

APPROVED 7-11-08

CARL D. PERKINS ACT of 2006 CONSORTIUM APPLICATION COVER SHEET FY2008-2009 Dakota County Perkins Consortium

Please complete the following:

<p><u>CARL PERKINS - Secondary</u> Contact Person: Judith Simon Address: 1300 145th Street East Rosemount, MN 55068-2999 Phone: 651-423-8454 FAX:651-423-8760 E-Mail: Judith.simon@isd917.k12.mn.us</p>	<p><u>CARL PERKINS - Postsecondary</u> Contact Person: Kelly Carrigan Address: 1300 145th Street East Rosemount, MN 55068 Phone: 651-423-8231 FAX: 651-423-8775 E-Mail: Kelly.Carrigan@dctc.edu</p>
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CARL PERKINS - Secondary
Fiscal Agency: IntemEDIATE School District 917
Business Manager: _Nicolle Roush
Address: 1300 145th Street East
Phone: 651-423-8227 FAX:651-423-8781
E-Mail: nicolle.roush@isd917.k12.mn.us
***District #917 District Type 6/Intermediate**
 (*for electronic payment purposes)

CARL PERKINS - Postsecondary
Fiscal Agency: DCTC
Business Manager: Randy Anderson
Address: see above
Phone: 651-423-8241 FAX: 651-423-8775
E-Mail: Randy.Anderson@dctc.edu

District/Agency Name/College	Secondary Type & Number
South St. Paul	3/006
Farmington	1/192
Randolph	1/195
West St. Paul	1/197
Inver Grove Heights	1/199
Hastings	1/200
Intermediate District	6/917
Northfield	1/659
Dakota County Technical College	

(*Use extra rows or sheets if necessary)

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

1(i). Designing Programs of Study: Status Summary

As you complete objectives, strategies and outcome measures for Programs of Study, consider where the consortium is in the various phases of design and implementation. It may be helpful to first complete the following *Programs of Study Status Summary*. Please refer to the document entitled *The Process for Designing Programs of Study*, available at www.programsofstudy.project.mnscu.edu, as you complete Goal 1.

Consortia are at varying stages of programs of study design and implementation. Please complete this status report and submit with your plan, both hardcopy and electronic formats.

1. List programs of study that have been designed. **If none, move to Question 3**

None

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

None

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

- Business, Management and Administration
- Health Science Technology (Generic Health Services POS)

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

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

DCTC and local schools chose the Business Management and Administration POS based on the selection of courses available and existing articulation agreements between DCTC and local high school programs. The local labor market is stable in this field.

The Health Science Technology POS is also a consideration. DCTC and 2 bordering Perkins Consortia (Rochester-ZED and Southeast) are developing strategies to build a comprehensive continuum of services in this field.

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

Perkins secondary and post secondary Perkins representatives have been meeting monthly since January 2008. DCTC faculty have provided input about POS components. Future development will include high school and college faculty at the articulation meetings where this will be a topic.

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.

Yes. DCTC, Kelly Carrigan is representing the consortium as a partner with the Rochester-ZED and Southeast post secondary consortia leadership group.

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

We attended the February 11, 2008 POS workshop, where we learned to work with the template but as of May 9, 2008, the completed template is not available.

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

Plan Narrative: The Dakota County Consortium will fully implement a POS in one if not both the areas mentioned above. Teachers and faculty will engage in planning to align high school and college curricula. Staff development, equipment and software may be needed to enhance programming at multiple consortia high schools. Stakeholders will be updated regularly on the progression of the POS development.

