

APPROVED 7-24-08
CARL D. PERKINS ACT of 2006
CONSORTIUM APPLICATION COVER SHEET FY2008-2009
 Lakes Country and MSCTC Consortium

Please complete the following:

<p><u>CARL PERKINS - Secondary</u> Contact Person: <u>Inger Churchill</u> Address: <u>Lakes Country Service Cooperative,</u> <u>1001 East Mount Faith, Fergus Falls, MN 56537</u> Phone: <u>218-739-3273</u> FAX: <u>218-739-2459</u> E-Mail: <u>ichurchill@lcsc.org</u></p>	<p><u>CARL PERKINS - Postsecondary</u> Contact Person: <u>Jill Abbott</u> Address: <u>MSCTC, C/O P.O. Box 26, Cottonwood, MN</u> <u>562229</u> Phone: <u>(218) 849-2342</u> FAX: <u>(218) 736-1510</u> E-Mail: <u>Jill.Abbott@minnesota.edu</u></p>
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CARL PERKINS - Secondary
 Fiscal Agency: Lakes Country Service Cooperative
 Business Manager: Jill Bartlett
 Address: Lakes Country Service Cooperative,
1001 East Mount Faith, Fergus Falls, MN 56537
 Phone: 218-739-3273 FAX: 218-739-2459
 E-Mail: jbartlett@lcsc.org
 *District # 926 District Type 83
 (*for electronic payment purposes)

CARL PERKINS - Postsecondary
 Fiscal Agency: MSCTC
 Business Manager: Pat Nordick, CFO
 Address: MSCTC Service Center, 150 2nd St. SW,
Perham, MN 56573
 Phone: (218) 347-6209 FAX: (218) 347-6210
 E-Mail: Pat.Nordick@minnesota.edu

District/Agency Name/College	Secondary Type & Number
Detroit Lakes	01-0022
Frazer Vergas	01-0023
Barnesville	01-0146
Hawley	01-0150
Moorhead	01-0152
Ashby	01-0261
Herman-Norcross	01-0264
Battle Lake	01-0542
Fergus Falls	01-0544
Pelican Rapids	01-0548
Perham	01-0549
Underwood	01-0550
New York Mills	01-0553
Cyrus	01-0611
Hancock	01-0768

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 Fiscal Agency: **Lakes Country Service Cooperative**
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 Phone: **(218) 347-6209** FAX: **(218) 347-6210**
 E-Mail: **Pat.Nordick@minnesota.edu**

District/Agency Name/College	Secondary Type & Number
Morris	01-0769
Chokio-Alberta	01-0771
Browns Valley	01-0801
Wheaton	01-0802
Breckenridge	01-0846
Rothsay	01-0850
Campbell Tintah	01-0852
Ulen-Hitterdal	01-0914
Lakes Country Service Cooperative	83-0926
Fergus Falls Area Special Education Cooperative	52-0935
Dilworth-Glyndon-Felton	01-2164
West Central Area	01-2342
Clinton-Graceville-Beardsley	01-2888
Lake Park/Audubon	01-2889
Minnesota State Community and Technical College	

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**

1. Information Technology,
Network Systems
2. Health Science Technology

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

1. Information Technology

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

1. Business, Management, and Administration
2. Engineering, Manufacturing, and Technology
3. Health Science: Diagnostic Services, Health Informatics, and Therapeutic Services.

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

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

Programs of study were designed based on strengths in the secondary and postsecondary curriculum and faculty interest.

Programs of study were designed from a variety of the career fields to accommodate diverse student interests and needs.

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6. How have secondary teachers and post-secondary faculty been involved in POS design processes?
The design processes have included workshops, writing sessions, and individual conferences with involved parties.

7. Has brokering (continuum of education programming and support services for students) been considered in the design of programs of study? If yes, please explain.
Yes. For example, the Information Technology POS and Health Science Technology POS identified education programming and support services options through the Distance Minnesota Online College in the High School (DM-OCHS) Program. DM-OCHS currently includes 3 college course providers, the Distance MN Online Support Center, and 26 participating high schools.

