

APPROVED 7-8-08

**CARL D. PERKINS ACT of 2006
 CONSORTIUM APPLICATION COVER SHEET FY2008-2009
 East Range Perkins IV Consortium**

Please complete the following:

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***District #706 District Type _____**
 (*for electronic payment purposes)

CARL PERKINS-Basic or TECH PREP
Fiscal Agency: Mesabi Range Community and
Technical College
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District/Agency Name/College	Secondary Type & Number
Mesabi Range Community and Technical College	
Vermilion Community College	
Rainy River Community College	
Eveleth-Gilbert	2154
Ely	696
International Falls	361
Littlefork –Big Falls	362
Mesabi East	2711
Mt. Iron – Buhl	712
Nett Lake	707
St. Louis County	2142
Virginia	706

(*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**

Medical Careers

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

Medical Careers

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

Welding

Natural Resource Technology

Building Trades

ADOS

Business and Entrepreneurship

Industrial Technology

Carpentry

4. Sequence of courses begin in Grade 9.

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

The new Perkins IV Grant coincides efficiently with the new Applied Learning Institute (ALI) legislation and builds upon the alliance built by the East Range Perkins IV Consortium. The Programs of Study were chosen due to employment needs in northeastern Minnesota throughout the United States, and based off of instructor expertise we enjoy in northeastern Minnesota.

Separate addendums have been attached detailing the Applied Learning Institute to show the high schools and colleges included and its intersection with programs of study.

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

Through the Applied Learning Institute (ALI) secondary and post secondary instructors, secondary and post-secondary administration in northeastern Minnesota collaborated to agree on technical programs to create programming for high school students to gain experience in Programs of Study and matriculate into post-secondary programming. Members from throughout the consortium chose four Programs of Study to create; Industrial Technology, Health Care, Carpentry, and Business and Entrepreneurship. The groups met on numerous occasions to choose what programs would be initiated, the curriculum, delivery systems and physical locations.

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.

The relationship between the sister colleges in the Northeast Higher Education District is providing educational and support service opportunities for students who choose to follow career and technical education pathways to high skill, high wage, high demand employment in the areas mining and industrial technology fields. The creation of the Applied Learning Institute furthers the reach of CTE to area students. Furthermore, Vermilion Community College is working on brokering the Natural Resources program to Forest Lake High School with plans to reach out to other high schools in the future.

We continue to concentrate on the expertise of the nine secondary school districts and three community colleges in our consortium. As opportunities arise we will leverage the good relationships we have with the high schools in northeastern Minnesota and the other colleges in the NHED district to provide the best curriculum opportunities available to students in our area.

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

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

- 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?
- *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 East Range Perkins IV Consortium is made up of nine school districts and three colleges in northeast Minnesota and local business and industry representatives. The consortium’s mission is to connect business and industry with education to promote career and technical education opportunities in northeast Minnesota. The partnership has worked together for more then a decade to provide pathways for students to matriculate from secondary to post-secondary to employment in CTE careers. The partnership meets on a regular basis to review grant progress and make and implement recommendations to insure alignment and continuous improvement of secondary and post secondary grant goals with our business and industry partners.

In addition the partnership is now working with the Applied Learning Institute and has formed and has formed an alliance promoting Programs of Study. The Applied Learning Institute is parceled out into four districts; East Range, Central Range, West Range and North Range. The East Range Partnership will focus on Industrial Technology, Carpentry, Medical Careers, and Business and Entrepreneurship. Additional considerations are Natural Resources Technology, Building Trades, and Administrative Office Specialist. The concepts surround skill attainment and increased graduation rates for college graduates by introducing students to technical programming in secondary settings. When a student enters into post secondary programs, prior knowledge is such that ramping up to higher education programs will not prove to be as difficult. One of the goals of the Applied Learning Institute is to develop career pathways which align with the Perkins IV initiative of developing Programs of Study. Thereby the direct effect will be increased graduation rates, better GPA, and increased skill attainment for graduating students. Each consortium school who transitions students to post secondary will measure technical skill attainment through external measures; such as, CNA certification, American Welding Society Certification, Class C Water Quality Certification or Wildlife Ecology Certifications.