Objective(s)	Strategies	Outcomes and Measures (FY08)	<i>Projected Budget by Objective</i>
1ii1. Fully develop a POS in Business	<ul style="list-style-type: none"> • Present POS wheel and other developmental materials to stakeholders: School administrators, School Boards, counselors, parents and business partners • Bring together college and high school faculty to map curricula: Grades 9-14. • Bring CTE and math and language arts teachers together to identify and map academic concepts addressed in CTE • Assessment tools to measure industry skills for work readiness will be reviewed. • Present regular updates to stakeholders: • School administrators, School Boards, counselors, parents and business partners. • Develop communication pieces • Supply staff development opportunities for faculty • Update equipment and software in programs based on input from industry partners through advisory committees • Curriculum development 	<ul style="list-style-type: none"> • <i>POS detailed in formal document and user friendly marketing pieces for use as a course and career planning tool.</i> • <i>Increase number of articulation certificates issued (962 in 2008) and utilized.</i> • <i>Math and language arts standards are clearly identified and embedded for each school's CTE programs.</i> • <i>Increased Participation and performance in Student Organizations. 09 participation numbers will be compared to 2008 (prior to POS) and used to establish baseline data.</i> 	<p style="text-align: center;">Post-secondary \$35,935</p> <p style="text-align: center;">Secondary \$2082</p> <p style="text-align: center;">Total \$38,017</p>

<p>1ii2. Develop a POS in Health Science Technology as a continuum of service provision.</p>	<p>Leadership will meet quarterly to upgrade basic continuum of services options for ensuring successful transitions within and among all the 3 partnering consortia: Southeast, Rochester-ZED and Dakota County..</p>	<p>POS in Health Science Technology a consideration for full implementation in 2010</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. POS 5. Provide in service, professional development 6, Develop and implement evaluations of CTE programs 7. Continuous program improvement of CTE 10. Articulation, dual enrollment, concurrent enrollment, PSEO, and other recognized strategies 11. Collaboration/brokering of services/continuum of service provision <p>Permissible</p> <ol style="list-style-type: none"> 1. Involving parents, businesses and labor orgs. 7. Leasing, purchasing, upgrading or adapting equipment 12. Improving or developing new CTE courses High skill, high wage, high demand occupations 			

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2. Effectively utilize employer, community, and education partnerships

Plan Narrative: We plan to develop a secondary, post secondary and industry alliance. This can be utilized to provide the K12-14-industry link for a number of activities. Students of all ages are best served by leveraging the talents and resources the area can provide. This consortium plans to review CTE advisory groups at the secondary and post-secondary levels for combination possibilities. Relationships with partners in the high schools, college, local industry, professional associations, and workforce centers will be utilized to build understanding, appreciation of, and participation in CTE programs. The Secondary program approval process will utilize advisory committees and industry input to assure implementation of up to date industry expectations in skills and equipment. CTE days will be a focal point for bringing secondary/post secondary/parents/students and industry together to experience the options available in education that lead to workforce possibilities. Entry and exit points will be incorporated in CTE/POS information. The Southern Regional Articulation partnership will be optimized for continued maintenance and development of high school to college course articulation agreements.

Objective(s)	Strategies	Outcomes and Measures (FY08)	<i>Projected Budget by Objective</i>
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2.1 Utilize employer, community and educational partnerships to understand and advance all aspects of career and technical education in the region.

- Maintain and develop advisory groups for all CTE programs to evaluate programs and develop POS
- Provide career materials to each school including testing and software
- Contribute to secondary equipment purchases per district need.
- Review and update CTE program curriculum
- Maintain and support secondary and post secondary work based learning for students.
 - College student internships or similar real world experiences will be maintained in appropriate program areas and evaluated for effectiveness.
 - Work Coordinator communication regarding work based learning opportunities

- College faculty will have access to summer industry-based internships.
- The college will host six departmental “CTE days” providing opportunities for the college programs within those areas to sponsor CTE training and career pathways for the following groups: current students, prospective students, high school consortia partners, regional consortia members (students and teachers), advisory board members, industry partners, workforce centers, professional associations, customized training and parents.
- Define high skill, high wage, high demand occupations for Dakota County and surrounding areas through DOL, DEED and MnSCU resources. Link to DCTC programs.

2.1i. Provide high school teacher training in automotive technologies through ASEP faculty at DCTC.

- Three partnerships with local Chamber of Commerce and community based service organizations
- Equipment purchases recorded on district inventory and tagged as Perkins Grant purchases.
- Complete secondary program approval process by September 2009.

