

APPROVED 7-11-08
CARL D. PERKINS ACT of 2006
CONSORTIUM APPLICATION COVER SHEET FY2008-2009
Hennepin West Consortium

Please complete the following:

<p><u>CARL PERKINS - Secondary</u> Contact Person: Tim Amlie Address: 2400 Lindbergh Drive Minnetonka, MN 55305 Phone: 952-988-4631 FAX: 952-988-4716 E-Mail: tim_amlie@hopkins.k12.mn.us</p>	<p><u>CARL PERKINS - Postsecondary</u> Contact Person: Cynthia Muna Address: 7411 85th Ave N Brooklyn Park, MN 55445 Phone: 763-424-0943 FAX: 763-493-0565 E-Mail: Cynthia.muna@nhcc.edu</p>
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CARL PERKINS - Secondary
Fiscal Agency: Wayzata Public Schools, Dist 284
Business Manager: Alan Hopeman
Address: 210 Cty Rd 101 N, Plymouth, MN 55447
Phone: 763 745 5023 FAX: 763 745 5091
E-Mail: alan.hopeman@wayzata.k12.mn.us
***District # 284 District Type 01**
(*for electronic payment purposes)

CARL PERKINS - Postsecondary
Fiscal Agency: Hennepin Technical College
Business Manager: Diane Paulson
Address: 9000 Brooklyn Blvd, Brooklyn Park, MN 55445
Phone: 763 488 2518
FAX: 763 488 2952
E-Mail: diane.paulson@hennepintech.edu

District/Agency Name/College	Secondary Type & Number
St Louis Park	283-01
Eden Prairie	272-01
Osseo	279-01
Robbinsdale	281-01
Wayzata	284-01
Brooklyn Center	286-01
Hopkins	270-01
Minnetonka	276-01
District 287	287
North Hennepin Community College	
Hennepin 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). Building Programs of Study: Status Form

You must consider the following in filling out the information below: As you complete objectives, strategies and outcome measures for Programs of Study, consider where the consortium is in the various phases of implementation. It may be helpful to first complete the *Programs of Study Status Summary* that follows prior to completing the grid below. Please use *The Process for Designing Programs of Study*, available at as you complete this goal.

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

2. List programs of study which are ready for inclusion in registration materials for courses and programs? If none, move to Question 3.

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

Fully develop and implement POS in: Career Field: Arts, Communications and Information Systems, Cluster: Information Technology -and- Career Field: Health Science Technology Cluster: Health Science Pathway: Therapeutic Services		
Lay groundwork for POS in Engineering/Manufacturing Technology, others as time permits		

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

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

5. Explain how you selected which programs of study to design.
 - Regional statistics from the MN Dept. of Employment (DEED) reveal that both the computer and health care fields are high skill, high wage, and high demand careers.
 - Median wages for both computer careers and health care are high; computer technology careers median wage is above \$24; medical careers can start at \$17 per hour
 - These programs of study are attractive to students and employers in our communities.
 - Consortia members offer courses in at least one of the areas.
 - Many articulation agreements currently exist in these POS.
 - Manufacturing/Engineering Technology is high skill, high wage and high demand for specific occupations.
 - Many of the secondary partners offer PLTW courses.
 - PLTW courses are in the process of being articulated with Hennepin West Consortium and brokering institutions
 - HTC is a member of Minnesota Center for Engineering and Manufacturing Excellence
 - HTC has a number of articulated 4-yr degree options in Manufacturing/Engineering Technology.

6. How have secondary teachers and post-secondary faculty been involved in POS design processes?
 - CTE coordinators and their district and college faculty and staff will work together in the POS design process.
 - Members of consortium CTE advisory groups will also be instrumental in the design process with their industry expertise.
 - To date, faculty/staff have attended regional, MDE sponsored POS planning sessions.

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.
 - Consortium members will expand beyond HWC membership, such as with the College High School Partnership, to create brokered components of POS's.
 - Consortium members will broker with Normandale and other colleges outside the consortium for POS to create advanced standing agreements.

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

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

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

- 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 Hennepin West Consortium will develop two Programs of Study in the Information Technology and Health Science clusters based on industry projections for high skill, high wage, or high demand careers in subject areas that are consistent with many of the HWC partners' offerings and where advanced standing options are likely or pre-existing. Key to this plan is the development of a joint advisory committee for the POS's. We will research options for curriculum alignment to extend the POS's from 9th grade through 4-yr degree programs. POS's will include evaluations of college or work readiness via technical skill assessment instruments. Professional development for consortium members and CTE faculty and staff will be offered and used for promotion of POS in general as well as the specific POS's.