The role of the consortium partners will be to offer career planning and career opportunities by offering articulated courses which may include post secondary credit.

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

			<i>Objective</i>
1. Develop Career Pathways and Programs of Study	<ul style="list-style-type: none"> • Continue to collaborate with the East Range Consortium and the Applied Learning Institute for Career Pathway and Program of Study Development • Secondary and post-secondary faculty curriculum/ POS development meetings to align curriculum • Administration meetings for secondary course booklet designs 	<ul style="list-style-type: none"> • Complete a minimum of two programs of study will be completed from the following list <ul style="list-style-type: none"> ○ Business and Entrepreneurship, Carpentry, Culinary Arts, Industrial Technology, Natural Resources, Welding 	S: \$10000

<p>2. Support and enhance career and technical education Programs of Study and ALI through career and skills events.</p>	<ul style="list-style-type: none"> ● Mesabi Range Skills Fair event for technical programs ● Iron Range Job and Career Fair ● Graphics Career Day ● Transportation Funding ● Northland Career and Technical Expo ● PI Day ● Academic Journeys ● Publication and media materials 	<ul style="list-style-type: none"> ● Generate baseline attendance data for Academic Journeys and Pi Day ● Generate trend data for Mesabi Range Skills Fair, Iron Range Job Fair, Graphics Career Day ● Maintain full capacity participation by at Mesabi Range Skills Fair ● Expand student satisfaction surveys beyond the Iron Range Career Fair ● Survey education professional's satisfaction to generate baseline data ● Collect improvement and suggestion feedback for events ● Measure number of students obtaining their CNA Certification ● Increase Iron Range Job Fair employer participation by 10% ● Increase student participation at job fair locations by 10% ● Service Learning is embedded and expanded from one CTE program into two program areas. Students in two program areas will complete a minimum of 10 hours of service. 	<p>PS: \$6105</p> <p>S: \$3000</p>
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<p>2. Increase enrollment in career and technical Programs of Study courses and ALI courses.</p>	<ul style="list-style-type: none"> • Mesabi Range Skills Fair Event for technical programs • East Iron Range Career Fair • Transportation Funding • Northland Career and Technical Expo • PI Day • Iron Range Job and Career Fair • Academic Journeys • Publication and media materials 	<ul style="list-style-type: none"> • Compare FY08 enrollment data to FY09 enrollment data in each Program of Study • Measure credits completed in each Program of Study • Measure number of students obtaining their CNA Certification 	<p>PS: \$3898.20</p>
<p>3. Upgrade and expand needed equipment and supplies for existing and projected POS and CTE curriculum areas to prepare students for high skill/high demand/high wage employment.</p>	<ul style="list-style-type: none"> • Identify equipment and supply needs through discussion with pertinent faculty and staff. 	<ul style="list-style-type: none"> • Purchase identified equipment and supplies for approved Perkin's programs and identified Programs of Study. Programs may include the following: <ul style="list-style-type: none"> ○ Carpentry, Welding, Automotive, Industrial Technology, Business and Entrepreneurship, FACS/Life Skill and Parenting, and Culinary Arts, Industrial Mechanical Technology, Administrative Office Specialist, Human Services, Graphic Design and Print Communications, Masonry, Practical Nursing, Electrical and Industrial Automation Technology, Educational Assistant, Exercise and Sports Science, Business, Mobile Equipment Service Technician 	<p>S: \$52000 PS: \$17330</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.

