programs of study. A brokering of services matrix will be designed and utilized between member districts and across consortia partners to ensure smooth transitions within programs of study, career pathways and career clusters. This will require collaboration with partnering consortia through meetings to continue agreements and successful partnering strategies that were developed, in place and utilized by students during Perkins III. When the State provides training in CSP, members of the partnership leadership team will attend and implement strategies relating to programs of study, articulation and use and expansion of all types of postsecondary credit experiences for the high school students. Continuum of services provisions will be continually refined as we develop new programs of study and broker services on behalf of students in the Central Lakes Perkins Consortium.

Objective(s)	Strategies	Outcomes and Measures (FY09) BASELINE DATA WILL BE GATHERED FOR NEW CONSORTIA	<i>Projected Budget by Objective</i>
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<p>1. A continuum of services provision (CSP) framework will be designed to meet the needs of students between pathways within career clusters</p>	<p>Leadership team members attend CSP framework training as provided by MNSCU and MDE and implement CSP. Provide MCIS/Career Winds to all participating districts. Kuder on-line Career Program is provided to 10 districts.</p> <p>Utilize E-Folio as a method to meet student needs as they transition between pathways within and between career clusters Support is available to CTE instructors to explore, plan and participate in development and delivery of on-line learning courses (concurrent and high school).</p>	<p>Four leadership team members attend CSP training and disseminate information to the liaisons 23 districts (100%) will have access and utilize MCIS. 4210 students will utilize. 10 districts and 725 students utilize on-lie Kuder to assist students in creating an employment profile. 17 staff (CTE and counselors) will attend training on the use of e-folio. 350 students will establish an e-folio. 10 staff will receive training and curriculum writing time to develop and deliver CTE courses <u>on-line (concurrent and high school)</u></p>	<p>\$33,000.00</p>
<p>2. Promote the vision of CTE within consortium districts and within the region.</p>	<p>Perkins Liaisons create a vision for CTE in our region and determine how to best utilize limited resources including Perkins funds to reach the vision. Continue representation on chamber education committee, workforce council and youth council.</p> <p>Provide “career trends” presentations, based on POS to parents, advisory councils and business groups in participating districts.</p>	<p>Perkins liaisons establish a vision and goals for CTE in consortium region.</p> <p>One member of the leadership team promotes CTE through Workforce council and youth council activities. Four liaison members continue representation on the chamber education subcommittee. Career trends data is presented to 15 groups.</p>	<p>\$14,000.00</p>
<p>3. Design work-site experiences to support programs of study.</p>	<p>*Brainerd Lakes Area Chamber of Commerce (BLACC) will support work-based learning activities through group-shadow events and summer internships. Career fair *BLACC, CLC, MSCTC Wadena, Business and Industry and Consortium Districts will organize and conduct a one day Mega Career Days event aligned with the six general career fields.</p>	<p>367 students participate in group job shadowing experiences. 48 students participate in summer internship programs</p> <p>1,500 students from 15 /23 consortia high schools participate in Mega Career Day event.</p>	<p>21,700.00</p>

4.Continue collaboration with other Partners.	<p>*One member of the leadership team will continue representation on the Workforce Council and Youth Council to promote collaborative efforts benefiting the CTE community.</p> <p>The consortium leadership team will use DEED/ LMI for our region to design and develop POS to meet the labor market needs in our region</p>	<p>One member of the leadership team will continue participation on the workforce council and youth council and share pertinent information with workforce council and consortia liaisons.</p> <p>20 Liaisons and there advisory council members will utilize Labor Market information for our region when designing programs of study.</p>	In-kind
5.Brokering of services will ensure smooth transitions within programs of study, career pathways and career clusters.	<p>Partnering Consortia (secondary, postsecondary 4 year institutions, business and industry) will meet to continue and expand current agreements and successful partnering strategies that are developed, in place and utilized under Perkins III.</p> <p>A brokering matrix be designed and utilized between member districts and across consortia.</p>	<p>Meetings will be held with partnering consortia and four year institutions to design a brokering matrix. Effective strategies will be determined for ways to provide services within and across consortia.</p> <p>A CSP model will be implemented as is available.</p>	\$1,000.00
<p>Use of Funds: List the required and permissible activities addressed above. “R” for required and “P” for permissible followed by the number and name.</p>			
<p>Required: 3. Work-based experiences 6. Evaluation 10. Collaboration/Brokering of services</p> <p>Permissible: 1.Involvement of stakeholders in evaluation 2.Career Guidance 14.FACS support</p>			

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

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

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

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

See next page for Goal 5.