Objective(s)	Strategies	Outcomes and Measures (FY08)	<i>Projected Budget by Objective</i>
Develop two programs of study: Career Field: Arts, Communications and Information Systems Cluster: Information Technology, Career Field: Health Science Technology Cluster: Health Science. Duplicate the process to develop other POS's if time permits.	HWC—Create Program of Study Collaborate with faculty, staff and administrators from Hennepin West Consortium (HWC) on identifying and developing curriculum for two POS starting with Arts, Communications and Information Systems and Health Science Technology. Consult the MN State Program of Study Organizational Framework to consider additional POS's in Manufacturing Engineering Technology and others as time permits.	HWC—At least two POS will be fully developed and implemented for FY10.	\$157,052

	<p>HWC—Advisory Committees Create a joint advisory committee to review and make recommendations for revisions to POS as needed.</p> <p>Pre-existing versions of college and work readiness standards, assessments and certificates will be reviewed by the POS Advisory Committee.</p>	<p>HWC—Joint advisory committee will be formed for POS development.</p> <p>Recommendations from advisory committee review will be used for POS development.</p>	
	<p>HWC—Align Curriculum Joint work groups of Perkins Coordinators and postsecondary and secondary CTE faculty will align curriculum to promote advanced standing options that foster seamless, nonduplicated transitions between secondary and postsecondary programs. Aligned curriculum will result in additional individual or regional articulation agreements between HWC and regional articulation groups.</p>	<p>HWC will add at least 5 new individual or regional articulation agreements with some or all of the partnering institutions.</p> <p>Advanced standing options such as concurrent enrollment options for courses will be researched and POS template will identify advanced and articulated classes.</p>	
	<p>Postsecondaries—Articulations with 4-yr Institutions NHCC and HTC--Expand potential POS's to 4-yr institutions via articulation agreements HTC: Invite articulated 4-yr colleges to college recruiting and advising events.</p>	<p>NHCC and HTC—Establish baseline of students continuing education at 4-yr institutions with which we have articulated degrees. One new 4-yr articulation agreement will be added per institution in FY09.</p>	
	<p>HWC—Promotion Create awareness of POS opportunities with secondary and postsecondary students, parents, institutions, businesses and industries, and community agencies.</p>	<p>HWC will create materials and a website with links modeled after St. Cloud Technical College to promote POS information for all consortium members and stakeholder groups.</p>	
	<p>HWC—Technical Skill Assessment Where appropriate, offer: --pretesting for students in POS to determine readiness for certification and licensure --certification and licensure exams. Use technical skill assessment data to determine areas of need for CTE courses.</p>	<p>HWC—pretests will be developed and offered as appropriate. Certification exams will be administered as appropriate. Technical skill assessment data will be used to improve CTE courses. HWC will seek technical assistance from the state with regard to other measures of technical skill assessment.</p>	

	HWC —Consortium members will attend or offer professional development activities related to POS as appropriate.	HWC consortium staff will attend one jointly planned professional development activity for each developed POS as appropriate.	
<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> <ul style="list-style-type: none"> 2: POS 4: Technology 6: Program Evaluation 7: Program Improvement 9: Special Populations 10: Collaboration/Brokering 11: Articulation/Advance Standing <p>Permissible</p> <ul style="list-style-type: none"> 1: Community, Business and Industry 2: Career Guidance 8: Teacher Prep 9: Distance Education 10: 2 year to 4 year Transition 12: Transition 13: Learning Community 			

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

2. Effectively utilize employer, community, and education partnerships

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

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

Plan Narrative: HWC will create a multifaceted partnership that consists of community and business partners, educators, CTE faculty and staff, and students. This partnership will promote hosting collaborative career fairs on secondary and post secondary campuses, offering experiential learning opportunities, career development events, cooperative programming, mentorships as well as internships. Faculty, staff, and advisors will work in conjunction with one another to obtain feedback through the use of advisory boards and evaluation instruments that will be administered to community employers.

Objective(s)	Strategies	Outcomes and Measures (FY08)	<i>Projected Budget by Objective</i>
<p>Continuously improve relationships with business, community, and education partnerships.</p>	<p>HWC—Employer Engagement and Satisfaction Secondaries—Create and sustain business and community partnerships to offer experiential learning opportunities for students. Partnerships will make curriculum recommendations to CTE program areas such as: work readiness surveys, career development activities, cooperative programs and mentoring/internships.</p> <p>Secondaries—All Aspects of the Industry student surveys will be conducted in secondary work-based learning activities.</p> <p>NHCC—Health Careers and Business Advisors will advise current and prospective CTE students, and participate in advisory boards, career education fairs and business expos on and off campus.</p> <p>HWC—Host annual career fairs on secondary and post secondary campuses collaboratively with business and industry, WorkForce Centers, Hennepin County, etc.</p>	<p>Secondaries— Sample college and work readiness standards, assessments and certificates will be provided to partnership stakeholders to rate CTE secondary students in college and workforce preparedness.</p> <p>Secondaries— Determine baseline FY09 measurement for effectiveness of exposure to All Aspects of the Industry. Data will be used for continuous program improvement.</p> <p>NHCC—Establish baseline cohort completion rate of business students advised since January 2007. Establish baseline cohort completion rate of health science students advised starting in FY09.</p> <p>NHCC and HTC—Establish baseline cohort placement rate for all students.</p> <p>Secondaries—At least five of the nine secondary districts will host career fairs.</p>	<p>\$181,467</p>

	<p>HTC—Survey employers for input on the extent to which graduate technical skills align with the needs of business and industry. Survey outcomes will be utilized for continuous program improvement.</p>	<p>HTC—Average overall rating on employer surveys will remain 3.2 or above on a Likert scale of 1 to 4. This has become a permanent initiative and has been repeated annually since FY01.</p>	
<p>Promote internal understanding of Perkins at HTC and NHCC.</p>	<p>Postsecondary RFP— HTC and NHCC —Offer an internal postsecondary request for proposals (RFP) to promote projects of interest to Perkins.</p>	<p>HTC and NHCC—RFP’s will measure proposal-specific Perkins related goals.</p>	<p>\$35,865</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 1: Academic/Technical Integration 2: POS 3: All Aspects of Industry 4: Technology 5: Professional Development</p> <p>Permissible 1: Community, Business and Industry 3: Education 7: Equipment 19: Innovation 20: Other</p> <p>RFP proposals may include any of the 31 activities.</p>			

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?