- R1 Strengthen Academic and CTE Components
- R2-Link CTE at secondary and postsecondary
- R3-Student experience in and understanding of all aspects which may include work based learning
- R4-Develop, Improve and or expand the use of technology
- R5-Support of education programs for teachers of CTE in public schools
- R6-Develop and implement evaluations of the CTE programs
- R7-Initiate, improve, expand and modernize quality CTE programs
- R8-Provide services and activities that are sufficient size, scope and quality to be effective
- R10-Brokering or a continuum of services to students
- R11-Gain course credit at the next level of education
- P1- Involve parents, business and labor
- P2-Provide academic and career guidance
- P5-Assiting career and technical student organizations
- P6-Mentoring and support services
- P7-Leasing, purchasing upgrading or adapting equipment including instructional aids and publications
- P9-Develop and expand PS program offerings
- P10-Develop initiatives that facilitate the transition of sub baccalaureate CTE students
- P12-Improve or develop CTE courses including POS
- P14-Provide support to family and consumer sciences
- P18-Provide support for training programs in automotive technologies
- P19-Pooling a portion of such funds for innovative initiatives
- P20-To support other CTE activities that are consistent with the purpose of this act

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 are 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: The East Range Perkins IV Consortium will continue the long held tradition of collaboration between secondary and post secondary education institutions, business and industry, and agencies to provide quality career and technical education programs. The Perkins IV Consortium will work with the Applied Learning Institute to leverage education, business and industry collaboration. Also, the consortium will build connections with College of Saint Scholastica to develop a new program in human services to be delivered at Boise Forte. Furthermore, the consortium will partner with local office of Workforce Development/Work Force Center and IRR to meet regional industry needs.

Objective(s)	Strategies	Outcomes and Measures (FY08)	<i>Projected Budget by Objective</i>
1. Enhance partnership with four year institutions, business and industry, agencies, and the community.	<ul style="list-style-type: none"> ● Support collaboration between post-secondary and Boise Forte. ● Partner with Saint Scholastica to provide human services programming for Boise Forte. ● Rainy River CC is pursuing BS Nursing with four year partner 	<ul style="list-style-type: none"> ● Human Service program Go/No Go decision for Mesabi Range, Boise Forte, St. Scholastica partnership 	PS: \$5398.20

<p>2. Benchmarking best practices internally for advisory boards</p>	<ul style="list-style-type: none"> • Conduct advisory board workshop for secondary and post-secondary instructors. • Assess, update, and maintain advisory board handbook for secondary and post-secondary instructors. 	<ul style="list-style-type: none"> • Completed workshops • Updated handbook 	<p>PS: \$2000</p>
<p>3. Learners and staff are provided career and technical curriculum opportunities designed to broaden their understanding of future career pathways that can connect to business and industry.</p>	<ul style="list-style-type: none"> • Curriculum tools and software available for students to begin and complete career investigation • Program collaboration events between College and HS Faculty – Curriculum • Participate in local, regional, state and national education meetings and conferences. 	<ul style="list-style-type: none"> • Minimum one staff member will attend MCIS training form each school district. Pre and post survey 8 districts to monitor use and needs of MCIS or other career software usage. • Increase MCIS use by 10% per participating district • Increase Learn to Care. Org use by 10% 	<p>S: \$20000</p>
<p>4. Provide programming to consortium partner, agencies, workforce development/workforce center, community and business and industry for the enhancement of CTE programs</p>	<ul style="list-style-type: none"> • Send DVDs to targeted high schools that participate in FFA and the Natural Resource Curriculum • HS faculty attend classes on Vermilion’s campus and adapt what they’ve learned to their high school curriculum. • Provide tax assistance to the Ely community • Purchase educational DVD’s from the DNR that promotes Natural Resource careers. • Offer graduate courses on campus to HS faculty: Natural Resource Institute 	<ul style="list-style-type: none"> • Estimate number of tax payers helped: 150 • Increase student awareness of careers in Natural Resources • Estimate the number of High School faculty to attend: 20 	<p>S: \$2000 PS: \$8100</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.