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

See attachments.

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

Plan Narrative: Addendum of 5/13/08, Revised 6/18/08. The LCSC/MSCTC Consortium has designed two POS to date—information technology and health science technology. For FY 09, we will design three new POS—1) Business, Management, and Administration; 2) Engineering, Manufacturing, and Technology; 3) Health Science: Diagnostic Services Health Informatics, and Therapeutic Services. These POS were identified for and were developed with the input of teachers, faculty, counselors, and administrators from both secondary and postsecondary. In addition, information from local industries and labor market information were considered in the choice and development of the POS, specifically incorporating information gained through the work of DEED Sector Grants to the region, one in manufacturing and one in health care. The Business, Management, and Administration POS will rely initially on employer partnerships and assumption of roles based on existing Advisory Committees, Student Organizations, or Work Based Learning representation. National industry certification is available in both the information technology and health sciences technology POS. Both the developed POS and those scheduled for development in FY 09 contain options for articulation and dual enrollment through Tech Prep College Credit Certificates and Distance Minnesota Online College in the High School (DM-OCHS).

The LCSC/MSCTC Consortium will conduct experiences, events, services, and training sessions to further solidify existing programs of study and to introduce new programs of study. Developing customized advising tools to ensure smooth transitions for students will receive special emphasis under Goal Area 1. In addition, the Consortium will assess its work on POS through the development of a new survey tool/data collection process.

Objective(s)	Strategies	Outcomes and Measures (FY09)	<i>Projected Budget by Objective</i>
1. Provide a variety of programs beginning in high school which meet the POS criteria/definitions.	1. Maintain a variety of programs which facilitate a smooth transition from secondary to post secondary or employment. 2. Develop, purchase and/or pilot advising services which are individualized and flexible to OCHS, Start Smart, POS, and TPCC students (includes MCIS and Iseek).	*Number and titles of operating programs in 2008-09. *Number of students served by programs in 2008-09. *Number and titles of programs implementing customized advising services in 2008-09.	\$24,000.00 MSCTC \$38,933.29 LCSC

2. Enhance supportive services to those programs to ensure smooth transitions	<ol style="list-style-type: none"> 1. Develop and provide a process to accurately and efficiently identify students engaged in POS where implemented. 2. Develop and pilot at least one unique supplementary or supportive service for secondary students engaged in POS. 	<ul style="list-style-type: none"> *Number of students served. *Number of innovative activities conducted. *Number of pathways offering those activities. *Number of POS students in a pilot group who declare intent to transition to postsecondary. 	<p>\$20,000.00 MSCTC \$18,876.75 LCSC</p>
3. Identify 3 additional POS for development, enhancement, revision or review.	<ol style="list-style-type: none"> 1. Conduct workshops, writing sessions, and individual conferences with secondary and postsecondary faculty and staff. 2. Conduct workshops, collaboration days/events between secondary and postsecondary faculty and staff, joint presentation at a College event. 3. Create a survey tool/data collection process to record implementation efforts/activities. 	<ul style="list-style-type: none"> *Number and titles of POS developed, enhanced, revised or reviewed. *Number of staff served. *Number of POS with collaboration days/events included. *Data that shows implementation efforts/activities. 	<p>\$35,525.00 MSCTC \$60,169.64 LCSC</p>

List, by name, the required and permissible activities addressed above. **See Attachments.**