Plan Narrative: HWC will develop POS's so as to increase access, engagement and college and work readiness for special populations and other marginalized groups. POS's will delineate multiple entry and exit points that lead to high skill, high wage or high demand employment opportunities. Secondary and postsecondary staff described below will offer services and programming designed to increase special population students' course and program success, retention, completion, transition and placement. In addition, we will provide best practice professional development activities for working with special populations, collaborate with community agencies to research and promote resources, and develop instructional and assessment strategies for language development and cultural understanding.

Objective(s)	Strategies	Outcomes and Measures (FY08)	<i>Projected Budget by Objective</i>
<p>Provide equal access and academic rigor for marginalized groups in CTE pathways to ensure high skill, high wage or high demand employment opportunities.</p>	<p>HWC—Services for Special Populations Develop supplemental strategies to ensure a smooth transition from secondary to postsecondary for special populations. Supplemental programming will increase access and success for multiple subpopulations of students. These may include programming for special populations which includes Women in Technology and ELL/CTE programs.</p>	<p>NHCC and HTC—Establish baseline cohort participation and completion rates for all CTE students and subgroups including nontraditional, ELL, minority, and other subgroups of interest.</p> <p>Secondaries— Special population learners in all nine districts will benefit from accommodation and support services. Baseline measure will be determined for FY09.</p>	<p>\$553,851</p>

	<p>Secondaries—Services for Special Populations</p> <ul style="list-style-type: none"> -Investigate and develop community agency and ABE resource list and disseminate as appropriate. -Develop ELL/CTE components by collaborating with experts from the secondary staff, MDE, and MNSCU. -Research and acquire supplemental curriculum resources. -Organize experiential field trips. 	<p>Secondaries—</p> <ul style="list-style-type: none"> -ABE resource list will be developed and disseminated with participation of at least five of nine districts. -ELL/CTE components will be developed with participation of at least five of nine districts. -Seven of nine districts will acquire supplemental curriculum resources. -Seven of nine districts will organize experiential field trips. 	
	<p>Postsecondaries—Tutoring</p> <p>NHCC and HTC—Offer tutoring services to CTE special population students, underrepresented students, and students with academic disadvantages or any other barriers to retention or completion.</p> <p>NHCC—NHCC tutors will travel to local area schools to provide tutoring services to Cornerstone and High School Transition students. These programs provide access, engagement, and college readiness for students with academic and/or economic disadvantages.</p>	<p>NHCC and HTC—Establish baseline cohort completion rate for CTE students in special populations or other groups of interest, such as Cornerstone and High School Transition students at NHCC.</p> <p>NHCC—Participants in grades 7-12 will each develop an education plan.</p>	

	<p>Secondaries—Best Practices Student Learning Advocates will create strategies within secondary and post secondary programs to improve special population CTE student retention and completion.</p> <p>Research professional development activities on best practices for instruction or cultural understanding for special population student subgroups.</p> <p>Collaborate with community agencies that support immigrant/refugee students to develop instructional and assessment strategies for language development and cultural understanding.</p>	<p>Secondaries—Establish baseline completion rates for all secondary HWC CTE students and subgroups for FY09.</p> <p>Secondary CTE Coordinators will participate in at least one collaborative, sustained professional development activity pertaining to best practices for instruction or cultural understanding.</p> <p>Secondary CTE Coordinators will collaborate with community agencies to develop a list of best practice recommendations to share with CTE staff and faculty.</p>	
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	<p>Postsecondaries—Retention, Nontraditional, and Multicultural Student Support</p> <p>NHCC— Postsecondary Consortium Director and HWC members will research and disseminate retention strategies to CTE faculty and staff.</p> <p>HTC— Retention Specialist will: -Coordinate Perkins grant initiatives for CTE student retention and completion -Facilitate retention of nontraditional students -Support Tech Trek summer bridge students and services.</p> <p>Multicultural Coordinator, Retention Liaisons and student workers will support ELL/immigrant/refugee students.</p> <p>Professional developmental opportunities will be provided for student services personnel.</p>	<p>NHCC and HTC— establish cohort baseline participation and completion rates for all CTE students and subgroups including nontraditional, ELL/LEP, minority, and/or other subgroups of interest.</p> <p>NHCC—Examine trend for fall to spring retention for CTE program students versus all students starting in fall 2004. CTE program students will be retained at a rate of 0.5 percentage points higher than all students.</p> <p>HTC—Overall college fall to spring retention will remain at or above the average for FY05-FY08 which was 64%.</p> <p>HTC—Follow academic progress of Tech Trek students. Baseline to be established for FY08.</p> <p>HTC—All professional tutors will add at least one subject tutored per biennium. Outcome reports will be required.</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: Academic/Technical Integration
- 3: All Aspects of Industry
- 4: Technology
- 5: Professional Development
- 6: Program Evaluation
- 8: Effectiveness
- 9: Special Populations
- 10: Collaboration/Brokering

Permissible

- 2: Career Guidance
- 3: Education and Business Partnerships
- 4: Special Populations
- 6: Mentoring/Support Services
- 9: Distance Education
- 10: 2-yr to 4-yr Transition

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

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

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

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

See next page for Goal 4.