1S1, 1S2, 3SI Core Indicator maintained at 07 level, 2SI increased to **70.05**

Dkta Cty	1S1	1S2	2S1	3S1
2007	87.54	86.33	69.06	96.30
2008	Not avail	Not avail	Not avail	Not avail
2009				
State Target	86.08	88.46	72.86	95.56

- Number of students in mentorships, internships, job shadowing and on the job training, used as baseline for future program development (Secondary).
- Benchmark of success rate identified using new internship evaluation (College).
- Two departments at DCTC will host “CTE Days.”
- Develop and distribute marketing piece with high skill, high wage, high demand jobs information to high schools, consortium members, regional consortium members, and workforce centers.
- Four to six industry tours, 30-40 participants.

Post-secondary
\$13,400

Secondary
\$132,527

Total
\$145,927

<p>2.2. Provide multiple entry and re entry points to support lifelong learning</p>	<p>2.2a. Provide access to career information through career software, ISEEK, etc for secondary, post secondary and lifelong learners to explore career development opportunities (Also 2.1)</p> <p>2.2b. Provide skill assessment through the Accuplacer to determine academic skill levels in preparation for career and technical training.</p> <p>2.2c. Maintain and expand two to four-year college articulation agreements with college programs, showing complete pathway, exit and re-entry points.</p> <p>2.2d. The college will host six departmental “CTE days” providing opportunities for the college programs within those areas to sponsor CTE training and career pathways for the following groups: current students, prospective students, high school consortia partners, regional consortia members (students and teachers), advisory board members, industry partners, workforce centers, professional associations, customized training and parents (Also 2.1).</p> <p>2.2e. Define high skill, high wage, high demand occupations for Dakota County and surrounding areas. Link to DCTC programs and POS. (Also 2.1)</p> <p>2.2f. Maintain & develop local and regional high school to college articulation agreements.</p>	<p>2.2a Career software, services and materials available to <u>each</u> of consortium schools. Usage indicated by software administrative <u>logs</u>. 09 usage will be baseline data.</p> <p>2.2b. Provided developmental (remedial) education to support academic skill improvement.</p> <p>2.2c. Four-year college articulation agreements are maintained and expanded. College staff are trained and understand pathways/POS.</p> <p>2.2d. This new activity will grow and develop over the next three years. Early success measures will be attendance with the expectation of better understanding of program pathways for all participants.</p> <p>2.2e. Develop and distribute marketing piece with high skill, high wage, high demand information to consortium members, regional consortium members, and workforce centers.</p> <p>2.2f. Combined process of updating and maintaining course high school to college articulation agreements at southern regional meetings. Measures: # of agreements updated and developed. (08: 81 renewed (local and regional)</p>	
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Use of Funds: List the required and permissible activities addressed above. “**R**” for required and “**P**” for permissible followed by the number and name.

Required

- 1—Strengthen the academic and career and technical skills of students participating in CTE programs
- 3—Provide students with strong experience in and understanding of all aspects of an industry
- 4—Develop, improve, or expand the use of technology, ...training,...schools, collaborate w/tech industries to offer internships and mentoring programs.
- 6---Dev & implement eval of CTE programs, incl assess of how needs of special pops are being met.
- 7—Initiate, improve, expand and modernize quality CTE programs, including relevant technology
- 8---Provide services and activities that are of sufficient size, scope and quality to be effective.
- 11—Articulation, dual enrollment, concurrent enrollment, PSEO, and other recognized strategies.