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

Plan Narrative: Central Lake Perkins Consortium has a 15 plus year history of collaboration and cooperation to benefit participating members. The 2009 consortium includes 21 members of the original Central Lakes Tech Prep Consortium and one new member district. This consortium consists of three previous Perkins Basic consortia, all of whom were members of the Tech Prep Consortium. The Consortium has an active Perkins Liaison group made up of one CTE representative from each member district and representatives from Central Lakes College. During 2008 we added a member from our new consortium member district of Isle. This group meets at least quarterly. This past year volunteers from this group served with the leadership team to identify goals and activities that are important to consortium members as we continue into Perkins IV. We are in the process of identifying the vision for CTE in our region. This will be followed, beginning in May 2008 with refinement of the vision, determining strategies to realize the vision and determine how the limited Perkins IV resources can be best utilized in reaching our goals and assisting with economic development in our region (predominantly Region V). May 21, 2008 principals and business managers from all participating districts will meet. At this time we will inform them of our structure, answer questions and etc..... The new structure will allow for regular meetings to keep high school administration and all CTE staff informed. The leadership team will develop an operational structure for grant activity management.

Objective(s) Sue	Strategies	Outcomes and Measures (FY09) BASELINE DATA WILL BE GATHERED FOR NEW CONSORTIA	Projected Budget by Objective
1. Utilize alternative delivery methods to allow for maximum accessibility of career choices by students.	Provide training and support for on-line learning opportunities within consortia districts Continue support and training for concurrent enrollment opportunities in CTE Support DMOCHS expansion of CTE courses.	Ten staff from seven districts attend training and teach on-line CTE courses to 150 students 45 secondary and postsecondary staff attend training and teach on-line and face-to-face concurrent classes to 790 students. Two new CTE courses are offered to 25 districts to 35 students through DMOCHS.	\$33,152.33
2. Provide for continued, effective communication among consortium members.	Continue Perkins liaisons meetings and activities. Provide communication links for principals, business managers, superintendents, and college personnel.	23 (100%) districts and CLC have identified liaisons and are active participants in quarterly meetings. Seven member of the liaisons group are active members of the Perkins Steering Committee. Four members of the liaisons group are designates as the leadership team and are responsible for grant development, implementation and reporting.	\$5,000.00

3. Provide for continued, effective communication among consortium members.	Continue Perkins liaisons meeting and activities. Provide communication links for principals, business managers, superintendents and college personnel	23 district liaisons and two postsecondary represents are active members of the liaisons group a minimum one meeting will be held each year for this group.	\$2,000.00		
4. Processes will be determined to ensure success of all consortium members in meeting consortium goals.	Determine a process to build and implement programs of study. Determine a process to identify and measure technical skill attainment. Develop a process to assure accountability by consortium members	Process is used by consortia members to build Programs of Study, identify technical skill attainment and assure accountability in the implementation of Perkins IV.	\$1,000.00		
5. Students will have access to Programs of study.	Design plan for brokering services among consortium members and across consortia. Continue and expand current collaborative efforts with fellow Perkins consortia (distance learning, articulation	A plan is in place and utilized for brokering service Among consortia members and across consortia.	\$5,000.00		
<p>Use of Funds: List the required and permissible activities addressed above. “R” for required and “P” for permissible followed by the number and name.</p>					
<p>Required:</p>					
<p>2. Programs of Study</p>					
<p>4. Use of technology</p>					
<p>5. Professional development</p>					
<p>6. Evaluation</p>					
<p>8. Size, scope and quality</p>					
<p>10. Brokering of Services</p>					
<p>Permissible:</p>					
<p>1. Partnerships</p>					
<p>2. 14.FACS support</p>					