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

Required Local Uses of Funds- GOAL 1

1. Strengthen the academic and career and technical skills of students participating in CTE programs through the integration of academics with CTE programs.
2. Link CTE at the secondary level and the post-secondary level, including by offering the relevant elements of not less than one program of study described in Section 122(c)(1)(A).
3. Provide students with strong experience in and understanding of all aspects of an industry, which may include work-based learning experiences.
4. Develop, improve, or expand the use of technology in CTE, which may include training to use technology, providing students with the skills needed to enter technology fields, and encouraging schools to collaborate with technology industries to offer internships and mentoring programs.
5. Provide in-service and pre-service professional development programs to teachers, faculty, administrators, and career guidance and academic counselors who are involved in integrated CTE programs, on topics including effective integration of academics and CTE, effective teaching skills based on research, effective practices to improve parental and community involvement, effective use of scientifically based research and data to improve instruction. Professional development should also ensure that teachers and personnel stay current with all aspects of an industry; involve internship programs that provide relevant business experience; and train teachers in the effective use and application of technology.
6. Develop and implement evaluations of the CTE programs carried out with Perkins funds, including an assessment of how the needs of special populations are being met.
7. Initiate, improve, expand and modernize quality CTE programs, including relevant technology.
8. Provide services and activities that are of sufficient size, scope and quality to be effective.
9. Provide activities to prepare special populations, including single parents and displaced homemakers who are enrolled in CTE programs, for high-skill, high-wage or high-demand occupations that will lead to self-sufficiency.
10. Collaboration/Brokering of services/Continuum of Service Provision
11. Articulation, dual enrollment, concurrent enrollment, PSEO, and other recognized strategies

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2. Effectively utilize employer, community, and education partnerships

Plan Narrative: Addendum of 5/13/08, Revised 6/18/08. The LCSC/MSCTC Consortium will conduct events, outreach to employers, and strengthen educational partnerships to enhance services to students, and provide new opportunities for accessing career and technical education. Including employers and other educational service providing partners in the development of services and POS will receive special emphasis in goal area 2. Assessing current activity levels, analysis of existing data, review of collaborative initiatives, and determining improvements to services for adult learners will also receive special emphasis. Finally, the Consortium will strengthen current educational partners through the Distance MN Online College in the High School (DM-OCHS) program and concurrent enrollment options. These programs will be used to create new opportunities for students to access career and technical education courses.

Objective(s)	Strategies	Outcomes and Measures (FY08)	<i>Projected Budget by Objective</i>
1. Enhance consortium partnerships with employers and community organizations.	*Represent the consortium on committees or planning/workshops as invited and appropriate. *Respond to the interest of business and industry to be included in the design, implementation, and evaluation of CTE programs, including POS. *Increase participation of consortium representation with employers, community organizations, and other education providers.	*Log recording Perkins consortium team member participation in activities/events will measure increase in partnerships. *Up to three employers will have been included in the design, implementation, and evaluation of POS.	\$25,000.00 MSCTC \$7,679.92 LCSC

<p>2. Enhance consortium partnerships with other education providers to strengthen transition services for students.</p>	<p>*Design and conduct an assessment of ABE partnerships to gain an understanding of the need for additional or enhanced services. *Collect baseline data to document current adult learner transition services/activities to gain an understanding of the need for additional or enhanced services. *Submit request to the Office of the Chancellor to include a POS session for universities at system level CAO/CSAO/Dean meetings; participate in sessions as a consortium as invited. *Participation by secondary and postsecondary coordinator in DM-OCHS Steering Committee.</p>	<p>*Results from assessment. *Document showing baseline data. *Session proposal document for POS session at October 08 CAO/CSAO/Dean meeting. *Number of LC Consortium secondary students completing DM-OCHS coursework in FY09. *Number of LC Consortium secondary students earning Tech Prep College Credit Agreement certificates in FY09. *Number of LC Consortium secondary students earning Tech Prep College Credit Agreement certificates in FY 09 and enrolling at MSCTC.</p>	<p>\$49,974.00 MSCTC \$7,679.92 LCSC</p>
<p>3. Identify new CTE offering options for delivery via concurrent enrollment.</p>	<p>*Utilize Perkins team to identify CTE offering options via concurrent enrollment.</p>	<p>*Number of new CTE options identified for concurrent enrollment delivery.</p>	<p>\$15,000.00 MSCTC \$7,679.92 LCSC</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. See Attachments</p>			