Permissible

- 1—Involving parents, businesses & labor organizations, in the design, implementation and evaluation of CTE programs.
- 2---Providing career guidance and academic counseling,
- 3—Local ed and business ptrships
- 4---Providing programs for special populations
- 9—Developing initiatives that facilitate the transition of sub-baccalaureate career and technical education students into baccalaureate degree programs
- 18—Providing support for training programs in automotive technologies

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3. Improve service to special populations

Plan Narrative: Special population students are included in all CTE activities with expectations for success comparable to general student population. Special population students will continue to be served by all consortium partners as has successfully been done in the past. While continuing existing services and opportunities, program of study, pathways, and transition information will be actively provided to special population students. Relationships between high school special education and the college will be strengthened through college presence at the high school, as well as through clear transitional tools for students and their parents. Regionally, the Dakota County consortium has partnered with the Southeast Perkins IV Consortium and the Rochester-ZED Consortium to ensure teachers and students from each area are aware of CTE promotional activities.

Objective(s)	Strategies	Outcomes and Measures (FY08)	<i>Projected Budget by Objective</i>

<p>3.1. Provide activities to prepare special populations, who are enrolled in CTE programs for high skill, high wage or high demand occupations that lead to self sufficiency.</p>	<ul style="list-style-type: none"> • Provide career package that is more user friendly for secondary students with special needs. One that has a 4th to 6th grade reading level. • Work with STEM initiative to ensure opportunities for special pops by informing all teachers. • Continue to support Special population learners in secondary CTE programs. • Provide learning services to students with documented disabilities to support their academic and CTE training. • Provide learning support tools to students with documented disabilities to support their academic and CTE training. • Define high skill, high wage, high demand occupations for Dakota County and surrounding areas. Link to DCTC programs and POS. • Increase outreach efforts to special population students in consortium partner high schools. • Use the Community College Survey of Student Engagement (CCSSE) for service improvement. 	<p>Achieve at negotiated level 1S1 MCA Rdg, Math</p> <table border="1" data-bbox="1228 207 1801 391"> <thead> <tr> <th></th> <th>State Target</th> <th>07 DktaCty</th> <th>08 Dkta Cty</th> </tr> </thead> <tbody> <tr> <td>MCA Rdg</td> <td>62%</td> <td>62.55%</td> <td>Not Avail</td> </tr> <tr> <td>MCA Math</td> <td>32%</td> <td>23.91%</td> <td>Not Avail</td> </tr> </tbody> </table> <ul style="list-style-type: none"> • Completion and retention rate at or above general school population rates for post secondary. • Appropriate tools are available to students with documented disabilities. • At least one annual visit by College Disability Services Advisor to each high school. Provide high school to college transition materials. • CCSSE is reviewed annually for responses specific to service provision and service improvement plans are implemented Special Population responses included. 		State Target	07 DktaCty	08 Dkta Cty	MCA Rdg	62%	62.55%	Not Avail	MCA Math	32%	23.91%	Not Avail	<p>Post-secondary \$192, 575 Secondary \$30,656 Total \$223,231</p>
	State Target	07 DktaCty	08 Dkta Cty												
MCA Rdg	62%	62.55%	Not Avail												
MCA Math	32%	23.91%	Not Avail												
<p>3.2. Ensure continuous quality improvement in all CTE programs, including consideration of success for special populations.</p>	<p>3.2a. Continue review of all Post Secondary CTE programs on a three-year cycle as specified and required by the college's Continuous Improvement Program plan. Secondary programs will complete program approval cycle. (See 2.1)</p>	<p>3.2a. 100% of CTE programs complete the program review approval process per schedule.</p>													