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

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

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

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

Plan Narrative: HWC will work cooperatively to develop and offer brokering components with external partners for additional options with POS's. This will be accomplished by supporting preexisting articulation agreements while creating new agreements with local and regional institutions. Additionally, we will offer a request for proposals to external partners which support any Perkins focused project or programming. We will continue to support and participate as members of the College High School Partnership and Tech Prep MN. In order to ensure a smooth transition for students into higher education, we will offer assessment testing, and summer programming such as STEM, Cornerstone, and High School Transition programs that will assist a continuum of services that support students' transitioning into postsecondary programs.

Objective(s)	Strategies	Outcomes and Measures (FY08)	<i>Projected Budget by Objective</i>
<p>Build and sustain bridges that support the development of POS.</p>	<p>HWC—Brokering Expand beyond HWC membership, such as with the College High School Partnership, to create brokered components of POS's.</p>	<p>HWC—Groundwork will be laid for developing and implementing brokered components of POS's.</p> <p>HWC—Create three new individual or regional articulation agreements with institutions from outside the consortium.</p>	<p>\$106,707</p>
	<p>NHCC and HTC—Placement Testing Outreach HTC—Cooperate with high schools outside the consortium to determine students' college readiness by administering Accuplacer test and A+ Advancer. NHCC—Administer Accuplacer to Cornerstone and High School Transition students. These are students with academic and/or economic disadvantages participating in college readiness supplemental programming.</p>	<p>HTC—Number of students taking the Accuplacer or A+Advancer offsite through the College Readiness High School Testing Program will average a 0.5 percentage point increase each year. Baseline established in FY07 is 556 students.</p> <p>NHCC—100 students will complete the placement testing for Cornerstone and High School Transition programs.</p>	

	<p>Postsecondaries—Summer Camps HTC—Offer summer “Girls Get It” STEM camp for girls.</p> <p>NHCC—Offer summer Cornerstone and High School Transition programs for 7-12th grade students focusing on STEM activities.</p>	<p>HTC—FY09 STEM participants will show an increase in understanding of STEM topics via pre and post camp survey.</p> <p>NHCC—Establish baseline number of participants for Cornerstone and High School Transition programs for FY09.</p>	
	<p>HWC— Health Science and Technology Partner with Health Force MN, HEIP, HOSA, and MDE to explore offering Health Science and Technology camp/activities.</p> <p>HWC—Arts, Communication and Information Systems Partner with MN High Tech Association, MTEA, MBEA and MDE to explore activities beyond the classroom.</p>	<p>HWC—Identify possible partners and pathways in Health Science Technology and develop goals and strategies for brokering.</p> <p>HWC—Identify potential partners and pathways in Arts, Communication and Information Systems to develop goals and strategies for brokering.</p>	
	<p>HWC—Tech Prep MN Continue work with College High School Partnership and Tech Prep MN web based program for local and regional articulation agreement process with secondary and postsecondary partners inside the HWC consortium and brokering partners outside the consortium.</p>	<p>HWC—One new POS local or regional articulation agreement will be made and posted on Tech Prep MN website which may include a partner inside and /or outside of the consortium.</p>	
	<p>HWC—RFP with Outside Partners— Offer Request for Proposals (RFP) with partners outside the consortium. This may include other secondary schools, colleges, and/or community partners involved in CTE education, training and/or employment opportunities.</p>	<p>HWC—RFP’s will measure proposal-specific Perkins related goals.</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

- 2: POS
- 4: Technology
- 5: Professional Development
- 7: Program Improvement
- 8: Effectiveness
- 9: Special Populations
- 10: Collaboration/Brokering
- 11: Articulation/Advanced Standing

Permissible

- 1: Community, Business and Industry
- 2: Career Guidance
- 4: Special Populations
- 8: Teacher Prep
- 10: 2-yr to 4-yr Transition
- 12: Transition
- 13: Learning Community
- 16: Placement
- 17: NonTraditional
- 19: Innovation

RFP proposals may include any of the 31 activities.

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: In order to promote a cohesive consortium team that fosters continuous improvement in POS development, HWC will utilize a variety of strategies, team-building activities, technology enhancements, and professional development opportunities for faculty and staff. To foster CTE opportunities for students, HWC will offer college placement testing to high school students, career exploration and development tools for students, offer STEM related activities, high school transition opportunities, and promote participation in CTE related student organizations. Additional strategies for sustaining the new consortium structure include the establishment of HWC guidelines, collaborative Request for Proposals, and continued work with the College High School Partnership and Tech Prep MN for articulation agreements.