R1 Strengthen Academic and CTE Components

R2-Link CTE at secondary and postsecondary

R4-Develop, Improve and or expand the use of technology

R6-Develop and implement evaluations of the CTE programs

R7-Initiate, improve, expand and modernize quality CTE programs

P2-Provide academic and career guidance

P5-Assisting career and technical student organizations

P6-Mentoring and support services

P9-Develop and expand PS program offerings

P10-Develop initiatives that facilitate the transition of sub baccalaureate CTE students

P12-Improve or develop CTE courses including POS

P14-Provide support to family and consumer sciences

P15-Provide CTE programs for adults and school dropouts to complete secondary education or upgrade of technical skills

P16-Provide assistance to individuals who have participated in services and activities

P18-Provide support for training programs in automotive technologies

P19-Pooling a portion of such funds for innovative initiatives

P20-To support other CTE activities that are consistent with the purpose of this act

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: Maintain relationships with the Special Education Cooperative in region to communicate transition needs for special education students. Continue Northern Bridge connection to provide services to special populations in northeast Minnesota. The Northern Bridge group comprises of secondary and post-secondary disability services and special education providers. Regional secondary special education teachers and the Northland Special education cooperative has unified the transitional components for secondary students with disabilities by aligning post secondary missions, community organizations, and workforce rehab services, through streamlined communication and continued work through Northern Bridge (www.northernbridge.blogspot.com).</p> <p>Continue to provide CTE for special populations.</p>			
Objective(s)	Strategies	Outcomes and Measures (FY08)	<i>Projected Budget by Objective</i>
1. Enhance partnership with four year institutions and Boise Forte for program development	<ul style="list-style-type: none"> • Support collaboration between post-secondary human services programming and Boise Forte. • Academic Journeys events for secondary Native American students 	<ul style="list-style-type: none"> • Human Service program Go/No Go decision for Mesabi Range, Boise Forte, St. Scholastica partnership • Generate baseline attendance data for Academic Journey events 	

<p>2. Increase participation and retention activities for special populations.</p>	<ul style="list-style-type: none"> • Student networking and technical tool events • Support collaboration between post-secondary and Boise Forte. • Iron Range Job Fair • Mesabi Range Skills Fair • Graphics Career Fair • Academic Journey events for native American students 	<ul style="list-style-type: none"> • Generate baseline attendance data for Academic Journeys • Generate trend data for Mesabi Range Skills Fair, Iron Range Job Fair, Graphics Career Day • Increase student participation at job fair locations by 10% 	<p>PS: \$3898.20</p>
<p>3. Increase awareness of secondary, post-secondary, and workforce development participants of Consortium's CTE programs, Career Pathways and Programs of Study.</p>	<ul style="list-style-type: none"> • Secondary and post-secondary faculty collaboration events designed to promote curriculum awareness, secondary to post-secondary transitioning, and workforce development. • Publication and media materials 	<ul style="list-style-type: none"> • Hold two professional development meeting with secondary, post-secondary, and workforce development agencies • Conduct Natural Resource Institute for HS faculty 	<p>S: \$2000</p>

<p>4. Provide access and recruit special populations to technical programs; including technical and academic support and appropriate accommodations/modifications.</p>	<ul style="list-style-type: none"> • Provide disability services resources to provide accommodations and coordination services with secondary schools and rehab services- and MN office of Job Training • Technical recruitment, marketing, and student services staff. • Academic Journey events for native American students • Mesabi Range Skills Fair Event for technical programs • East Iron Range Career Fair • Iron Range Job Fair • Transportation Funding • Northland Career and Technical Expo • PI Day • Publication and media materials • Continued participation in Northern Bridge group • Recruitment and enrollment activities and services 	<ul style="list-style-type: none"> • Create comparison of non-traditional enrollment for secondary and post-secondary students • 70 percent of students surveyed will rate services as satisfied or very satisfied • Over 120 special education teachers/ counselors will participate in Northern Bridge collaborative • Gather base line data of regional students of special needs that attend local post secondary schools 	<p>PS: \$20000</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.