<p>3.3. Review and improve services for students in programs non-traditional for their gender.</p>	<p>3.3a. Include as part of program review, strategies to increase non trad student enrollment in high skill / wage / demand courses. 3.3b. Review data on non-traditional students at DCTC. 3.3c. Design intrusive follow-up plan for retention and completion for non-traditional students. 3.3d. Ensure access to career pathway information for non-traditional students.</p>	<p>3.3a Maintain 4S1 and 4S2 at 07 level</p> <table border="1" data-bbox="1230 207 1692 435"> <thead> <tr> <th>Dakta Cty</th> <th>4S1</th> <th>4S2</th> </tr> </thead> <tbody> <tr> <td>2007</td> <td>46.79</td> <td>48.13</td> </tr> <tr> <td>2008</td> <td>Not avail</td> <td>Not avail</td> </tr> <tr> <td>2009</td> <td></td> <td></td> </tr> <tr> <td>State Target</td> <td>39.52</td> <td>36.62</td> </tr> </tbody> </table> <p>3.3b. Create cohort of non-traditional students. 3.3c. Follow-up plan created and implemented. 5P1 shows improvement. 3.3d. Non-traditional students receive targeted information and invitations to program-related events.</p>	Dakta Cty	4S1	4S2	2007	46.79	48.13	2008	Not avail	Not avail	2009			State Target	39.52	36.62	
Dakta Cty	4S1	4S2																
2007	46.79	48.13																
2008	Not avail	Not avail																
2009																		
State Target	39.52	36.62																
<p>3.4. Review and assess services for Limited English Proficiency students.</p>	<p>3.4a. Implement new Accuplacer college-designated mandatory scores for placement in one of two levels of English for Speakers of Other Languages (ESOL) coursework. 3.4b. Design cohort for tracking of success as students move into CTE programs. 3.4c. Provide high skill, high wage, high demand career information to LEP students on “First Friday” during ESOL semesters.</p>	<p>3.4a. Promote the opportunity for ESOL students to increase success through English coursework. 3.4b. Put ESOL students in cohort to track program completion rates in three years. Track program interest area. 3.4c. Students have access to career information to make informed decisions.</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.

Required

- 1—Strengthen the academic and career and technical skills of students participating in CTE programs through the integration of academics with CTE programs
- 3—Provide students with a strong experience in and understanding of all aspects of an industry, including work-based learning experiences
- 6—Develop and implement evaluations of the CTE programs carried out with Perkins funds, including an assessment of how the needs of special populations are met
- 7—Initiate, improve, expand and modernize quality CTE programs, including relevant technology
- 8--Provide services and activities that are of sufficient size, scope and quality to be effective
- 9—Provide activities to prepare special populations who are enrolled in CTE programs for high skill, high wage, or high demand occupations that lead to self-sufficiency

Permissible

- 1—Involving parents, businesses & labor organizations, in the design, implementation and evaluation of CTE programs 1
- 2—Provide career guidance and academic counseling for students participating in CTE programs that improves graduation rates and provides information on career options
- 4—Providing programs for special populations
- 6—Mentoring and support services
- 7—Leasing, purchasing
- 9—Developing initiatives that facilitate the transition of sub-baccalaureate career and technical education students into baccalaureate degree programs
- 12—Improving or dev new CTE courses, incl ... POS, ... high wage/demand/skill occupations and dual or concurrent enrollment opportunities.
- 13—Developing and supporting small, personalized career themed learning communities
- 17—Supporting training and activities in non-traditional fields
- 19—Pooling a portion of such funds with a portion of funds available to other recipients for innovative initiatives.
- 20—Supporting other CTE activities consistent with the purpose of the Act.

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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:

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

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

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

Objective(s)	Strategies	Outcomes and Measures (FY08)	<i>Projected Budget by Objective</i>
<p>4.1. Three (3) bordering Perkins consortia, under the leadership team of key consortia secondary and postsecondary representatives, hereafter referred to as the Continuum of Service Provision (CSP) Leadership Team, will formally organize and hold quarterly meetings throughout the FY09 school year to develop and implement strategies and measures to continually up-grade the continuum of service provision options for ensuring successful student transitions within and among all three consortia.</p>	<p>4.1 The CSP Leadership Team, consisting of the following postsecondary representatives, will meet quarterly:</p> <ul style="list-style-type: none"> o Alex Kromminga, Rochester C/TC o Kelly Carrigan, Dakota County TC, and o Steve Zmyeswki, Southeast TC <p>Postsecondary representatives, along with their respective consortia secondary partners Rochester/ZED, Dakota County and Southeast will meet throughout FY09 to develop brokering strategies build a comprehensive continuum of services ensuring that CTE students will be able to fully participate in activities/programs supported by Perkins within and among all three bordering consortia.</p> <p>The above referenced CSP implementation structure will include multiple transition points for CTE students including not only students from high school to college, but also out of and back into formal education K-12 youth and beyond into adult hood.</p>	<p>4.1 Survey all CSP Consortia stakeholders involved in receiving or providing brokering services to determine their level of satisfaction and develop strategies to improve CSP gaps in service as deemed necessary.</p> <p>4.1 All CSP Leadership Team meeting minutes, brokering surveys, survey results, etc. will be kept on file and placed on the Southeast Perkins IV Website.</p>	<p>Post-secondary</p> <p>\$7300</p> <p>Sec</p> <p>\$5348</p> <p>Total</p> <p>\$12,648</p>