Objective(s)	Strategies	Outcomes and Measures (FY08)	<i>Projected Budget by Objective</i>
<p>Promote a cohesive consortium team that fosters continuous improvement in POS development and CTE opportunities for students.</p>	<p>HWC—Supplementations or Alternatives to POS Collaboration with consortium partners on activities such as: -Researching and implementing leadership and team strategies for enhancing cohesiveness -Technology enhancements including purchasing or upgrading software, equipment or other technologies to meet industry standards in CTE courses. -Professional development for faculty and staff -Guided career exploration and career developmental tools for students -Student participation in Career and Technical Student Organizations -Investigating and expanding on STEM related activities -Others as appropriate</p>	<p>HWC—Postsecondaries will host one sustained professional development activity for HWC that will identify and examine strengths of each group member. This information will be utilized to foster cohesiveness among the members.</p> <p>HWC members will each participate in at least three of the listed strategies and report on findings, outcomes and resulting improvements.</p>	<p>\$330,185</p>

	<p>Postsecondaries—Placement Testing Outreach NHCC and HTC—Coordinate with consortium high schools to determine students’ college readiness by administering Accuplacer test and/or A+ Advancer.</p>	<p>HTC—Number of students taking the Accuplacer or A+Advancer offsite through the College Readiness High School Testing Program will average a 0.5 percentage point increase each year. Baseline established in FY07 is 556 students. NHCC—Establish baseline for the number of Cornerstone and High School Transition students taking the Accuplacer test for FY09.</p>	
	<p>Postsecondaries—Summer Camps HTC—Offer “Girls Get It” summer STEM camp for ninth grade girls. HWC—will collaborate on STEM camp project and activities. NHCC—Offer summer Cornerstone and High School Transition programs for 7-12th grade students focusing on STEM activities.</p>	<p>HTC—FY09 STEM participants will show an increase in understanding of STEM topics via pre and post camp survey. HWC—At least two consortium secondary partners will collaborate on STEM camp. NHCC—FY09 Cornerstone and High School Transition participants will show an increase in knowledge about college readiness using a pre-post evaluation instrument.</p>	
	<p>HWC—Collaborative RFP Offer Request for Proposals (RFP) for consortium partners.</p>	<p>HWC—RFP’s will measure proposal specific Perkins related goals.</p>	
	<p>HWC—Tech Prep MN Continue work with College-High School Partnership and Tech Prep MN web-based program for local and regional articulation agreement process with secondary and postsecondary partners inside the HWC consortium and brokering partners outside the consortium.</p>	<p>HWC—One new POS local or regional articulation agreement will be made and posted on Tech Prep MN website which may include a partner inside and /or outside of the consortium.</p>	

	<p>HWC—Consortium Guidelines Consortium members will work together to determine guidelines that support fiscal and administrative accountability for each individual institution and the collective consortium.</p>	<p>HWC—The secondary and postsecondary consortium directors will guide the consortium in developing and implementing mutually agreed upon guidelines and structure for accountability.</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: Academic/Technical Integration
 3: All Aspects of Industry
 4: Technology
 5: Professional Development
 7: Program Improvement
 8: Effectiveness
 9: Special Populations
 10: Collaboration/Brokering
 11: Articulation/Advanced Standing

Permissible
 All activities

RFP proposals may include any of the 31 activities.

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	HTC— --0.666 of Tech Prep reserve for POS --40% of Retention Specialist salary and benefits (s&b) for POS development, and coordination of former tech prep activities such as articulation efforts --Support of student experience event including 4-yr articulated institutions		21,197	157,052
	NHCC— --30% of nonadmin portion of Postsecondary Director of Consortium s&b --0.666 of Tech Prep reserve for POS		21,982	
	Secondaries— --20% of non admin portion of Secondary Consortium Director [Coordinate secondary POS design] --POS development time/curriculum alignment --POS advisory committee development --POS promotion --POS skill assessment --POS professional development	8,500 32,000 13,500 7,000 2,560 15,000	3,500	
Employer, Community and Education Partnerships	HTC— --Career Fair --HTC RFP fund		1,000 20,865	217,332
	NHCC— --10% of nonadmin portion of Postsecondary Director of Consortium s&b and nonpersonnel --100% of two CTE advising and outreach positions s&b --NHCC RFP fund		9,817 118,356 15,000	
	Secondaries— --20% of non admin portion of Secondary Consortium Director [conduct meetings; develop partnerships] --Advisory Committees and other partnerships --Career/Education Fair --Data Collection Administration	8,500 35,500 5,000 3,294		
Service to Special Populations	HTC-- --7.33 professional tutors, 0.66 DS/LRC specialist --Nonpersonnel for LRC's and Disability Services --Peer tutors and notetakers --30% of Retention Specialist s&b for coordination of retention, nontrad, Tech Trek student support and nonpersonnel --50% of Multicultural Student Advisor s&b --Multicultural student workers --ELL student recruitment and support --Professional development for student services personnel		372,547 16,000 22,000 20,487 25,190 8,000 20,000 4,000	553,851