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

Budget for each goal	Description (Include information on salary, staff development supplies, and other relevant expenditures – How was the exp decided)	Secondary Budget	Post-Secondary Budget	Total Budget
Programs of Study	Staff development activities for approximately 50 consortium partners. Materials, supplies and stipends for participants. Equipment purchases for upgrading CTE high wage, high demand programs. Implementation of on-line transitional student services (application, assessment and registration processes) to allow students to move through the programs of study from secondary to post secondary. Coordination services for consortium partners and career exploration services for high school students. Career activities and materials and coordinator salary and fringe.	\$147,634.18 POS dev 10,000.00 Equip 60,000. MCIS 25,000 Staff Dev 20,404.18 Supplies 5,000.00 Student org 18,300.00 Facilitation 8,930.00	\$151,000.00 POS Coordinator 55,600 POS Faculty Stipends 10,400 Travel, Supplies 5,000 Equipment 80,000	\$298,634.18
Employer, Community and Education Partnerships	Bridges academy and business and administrative services (POS) activities will be jointly funded by Business and Industry, Local Chamber of Commerce, and Consortium Partners. Activities include travel, speakers, purchase of career materials and mentoring. Service learning projects to develop employment soft skills conducted by secondary and postsecondary CTE students for the benefit of local communities.	\$30,300.00 Chamber activity supp 20,000.00 Ed in WP 9,200.00 Travel 1,100.00	\$ 20,000.00 Advisory Board Training 2,000 Service Learning for CTE Programs 3,000 Bridges Chamber Career Activities 15,000	\$50,300.00
Service to Special Populations	On-line and direct tutorial services essential to ensure the access, success and completion of secondary and postsecondary students. Staffing costs, salary and fringe.	\$ 7,000.00 Activities for spec pops 2,000.00 Counselor mtngs 1,000.00 Equip, sup for spec pop 4,000.00	\$110,000.00 Tutorial and Lab Assistance staff 101,000 Supplies, travel 3,000 Equipment 6,000	\$117,000.00
Continuum of Service Provision (Brokering)	Design and development of brokering of services model for consortium partners and across partnerships. Supplies and travel.	\$66,700.00 Brokering act 5,000.00 Liaisons 9,000.00 Staff Dev POS 17,700.00 Artic 6,000.00	\$3,000.00 Brokering Design Development 3,000	\$69,700.00
Sustaining the New Consortium	Leadership for the consortium program of study development activities. Activities include travel, stipends, printing, mailing, miscellaneous	\$36,700.00 On-line learning 10,000.00 Liaisons 15,000.00 Facilitation 26,792.00 POS 14,908.00	\$8,152.33 Stipends, Training Opportunities 8,152.33	\$45,152.33
Total All Goals	Admin	<u>15,191.27</u> \$303,825.45	292,152.33	\$595,977.78

List any other relevant information not specified above here:

Note: the Total Budget for each broad goal must equal the budget specified on the Goals/Objectives/Strategies/Outcomes/Budget page for each corresponding goal

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

GOALS	FEDERAL/STATE USES OF FUNDS Refer to Section I, Pages 10-12 for the listing of Required and Permissible Local Uses of Funds	PROJECTED BUDGET FY '09		
		Required Activities	Permissible Activities	Total Budget
1	Programs of Study	\$83,586.18	\$64,048.00	\$147,634.18
2	Employer, Community and Education Partnerships	27,300.00	3,000.00	30,300.00
3	Service to Special Populations	7,000.00	0.00	7,000.00
4	Continuum of Service Provision (Brokering)	36,700.00	30,000.00	66,700.00
5	Sustaining the New Consortium	17,000.00	20,000.00	37,000.00
Subtotals for each column		\$171,586.18	\$117,048.00	\$288,634.00
Administration not to exceed 5%				\$15,191.27
Total Perkins Secondary Budget		\$	\$	\$303,825.45

Additional Informational Items:

1. Coordination Time for Perkins Grant			% of Total Time	Total Budget
Total Time for Coordination of Perkins (this includes coordinator salary, benefits, and coordination of contracted staff) and Corresponding Expenditure			10% Mike 20% Sue	\$35,726.31
2. Perkins Grant Collaboration with WorkForce Centers for FY2009				
A. Total Perkins Funds (dollars) used in collaboration with WorkForce Centers				0.00
B. Estimate of other expenditures/in-kind contributions used in collaboration with WorkForce Centers				4,025.00
Perkins budget spent in collaboration with WorkForce Centers for FY2009 [A + B]				\$4,025.00

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

GOALS	FEDERAL/STATE USES OF FUNDS Refer to Section I, pages 8-9 for the listing of Required and Permissible Local Uses of Funds	PROJECTED BUDGET FY '09		
		Required Activities	Permissible Activities	Total Budget
1	Programs of Study	\$71,000.00	80,000.00	151,000.00
2	Employer, Community and Education Partnerships	20,000.00		20,000.00
3	Service to Special Populations	110,000.00		110,000.00
4	Continuum of Service Provision (Brokering)	3,000.00		3,000.00
5	Sustaining the New Consortium	8,152.33		8,152.33
Subtotals for each column		\$212,152.33	80,000.	292,152.33
Administration not to exceed 5%				
Total Perkins Postsecondary Budget		\$	\$	\$

Additional Informational Items:

1. Coordination Time for Perkins Grant		
Total Time for Coordination of Perkins (this includes coordinator salary, benefits, and coordination of contracted staff) and Corresponding Expenditure	% of Total Time	Total Budget
	15%	\$0.00
2. Perkins Grant Collaboration with WorkForce Centers for FY2009		
A. Total Perkins Funds (dollars) used in collaboration with WorkForce Centers		
B. Estimate of other expenditures/in-kind contributions used in collaboration with WorkForce Centers		13,000.00
Perkins budget spent in collaboration with WorkForce Centers for FY2009 [A + B]		\$13,000.00