R3, R4, R6, R9, R10

P6, P17, P18, P20

R1 Strengthen Academic and CTE Components

R2-Link CTE at secondary and postsecondary

R3-Student experience in and understanding of all aspects which may include work based learning

R4-Develop, Improve and or expand the use of technology

R6-Develop and implement evaluations of the CTE programs

R7-Initiate, improve, expand and modernize quality CTE programs

R9-Provide activities to prepare special populations who are enrolled in CTE programs for high skill high wage or high demand occupations

R10-Brokering or a continuum of services to students

P1- Involve parents, businesses and labor and the design implementation and evaluation of CTE programs

P2-Provide academic and career guidance

P5-Assisting career and technical student organizations

P6-Mentoring and support services

P7-Leasing, purchasing upgrading or adapting equipment including instructional aids and publications

P9-Develop and expand PS program offerings

P10-Develop initiatives that facilitate the transition of sub baccalaureate CTE students

P12-Improve or develop CTE courses including POS

P14-Provide support to family and consumer sciences

P15-Provide CTE programs for adults and school dropouts to complete secondary education or upgrade of technical skills

P16-Provide assistance to individuals who have participated in services and activities

P17-Support training and activities in nontrad fields

P19-Pooling a portion of such funds for innovative initiatives

P20-To support other CTE activities that are consistent with the purpose of this 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:

Student transitions are supported through the program of study courses supplied by the Applied Learning Institute. Programs of study have been determined that fit with northeast Minnesota’s workforce needs, high skill/high wage/high demand employment areas, and relying on the skills and expertise of our secondary and post-secondary instructors. Counseling and advising staff at both levels provide guidance and assistance to students who choose to follow programs of study from high school to college and eventually culminating in a career.

Objective(s)	Strategies	Outcomes and Measures (FY08)	<i>Projected Budget by Objective</i>
1. Programming to transition students with disabilities to post secondary technical programs	<ul style="list-style-type: none"> • Support Disability Services events to disseminate POS information to students with disabilities. • Mesabi Range Skills Fair event for technical programs • East Iron Range Career Fair • Iron Range Job and Career Fair • Transportation Funding • Graphics Career Day • Northland Career and Technical Expo • PI Day • Academic Journeys • Publication and media materials 	<ul style="list-style-type: none"> • Grow participation of non-traditional students (gather baseline consortium data) • 70 percent of students surveyed will rate services as satisfied or very satisfied • Over 120 special education teachers/ counselors will participate in Northern Bridge collaborative • Gather base line data of regional students of special needs that attend local post secondary schools 	S: \$2000

<p>2. Enhance CTE students transition to business and industry</p>	<ul style="list-style-type: none"> • E-Folio Support • MCIS • Academic Journey events for Native American students • Create a portfolio of informational pieces for CTE programs • Conduct orientation programs (College Prep Days) for new students and their parents. • Utilize recruitment staff to visit high schools to promote CTE programs • Develop information pieces for new programs at Vermilion. (Sustainable Tourism, Landscape Ecology, Sports Management) • Begin discussion with Winona State and Bemidji State for articulating the Sustainable Tourism program • Develop an employment network for graduates in the Sustainable Tourism program • Collaborate with MN high schools that are part of the MN High School Natural Science Curriculum • Tech Prep Mini Grants (Work based and Embedding) will be made available to all 8 secondary districts • Recruitment staff will visit all schools within the East consortium as well as other high schools across MN and Wisc. • Students take the Accuplacer assessment before they register for fall semester classes. • Informational orientation session including college policy and procedure. • Enrollment services advisement resources and activities 	<ul style="list-style-type: none"> • Establish baseline student use data for E-folio use • 75% of districts will apply for at least one mini grant. East Range Partnership board will serve as the grant reviewers for grant requests • Create 2000 informational pieces of CTE programs • Recruitment staff will visit 150 high schools across MN and WI promoting CTE programs • 250 new entering freshmen will take the Accuplacer assessment and register for one Vermilion's CTE programs • Over 250 new entering freshmen will attend one of six College Prep Days in the spring/summer of 2009 	<p>PS: \$123893.20</p> <p>S: \$6000</p>
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<p>2. Create Program of Study linkages for secondary students</p>	<ul style="list-style-type: none"> • Vermilion Community College is working on brokering the Natural Resources program to Forest Lake High School • Mesabi Range College is working on brokering the Industrial Mechanical Technology and Industrial Technology programs to Greenway High School and Deer River High School 	<ul style="list-style-type: none"> • VCC to meet with Forest Lake High School staff to determine program feasibility • MRCTC to gather baseline data to determine feasibility of offering high school technical classes and transition them into Programs of Study for the Industrial Technology and Industrial Mechanical Technology programs. 	
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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.