	NHCC— --Tutors		30,000	
	Secondaries— --15% of non admin portion of Secondary Consortium Director [gather data; coordinate services/resources] --Strategy development for smooth transitions from secondary to post secondary ed. for special populations --Curriculum resources/assessment materials --Experiential field trips --Professional development	5,500 3,000 19,000 4,627 3,500		
Continuum of Service Provision (Brokering)	HTC— --0.333 of Tech Prep reserve for POS and RFP with external partners		10,630	106,707
	NHCC— --0.333 of Tech Prep reserve for POS and RFP with external partners --30% of nonadmin portion of Postsecondary Director of Consortium s&b		11,920 17,447	
	Secondaries— --20% of non admin portion of Secondary Consortium Director [collaborate with other consortiums & schools] --Expansion beyond HWC membership to create additional opportunities for students --Partnerships outside of consortium to explore/foster POS initiatives --Curriculum resources and equipment to enhance collaboration	8,500 26,000 17,210 15,000		
Sustaining the New Consortium	HTC— --Programming with partners such as STEM Camp, Accuplacer outreach, RFP		14,514	330,185
	NHCC— Programming such as Cornerstone, High School Transition and tutoring program, RFP with consortium members --30% of nonadmin portion of Postsecondary Director of Consortium s&b		9,443 17,447	
	Secondaries— --25% of non admin portion of Secondary Consortium Director [Conduct meetings; organize/gather data; facilitate group events; support CTE needs for 9 districts] --Professional development --Technology resources --Career/Tech Student Organizations --STEM activities --College-High School Partnership collaboration	10,500 78,000 95,998 45,000 44,283 15,000		
Total All Goals		520,974	843,155	1,364,129

List any other relevant information not specified above here:

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

Summaries for Perkins-funded Positions

Secondary Director of Perkins Consortium—this position will coordinate POS design and curriculum alignment, advisory committee development, POS skill assessment, POS promotion, and will collaboratively conduct meetings, develop partnerships, gather data, coordinate services and resources for consortium and coordinate collaboration with other consortia and schools.

NHCC Postsecondary Director of Perkins Collaboration and Consortium—this position will create and maintain consortia and collaborations among local school districts, higher education institutions, and state and federal agencies, local businesses, and service agencies for Carl D. Perkins grant at NHCC.

- Serve as a liaison among NHCC and consortia partners to facilitate and maintain articulation agreements in the areas of Perkins/Tech Prep and secondary/post-secondary connections.
- Lead and manage the development of career pathways and programs of study that connect secondary students with the post-secondary education system.

NHCC Career and Technical Advisors—these positions provide academic support to occupational programs for Perkins eligible participants.

- Provide orientation for new CTE students
- Develop educational plans
- Assist with career exploration and planning
- Collaborate with Workforce Center staff, high school counselors, and business representatives
- Participate on advisory boards
- Collaborate with faculty and college staff on POS curriculum development
- Disseminate Perkins information to faculty and students
- Facilitate placement activities for eligible Perkins students
- Provide transition services to program participants
- Create and maintain required Perkins documentation

HTC Retention Specialist—this position is 70% Perkins funded and serves several Perkins coordination functions including:

- Coordinate development and implementation of retention efforts for all students including administering CCSSE and other survey tools and researching and disseminating information on retention strategies
- Coordinate development and implementation of retention efforts for special population and underrepresented students
- Coordinate POS and tech prep articulation agreements to aid retention from high school to college
- Coordinate programs and services for nontraditional students
- Offer support for summer programming such as “Girls Get It” STEM camp and Tech Trek college readiness program for low income and first generation college students
- Create and maintain required Perkins documentation

HTC Tutors—these positions exist to provide tutoring services and to implement disability accommodations as appropriate for any students taking college classes at HTC. Professional development designed to augment the tutoring repertoire is an integral part of the positions.

HTC Multicultural Coordinators—these two positions provide outreach and retention services specifically for multicultural and international students. Half of one position is Perkins funded.

HTC Retention Liaisons—these two positions provide outreach and retention services primarily to immigrant and refugee students. \$20,000 worth of the positions is Perkins funded.

Student Workers—both NHCC and HTC use Perkins funds to supplement tutoring and/or other student support services with student workers.

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	54,992	23,568	78,560
2	Employer, Community and Education Partnerships	36,606	15,688	52,294
3	Service to Special Populations	24,939	10,688	35,627
4	Continuum of Service Provision (Brokering)	46,697	20,013	66,710
5	Sustaining the New Consortium	210,448	86,335	287,783
Subtotals for each column		364,682	156,292	520,974
Administration not to exceed 5%				25,527
Total Perkins Secondary Budget		\$	\$	\$546,501

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%	\$42,500
2. Perkins Grant Collaboration with WorkForce Centers for FY2009		
A. Total Perkins Funds (dollars) used in collaboration with WorkForce Centers		
B. Estimate of other expenditures/in-kind contributions used in collaboration with WorkForce Centers		
Perkins budget spent in collaboration with WorkForce Centers for FY2009 [A + B]		\$

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	54,944	23,548	78,492
2	Employer, Community and Education Partnerships	115,527	49,511	165,038
3	Service to Special Populations	362,757	155,467	518,224
4	Continuum of Service Provision (Brokering)	27,998	11,999	39,997
5	Sustaining the New Consortium	28,983	12,421	41,404
Subtotals for each column		590,209	252,946	843,155
Administration not to exceed 5%		-----	-----	44,377
Total Perkins Postsecondary Budget		-----	-----	887,532