<p>4.2. The CSP Leadership Team will develop and disseminate a generic Program of Study (the one common POS for all three consortia is Health Services) to be disseminated to all high schools and colleges within the partnering three (3) consortia.</p>	<p>4.2 The generic Health Services POS will be developed in collaboration with all three partnering consortia. There will be a deliberate attempt to keep the POS simple and easy to understand and will be targeted to grades 10-12, counselors, parents, and other pertinent stakeholders, including out of and back into formal education K-12 youth and beyond into adult hood. The generic POS will contain one contact person’s name, phone number, and e-mail address from each of the three (3) partnering consortia.</p>	<p>4.2 A generic Health Services POS will be developed and disseminated to all colleges and high schools representing three MN Southeastern Perkins consortia consisting of Rochester C/TC, Dakota C/TC and Minnesota State College – Southeast Technical.</p> <p>4.2 The generic POS will address multiple exit and entry points, thus allowing CTE students to continue in their POS regardless of point of entry into the program.</p> <p>4.2 The generic POS will identify external learner options for early college credit, i.e., Online College in the High School, Concurrent Enrollment, PSEO, Tech Prep College Credit Certificates/Articulation Agreements.</p>	
<p>4.3. The CSP Leadership Team will develop a student data tracking system to determine the matriculation patterns of students within and among each of the three consortia.</p>	<p>4.3 The three partnering consortia will develop a tracking system to determine the numbers of students that matriculate, from their consortium high schools, into their college. In addition, students from neighboring Perkins consortia will be tracked to identify how many students cross consortia lines to enroll in their college of choice.</p>	<p>4.3 Student matriculation patterns will be analyzed so as to better direct internal and external consortia CSP resources to ensure smooth/successful student transitions.</p> <p>4.3 Student CSP needs will be surveyed and documented.</p> <p>4.3 The CSP Leadership Team will develop and implement on-going proactive strategies to better meet student transition needs, whether they are within one’s own consortium or across partnering consortia.</p>	

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<p>4.4. The CSP Leadership Team will establish formal procedures to track all “college/high school transition fairs”.</p>	<p>4.4 The CSP Leadership Team will develop a formal communication network to inform all CTE stakeholders, within each of the three consortia, as to when and where high school transition fairs will be held.</p>	<p>4.4Colleges and high schools will be made aware of all transition fairs and will have an opportunity to disseminate information regarding their student learner options.</p> <p>4.4Special emphasis will be place on the Occupational Skills Program (OSP) to assist with the added supports that must be in place to accommodate for special need student transitions.</p>	
<p>4.5. Provide local and regional opportunities for students to participate in credit-bearing CTE activities.</p>	<p>4.5a. The consortium will work closely with other consortia in the south central and southeastern regions of Minnesota to maintain strong local and regional high school to college articulation agreements. 5b. Information on articulation opportunities will be maintained on the college website.</p>	<p>4.5a. Efficient process of updating and maintaining high school to college articulation agreements in former southeastern region of Minnesota. 4.5b. Use of local and regional articulation agreements will be reported by local consortium and regional consortium use.</p>	<p>Budget part of other Goals</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><u>REQUIRED (Federal):</u> #2 – Link CTE at the secondary level and the post-secondary level, etc. #6 – Develop and implement evaluations of the CTE programs carried out with Perkins funds, including as assessment of how the needs of special populations are being met. #6 – Provide services and activities that are of sufficient size, scope and quality to be effective. #9 – Provide activities to prepare special populations who are enrolled in CTE programs for high-skill, high-wage or high demand occupations.</p> <p><u>REQUIRED (State):</u> #10 – Collaboration/Brokering of services/Continuum of Service Provision. #11 – Articulation, dual enrollment, concurrent enrollment, PSEO, and other recognized strategies.</p> <p><u>PERMISSIBLE:</u> #2 – Providing career guidance and academic counseling, etc #9 – Developing and expanding post-secondary program offering, etc. #15 – Providing CTE program for adults and school dropouts to complete secondary education or upgrade technical skills.</p>			