R1, R2, R11

R1 Strengthen Academic and CTE Components

R2-Link CTE at secondary and postsecondary

R4-Develop, Improve and or expand the use of technology

R5-Support of education programs for teachers of CTE in public schools

R6-Develop and implement evaluations of the CTE programs

R7-Initiate, improve, expand and modernize quality CTE programs

R8-Provide services and activities that are sufficient size, scope and quality to be effective

R10-Brokering or a continuum of services to students

R11-Gain course credit at the next level of education

P1- Involve parents, business and labor

P2-Provide academic and career guidance

P5-Assiting career and technical student organizations

P6-Mentoring and support services

P7-Leasing, purchasing upgrading or adapting equipment including instructional aids and publications

P9-Develop and expand PS program offerings

P10-Develop initiatives that facilitate the transition of sub baccalaureate CTE students

P12-Improve or develop CTE courses including POS

P13-Develop and support career themed learning communities

P14-Provide support to family and consumer sciences

P18-Provide support for training programs in automotive technologies

P19-Pooling a portion of such funds for innovative initiatives

P20-To support other CTE activities that are consistent with the purpose of this act

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:

The northeast Minnesota consortium structure has a long history steeped in cooperation and collaboration. The East Range Perkins IV Consortium will embrace and continue to maintain this tradition. The secondary and post-secondary Perkins directors work closely to enact the strategies of the partnership. These strategies align with the goals of the Perkins grant and the initiative of high schools and colleges in northeastern Minnesota. We will maintain our partnership by pursuing traditional strategies that work, as well as, seeking out new means of building programming efficiencies.

By working together we envision a stronger partnership between educators and businesses throughout the area we serve. Teachers and business leaders will join together on a regular basis to network, exchange information, and participate in training. Educators will have opportunities to participate in related work environments and experience the current application of their subjects in the field. Businesses will have a clear understanding of Career and Technical Education initiatives and their benefits, and will know how to connect with these efforts to both give and receive assistance.

Learners will have greater opportunities for career exploration and life-long learning within our community. Beginning in the 9th grade, all students will have the opportunity to engage in the ongoing development of a career portfolio. With increased business participation in Career and Technical Education an employer match will be found for every student who requests an internship, job-shadowing, or mentoring experience at some time during his or her high school career. Educators will work together to identify transferable skills and current technology, then modify curricula to emphasize the development of these assets which will help learners be better prepared for an ever-changing world of work.

Parents and students will have a better understanding of current career opportunities and their different educational requirements. There will be more openness to exploring ALL post-secondary options that match the individual interests of each student.

Career and Technical Education will be widely known as a “bridge” between all sectors, providing a centralized resource that efficiently and effectively implements projects of mutual benefit. All partners will recognize the value of this role, and work together to contribute financially for its continuation.