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	HTC--70% of Retention Specialist for coordination of Perkins initiatives (POS, Tech Prep, Articulation, Tech Trek, Nontrad, Retention). NHCC—80.88% of Director of Perkins Consortium and Collaboration.	96,627

2. Perkins Grant Collaboration with WorkForce Centers for FY2009	
A. Total Perkins Funds (dollars) used in collaboration with WorkForce Centers	HTC- College funded
B. Estimate of other expenditures/in-kind contributions used in collaboration with WorkForce Centers	NHCC- \$7000 HTC- \$11,000
Perkins budget spent in collaboration with WorkForce Centers for FY2009 [A + B]	NHCC- \$7000 HTC- \$11,000

The following report lists the requested actions, followed by explanations in orange, for Hennepin West Consortium from the FY09 Perkins grant review process. Where modifications were necessary to the body of the grant, those are also in orange.

Goal 1

Requested action:

1. The budget narrative for Goal 1 focused on staffing costs, though it was difficult to determine from the strategies and outcomes who would do what activities or for how much time. Please provide more detail in the strategies to identify how the staffing budget relates to each strategy.

See amendments following budget narrative for more details.

2. Many of the outcome and measure statements made reference to establishment of baselines. Please provide quantifiable information that better describes the intended outcome from conducting each strategy.

We are measuring baselines, as opposed to improvement, for several reasons:

- a. The postsecondary core indicators are moving from a snapshot-in-time measure to graduation or entry year cohort measures. Therefore we will be establishing baselines for the new cohort rates.
 - b. This consortium's membership of secondary partners has changed from 14 to the current group of 9 which requires new collective secondary baseline measures. Newly combined postsecondary partners with joint accountability will require new postsecondary collective baseline measures as well.
 - c. Where applicable, quantifiable measures from previous years' strategies will continue, however many strategies are new to FY09 requiring the establishment of baselines.
3. While it is understandable why the budget narrative separates postsecondary expenditures between the two participating colleges, doing so within the strategies implies a lack of coordination among the colleges and high schools. Please combine your strategies to demonstrate service to high school and college students collectively, not separated by school or institution.

We met as a group and communicated electronically numerous times during April and May to work on the grant. Regarding the budget, we agreed the narrative needed to be separate because of the level of detail that we understood was required by the state. In the body of the grant, the lump sum budgets were provided by objective as specified on the application template.

Regarding the strategies on the other hand, many of the consortium strategies are mutual for all members; some are specific for the secondary members;

some are specific for the postsecondary members. Often these are separate because, while our overall Perkins goals are the same, the institutions have different missions, different methods of operation, and differing data elements and ways of measuring strategies.

As a group, we agreed that this method of identifying strategies was the most logical way to meet the needs of the wide variety of Perkins stakeholders (CTE students, business and industry, community agencies, eligible recipients) as well as effectively track the progress of initiatives.

Goal 2

Requested action:

1. A large amount of the postsecondary budget is devoted to this goal (two advising and outreach positions) – far beyond the work that seems apparent from the strategies. Please give more detail about the work of these positions and how they fit with the goal.

See amendments following the budget narrative for more details.

2. Please describe how your partners will assist in the identification of high skill/high wage/high demand occupations for your region.

We intend to use the many resources currently available for this information, such as advisory committees, the Department of Employment and Economic Development website and statistics, iSeek.org website, MCIS, and Minnesota Future Work Scans.

3. Reference is made to maintaining employer satisfaction at the level of 3.2 or higher, but does not describe the scale. Please elaborate.

See amendments to the plan for more details.

4. Funds are set aside for an RFP process without providing information about what will constitute a project that promotes the interest of Perkins. Please describe this RFP process, why it appears to be available only internally to the colleges, and how projects will be selected for support.

The postsecondary institutions offered to fund the Request for Proposals based on years of exemplary projects that have evolved out of this competitive process at HTC. The RFP's not only support innovation in CTE, but the process itself has proven to be an excellent educational and buy-in tool for Perkins objectives.

In Goal 2, the RFP is specific for postsecondary institutions within Hennepin West Consortium. Conversely, the RFP's in Goals 4 and 5 are for any external and internal partners respectively. HTC and NHCC will collectively fund the three RFP initiatives totaling \$82,372 and will be responsible for monitoring the projects and budgets. The attached FY08 RFP templates are an example of past application processes and will be modified as appropriate.

The consortium was mutually enthusiastic about the RFP opportunities and will convene if needed to determine project rating criteria and/or exceptions for other permissible uses of the funds.

5. The strategies do not clarify how certain work will be managed and are not connected to the staffing requests. Please provide detail in the strategies to show how the staffing budget relates to each strategy.

See amendments following budget narrative for more details.

6. You list permissible activities toward category 20: other. Please describe what other uses of the funds are proposed and how they relate to the intent of the Perkins Act.

Category 20 has been eliminated from the list.

Goal 3

Requested action:

1. More than 40% of the budget is devoted to this goal, but only a relatively small portion of secondary funds even though supports for students of special populations to ensure their success in CTE is required. Please provide more detail to explain how the needs of secondary students who are members of special populations are being addressed. If it is true that the postsecondary budget is addressing this need, that is laudable.