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Goals, Objectives, Strategies, Outcomes, and Budget

5. Sustain the new consortium structure of secondary and postsecondary institutions			
Plan Narrative: VISION – Through collaborative efforts of the Dakota County Consortium, students will have seamless opportunities in the region for high school and post secondary education. Past practice of secondary postsecondary partnering for articulation meetings, counselor guidance forums and math meetings will be utilized for stakeholder input in Programs of Study development. In addition to development of POS, new initiatives that will be explored and or developed this year include 6CTE Days aligned with career pathways within POS, Joint Advisory Meetings, and College Placement testing as a consortium service. Since this is the first year of the new consortium structure, we will be collecting information utilizing surveys and other feedback instruments to establish some base data.			
Objective(s)	Strategies	Outcomes and Measures (FY08)	Projected Budget by Objective
5.1. Continue cooperative post secondary credit options.	5.1 PSEO, articulation agreements. 5.1 Explore other dual enrollment possibilities.	5.1 Maintain and increase number of articulation agreements. 08 level: 74 local; (140 Regional among all the high schools in Dkta Cty). 5.1 Baseline data for number of certificates distributed. 5.1 Maintain PSEO for students in area high schools.	Post Secondary \$12,000 Secondary \$16,202
5.2. Continue to fund local CTE programs and activities.	5.2 Allocation and mini grants for implementation of objectives at local level	5.2 High School CTE programs reflect current industry standards See Goal 2 Assist in maintaining equipment upgrade.	Funding in Goals 2 and 3

5.3. Continue inter cooperation and communication among consortium members	5.3 Regular meetings of member representatives Continue central coordination of consortium	5.3 Plan outcomes will be achieved 80% of membership attendance at meetings.	<i>Coordination \$ noted in other goals</i>
5.5 Collaborate to enable students to make transitions among career pathways	5.5 Identify Career Pathway crosswalks among Programs of Study	5.5 Each Program of Study includes illustration of crosswalks among career pathways.	Goal 1
5.6. Assure students will be able to continue in POS available in other consortia.	5.6 Maintain and expand continuum of service to include bridging to POS outside of consortium through implementation of CSP: Dakota Cty, Southeast and Rochester ZED.	5.6 Implement structure for multiple transitional points for CTE students. (<i>Obj. 4.1</i>) Survey of CSP stakeholders Student matriculation tracking system (<i>Obj. 4.3</i>)	Goal 4
5.7. Explore collaborative initiatives 2009-2013	5.7CTE Days: Initiate and develop Joint Advisory Meetings, Continue development of POS. College Placement testing as a consortium service Continue previous services to professionals and students in Dakota Cty: Counselor Guidance Forums, Teacher Workplace Tours, STEM (math & science) initiatives.	5.7 Establish joint advisory committees for -- Secondary and post secondary program areas 5.7 Pilot Accuplacer in 2-3 of the 7 high schools.	Goal 2

Use of Funds: List the required and permissible activities addressed above. “**R**” for required and “**P**” for permissible followed by the number and name.
REQUIRED (Federal):
 #2 – Link CTE at the secondary level and the post-secondary level, etc.
 #6 – Provide services and activities that are of sufficient size, scope and quality to be effective.
 #9 – Provide activities to prepare special populations who are enrolled in CTE programs for high-skill, high-wage or high demand occupations.
REQUIRED (State):
 #10 – Collaboration/Brokering of services/Continuum of Service Provision.
 #11 – Articulation, dual enrollment, concurrent enrollment, PSEO, and other recognized strategies.
 #15 – Providing CTE program for adults and school dropouts to complete secondary education or upgrade technical skills.