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

<p>1. Collaborate with the Applied Learning Institute (ALI) effort in northeastern Minnesota.</p>	<ul style="list-style-type: none"> • Maintain meeting presence. • Program of Study/Career Pathway Development Alignment 	<ul style="list-style-type: none"> • Two new programs of study will be completed 	<p>PS: \$7398.20 S: \$4000</p>
<p>2. Maintain collaboration through the East Range Partnership</p>	<ul style="list-style-type: none"> • Continue monthly meetings • Tours of industries that relate to technical programs, and interactive project-based curriculum • Integrate community and business partners with STEM projects. • Grow advisory boards for technical programs and advisory board for the colleges • Host open houses to inform stakeholders of employment growth and industry needs and projects based on curriculum development 	<ul style="list-style-type: none"> • Recruit two new business/industry employers to the partnership • A minimum of one tour will be conducted for each approved program area • Establish baseline list of STEM employers in our area who would share their sites for school visits, tours, job shadows etc. • Advisory boards will make a recommendation to align with secondary and post-secondary to become one board • Informational meetings/open house will be held in each district to promote technical programs 	<p>S: \$5466</p>
<p>3. Transition conversations with secondary and post secondary counselors</p>	<ul style="list-style-type: none"> • Conduct collaborative workshops for secondary and post-secondary counselors 	<ul style="list-style-type: none"> • 2 Collaborative workshops will be held 	

Use of Funds: List the required and permissible activities addressed above. “**R**” for required and “**P**” for permissible followed by the number and name.

R1 Strengthen Academic and CTE Components

R2-Link CTE at secondary and postsecondary

R5-Support of education programs for teachers of CTE in public schools

R6-Develop and implement evaluations of the CTE programs

R7-Initiate, improve, expand and modernize quality CTE programs

R8-Provide services and activities that are sufficient size, scope and quality to be effective

R11-Gain course credit at the next level of education

P1- Involve parents, business and labor

P2-Provide academic and career guidance

P3-For Local education and business partnerships

P4-Providing programs for special populations

P5-Assisting career and technical student organizations

P6-Mentoring and support services

P8- For teacher preparation programs that address integration of academic and CTE

P9-Develop and expand PS program offerings

P12-Improve or develop CTE courses including POS

P19-Pooling a portion of such funds for innovative initiatives

P20-To support other CTE activities that are consistent with the purpose of this act

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

Budget For Each Broad Goal	Description (include information on salary, staff development, supplies and other relevant expenditures – How was the expenditure calculated?)			
		Secondary Budget	Post-Secondary Budget	Total Budget
Programs of Study	\$\$3,000-CTE/POS Meetings, subs, travel \$\$10,000-Coordination, POS-Career Pathway program development, mtgs, travel, \$\$52,000-Secondary Supplies and equipment to up grade CTE program needs * Curriculum area needs list is completed and can be submitted if needed PS - \$17330 Post-secondary supplies and equipment to upgrade CTE program needs PS- \$10003 Post-secondary event and program coordination, publications and media materials	\$65,000	\$27333	\$92333
Employer, Community and Education Partnerships	\$14,000- Secondary Curriculum Software and training \$8,000- Coordination of Bus and Education connections for CTE Program areas, Mtgs, travel, office maint/supplies PS- \$5499 Post-secondary two year to four year collaboration activities PS - \$10,000 Post-secondary curriculum and faculty development; advisory board support	\$22,000	\$15499	\$37499
Service to Special Populations	CTE student support materials and activities PS - \$23899 special populations activities, networking, recruitment and technical tools events.	\$2,000	\$23899	\$25899
Continuum of Service Provision (Brokering)	\$6,000 Tech Prep Mini Grants \$2,000 Coordination, Program Development and marketing, Mtgs, travel PS – \$103495 Enrollment advisement resources and activities PS - \$20397 Coordination, program development for CTE courses	\$8,500	\$123892	\$131892
Sustaining the New Consortium	\$9,902.77- Coordination, program development, travel, office maint/supplies PS - \$7399 Coordination, travel, office maint/supplies	\$9,466	\$7399	\$16865
Total All Goals		\$106,966	\$198022	\$304488

List any other relevant information not specified above here:
Admin fee is not listed in goals* Secondary \$5,629.77

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	\$60,000	\$5,000	\$65,000
2	Employer, Community and Education Partnerships	\$17,000	\$5,000	\$22,000
3	Service to Special Populations	\$1,000	1,000	\$2,000
4	Continuum of Service Provision (Brokering)	\$500	\$8000	\$8,500
5	Sustaining the New Consortium	\$5,000	\$4,466	\$9,466
Subtotals for each column		83,500	23,466	106,966
Administration not to exceed 5%		\$4,175	1,454.77	\$5,629.77
Total Perkins Secondary Budget		\$87,675	\$24,920.77	\$112,595.77