Secondary institutions are inundated with laws and policies that govern special populations. Many services are required by law and are included in strategic plans in all Hennepin West districts. Postsecondary institutions provide the services specified in the strategies for any student taking college classes on the campuses, including any high school students. NHCC intends to build on an existing program that provides peer tutoring outreach to neighboring high schools. HTC plans to recruit peer tutors to supplement this program.

Many of the outcome and measure statements made reference to establishment of baselines. Please provide quantifiable information that better describes the intended outcome from conducting each strategy.

See Goal 1, Requested Action 2.

Goal 4

Requested action:

1. During consortium development, much discussion occurred pertaining to the division of school districts that had an historical relationship with HTC through Intermediate District #287 and it was expected that a process would be established to maintain linkages with all #287 districts, but no mention of such process is made here. Please provide information about activities that will particularly target the school districts that are members of Intermediate #287.

Hennepin West Consortium members have every intention of maintaining the historical relationship between the member districts of Intermediate District 287. For that matter, the Intermediate itself is a member of Hennepin West. All District 287 member districts remain part of the Intermediate and will continue to come to the table regarding CTE issues, including those not specifically related to Perkins funding.

The verbiage in Goal 4 of the grant relates to any partners external to Hennepin West, which will include the Southwest Metro Consortium, but is just as likely to involve Tech Prep partnership groups, other school districts such as Anoka-Hennepin, Wright County, Minneapolis and St Paul, as well as neighboring colleges, Workforce Centers, etc.

Since Hennepin West has nine secondary and two postsecondary partners, the circumference of external partners is extensive.

2. Reference is made to an RFP process for collaborating with entities that are not members of the consortium, and it is assumed, but not with certainty, that this is the \$26,000 referenced in the budget narrative. Please clarify the amount of funds for this activity, the intent of these funds, and the criteria that will be used to determine how an RFP granted under this process will address the goal.

See Goal 2, Requested Action 4.

The total budget for Goal 4's RFP is \$22, 550. HTC and NHCC will collectively fund the three RFP initiatives totaling \$82,372 and will be responsible for monitoring the projects and budgets. The attached FY08 RFP templates are an example of past application processes and will be modified as appropriate. The consortium was mutually enthusiastic about the RFP opportunities and will convene if needed to determine project rating criteria and/or exceptions for other permissible uses of the funds.

3. Reference to multiple entry and exit points is made under goal 3 pertaining to special populations but not under goal 4. If this was not a conscious omission, please describe how activities under this application will address the needs of learners accessing postsecondary programs other than directly from high school.

Students enrolling at the postsecondary institutions primarily are not matriculating directly from high school. HTC, and to a lesser degree NHCC, have a primary audience of adult learners who require multiple entry and exits points. Therefore, this is already a major part of the fabric of the institutions. Furthermore, the concentrated effort on special populations is primarily due to the fact that a large percentage of learners at the colleges fit within some subset of special population or underrepresented student groups.

Goal 5

Requested action:

None.

Consortium Budget Narrative and Budgets

The budget narrative gives reasonable detail, though as was mentioned in the goals it is not always clear how salary expenditures address the activities of the goals. The budget total for Sustaining the New Consortium appears to be incorrect.

Goal 5 budget is corrected.

Requested action:

1. While it is understandable why the postsecondary budget is separated by the two colleges, doing so gives the impression that work will happen independently rather than with the overall needs of the consortium in mind. Please provide information about how the budgets will be managed so that reviewers will know that all consortium expenditures will support consortium-wide goals, not individual goals of any college or high school.

In general, there is much crossover with CTE initiatives between funding sources; many are Perkins funded while many are not. As a group, we will continue to support CTE initiatives with a variety of funding sources, including but not limited to Perkins.

We met as a group and communicated electronically numerous times during April and May to work on the grant. Regarding the budget, we agreed the budget narrative needed to be separate because of the level of detail that we understood was required by the state. In the body of the grant, the lump sum budgets were provided by objective as specified on the application template provided.

Regarding the strategies on the other hand, many of the consortium strategies are mutual for all members; some are specific for the secondary members; some are specific for the postsecondary members. Often these are separate because, while our overall Perkins goals are the same, the institutions have different missions, different methods of operation, and differing data elements and ways of measuring strategies.

As a group, we agreed that this method of identifying strategies was the most logical way to meet the needs of the wide variety of Perkins stakeholders (CTE students, business and industry, community agencies, eligible recipients) as well as effectively track the progress of initiatives.

2. No expenditure is noted on the secondary budget pertaining to collaboration with Workforce centers. Please provide an explanation or modify the budget documents to reference collaborative activities with Workforce center.

All partners will consider options for collaborative projects with the WorkForce centers by utilizing the RFP process in FY09. A reasonable focus would be to examine how both secondaries and postsecondaries can work more cooperatively with the local area WorkForce centers. The postsecondaries already have an extensive history of collaborative relationships with the WorkForce Centers. With grant initiatives such as the formation of joint advisory boards for POS, we believe the new consortium structure will afford many opportunities to bridge new or more direct relationships among the advisory members.