<p>Service to Special Populations</p>	<p>3.25 FTE staff service to special populations; <i>assistive technology</i> for special populations; non-traditional programming support tools; Accuplacer deliver Coordination:</p> <ul style="list-style-type: none"> • Mileage reimbursement teachers attendance at math & sci mtgs –approx 206 miles @ .485 = \$100 • Teacher subs for Math & Sci mtg subs—8 @ \$100=\$800 • Math and Science STEM mini grants— (3@\$200=\$600) • Math Sci mtg—meals 20@\$15=\$300 and resource materials \$200 • Coordination: Math, Sci (STEM) 36 hrs @\$48=\$1728- • Supplies –instructional materials --\$200 • Allocation to individual high schools to meet assure special needs students have program access other students have, based on # of students: \$20,000. • Coordination: Secondary allocations to individual schools 36 hrs @ \$48=\$1728 • 	<p>\$100 \$800 \$600 \$300 \$1728 \$200 \$20000 \$1728</p>	<p>\$192,375 \$200</p>	<p>\$216,303</p>
<p>Continuum of Service Provision (Brokering)</p>	<ul style="list-style-type: none"> • Management of articulation agreements regionally; collaboration with southeastern MN consortia • Consultative services as appropriate 	<p>\$5348</p>	<p>\$7300</p>	<p>\$12,648</p>
<p>Sustaining the New Consortium</p>	<ul style="list-style-type: none"> • Perkins coordination/administration • Postage • Supplies • Coordination: Plan dev, final rept,, monitor & implementation 212 hrs @ \$48=\$10,176 • Consultative services as appropriate 	<p>\$100 \$400 \$10,176 \$5348</p>	<p>\$12,000</p>	<p>\$17,848</p>
<p>Total All Goals</p>		<p>\$186,813</p>	<p>\$256,010</p>	<p>\$442,825</p>
<p>List any other relevant information not specified above here:</p>				

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	\$2082		\$2082.
2	Employer, Community and Education Partnerships	119,527	13,000	\$132,527
3	Service to Special Populations	20656	10,000	\$30656
4	Continuum of Service Provision (Brokering)	5348		\$5348
5	Sustaining the New Consortium	\$16202		\$16202
Subtotals for each column		\$163815	\$23000	186815
Administration not to exceed 5%		0	0	0
Total Perkins Secondary Budget		\$163,815	\$23,000	\$186,815

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	60%	\$42,816 sec + \$4800 post
2. Perkins Grant Collaboration with WorkForce Centers for FY2009		
A. Total Perkins Funds (dollars) used in collaboration with WorkForce Centers (Coord time)		\$192
B. Estimate of other expenditures/in-kind contributions used in collaboration with WorkForce Centers		\$100
Perkins budget spent in collaboration with WorkForce Centers for FY2009 [A + B]		\$292

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	\$35,735		\$35,735
2	Employer, Community and Education Partnerships	\$800	\$7800	\$8600
3	Service to Special Populations	\$189,875	\$2500	\$192,375
4	Continuum of Service Provision (Brokering)	\$7300		\$7300
5	Sustaining the New Consortium			
Subtotals for each column		\$233,710	\$10,300	
Administration not to exceed 5%		\$12,000		\$12,000
Total Perkins Postsecondary Budget		\$245,710	\$10,300	\$256,010

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			5%	\$12,800
2. Perkins Grant Collaboration with WorkForce Centers for FY2009				
A. Total Perkins Funds (dollars) used in collaboration with WorkForce Centers				\$1000
B. Estimate of other expenditures/in-kind contributions used in collaboration with WorkForce Centers				\$1000
Perkins budget spent in collaboration with WorkForce Centers for FY2009 [A + B]				\$2000