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	50%	\$33,286
2. Perkins Grant Collaboration with WorkForce Centers for FY2009		
A. Total Perkins Funds (dollars) used in collaboration with WorkForce Centers		\$2,000
B. Estimate of other expenditures/in-kind contributions used in collaboration with WorkForce Centers		\$5,000
Perkins budget spent in collaboration with WorkForce Centers for FY2009 [A + B]		\$7,000

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	25,000	2,333	27,333
2	Employer, Community and Education Partnerships	10,000	5,499	15,499
3	Service to Special Populations	20,000	3,899	23,899
4	Continuum of Service Provision (Brokering)	116,892	7,000	123,892
5	Sustaining the New Consortium	7,399		7,399
Subtotals for each column		179,291	18,731	198,022
Administration not to exceed 5%				
Total Perkins Postsecondary Budget		\$179,291	\$18,731	\$198,022

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	65%	\$33000
2. Perkins Grant Collaboration with Work Force Centers for FY2009		
A. Total Perkins Funds (dollars) used in collaboration with Work Force Centers		\$8000
B. Estimate of other expenditures/in-kind contributions used in collaboration with Work Force Centers		\$3000
Perkins budget spent in collaboration with WorkForce Centers for FY2009 [A + B]		\$11,000


**MnSCU/MDE CARL D. PERKINS
LOCAL APPLICATION BUDGET:
Notes and Reminders
JULY 1, 2008 – JUNE 30, 2009**


NOTE:


1. Postsecondary broad goal budget changes must be pre-approved by MnSCU if they change by \$10,000.00 or more between any given required or permissive category.
2. Broad goals budget changes for secondary Perkins must be pre-approved by MDE if they change 10% or more between any given required or permissive category.
3. For Secondary Perkins, any expenditure over \$1,000.00 **MUST** receive prior approval from MDE, or ANY equipment expenditure must receive prior approval.


DIRECTIONS & REMINDERS

-  Cost of all funded personnel must be split out between the five (5) Broad Goals
 - o High School to College Transitions
 - o Collaboration
 - o Employer, Community, and Education Partners
 - o Serving Special Populations
 - o Sustaining the New Consortium

-  Federal Carl D. Perkins funds **cannot supplant** funds from other sources.

-  The Carl D. Perkins Education Act of 2006 requires Personnel Activity Reports (PAR) to be filled out on all personnel funded by Perkins resources or whose time is considered a match toward Perkins resources. PARs do not need to be sent to MnSCU/MDE, but do need to be kept and monitored at the local level.

-  Each eligible sub-recipient receiving funds under this Act shall not use more than five (5) percent of the funds for administrative costs associated with the administration of this law.

-  Identify the amount of total Perkins resources that were used in collaboration efforts with WorkForce Centers.

SECONDARY ONLY, DUE WITH YOUR APR: OCTOBER 2009

Secondary Perkins Equipment Record

NOTE: Secondary Perkins Directors shall be required to maintain a list of all equipment purchases, the purchase price, and where the equipment is located (school district and building). This will match the audited budget by UFARS coding (OBJ. 530 and 555) for the fiscal year. This will be due with the Annual Performance Report (APR) in October.

Use additional sheets if necessary

Date	What was purchased	Where located (school and district)	Cost/Dollar allocation
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STATEMENT OF ASSURANCES & CERTIFICATIONS

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

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

ALL STATEMENT OF ASSURANCES AND CERTIFICATIONS MUST BE SIGNED:

Applicant District or Consortium _____

Postsecondary Signature - College President

Date

Secondary Signature - School Superintendent, CTE Director, or their designee

Date

FOR LOCAL CONSORTIUM MEMBERS ONLY:

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

I have read and shall comply with the above assurances:

Signature – College President, Superintendent or Authorized Representative

Date

College/District Name

Local District Type and Number