Required Local Uses of Funds- GOAL 2

1. Strengthen the academic and career and technical skills of students participating in CTE programs through the integration of academics with CTE programs.
2. Link CTE at the secondary level and the post-secondary level, including by offering the relevant elements of not less than one program of study described in Section 122(c)(1)(A).
3. Provide students with strong experience in and understanding of all aspects of an industry, which may include work-based learning experiences.
4. Develop, improve, or expand the use of technology in CTE, which may include training to use technology, providing students with the skills needed to enter technology fields, and encouraging schools to collaborate with technology industries to offer internships and mentoring programs.
5. Provide in-service and pre-service professional development programs to teachers, faculty, administrators, and career guidance and academic counselors who are involved in integrated CTE programs, on topics including effective integration of academics and CTE, effective teaching skills based on research, effective practices to improve parental and community involvement, effective use of scientifically based research and data to improve instruction. Professional development should also ensure that teachers and personnel stay current with all aspects of an industry; involve internship programs that provide relevant business experience; and train teachers in the effective use and application of technology.
6. Develop and implement evaluations of the CTE programs carried out with Perkins funds, including an assessment of how the needs of special populations are being met.
7. Initiate, improve, expand and modernize quality CTE programs, including relevant technology.
8. Provide services and activities that are of sufficient size, scope and quality to be effective.
9. Provide activities to prepare special populations, including single parents and displaced homemakers who are enrolled in CTE programs, for high-skill, high-wage or high-demand occupations that will lead to self-sufficiency.
10. Collaboration/Brokering of services/Continuum of Service Provision
11. Articulation, dual enrollment, concurrent enrollment, PSEO, and other recognized strategies

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3. Improve service to special populations

Plan Narrative: Addendum 5/13/08, Revised 6/18/08. The LCSC Consortium will conduct events, programs, and workshops designed specifically for special populations and survey participants to analyze existing data, review current research/best practices to measure the effectiveness of programs and services for all special population students. Enhancing CTE programs and POS for special populations by way of customized orientations, individualized advising, and early alert systems will receive special emphasis in goal area 3. The Consortium will utilize student feedback and its Perkins team to develop a continuous improvement plan for Learning Services at the postsecondary level and include how postsecondary can then partner with secondary to broaden improvements. This will lead to the development of a new collaborative structure, and a strengthening of the new consortium structure whereby secondary and postsecondary educators will begin to develop a culture of joint planning for creating and enhancing support services for all special populations— individuals with disabilities; economically and academically disadvantaged students; individuals preparing for nontraditional training and employment; single parents, including single pregnant women; displaced homemakers; individuals with other barriers to educational achievement including those with limited English proficiency.

Objective(s)	Strategies	Outcomes and Measures (FY08)	<i>Projected Budget by Objective</i>
1. Provide academic accommodations, advising, counseling, minority services, and tutoring for CTE students to increase student success.	*Conduct up to 20 events, workshops, programs designed for special populations. *Survey special populations to assess the effectiveness of events, workshops, programs for special populations.	*Student survey data that will measure the effectiveness of events, workshops, and programs designed for special populations.	\$156,497.00 MSCTC \$4,777.94 LCSC
2. Provide academic support and accommodations for CTE students with disabilities to increase student success.	*Conduct regional networking meetings by secondary CTE content areas inclusive of WE-Handicapped and Disadvantaged. *Provide collaboration experience for secondary special educators and postsecondary staff.	*Number and names of operating, approved secondary CTE programs in 2008-09 to establish a baseline. *Number of students served by operating, approved secondary CTE programs in 2008-2009 to establish a baseline. *One collaboration experience completed involving secondary and postsecondary special educators.	\$30,000.00 MSCTC \$4,777.94 LCSC

<p>3. Enhance CTE programs and POS to attain program and student success for special populations.</p>	<ul style="list-style-type: none"> *Design and pilot an individual student advising experience for Start Smart participants. *Continue providing Start Smart experience. *Pilot early alert system for students in POS courses through DM-OCHS. 	<ul style="list-style-type: none"> *Number and names of districts with student participating in Start Smart in 2008-09. *Number of students participating in Start Smart in 2008-09. *Number of students with access to early alert system through DM-OCHS. 	<p>\$60,000.00 MSCTC \$4,777.94 LCSC</p>
<p>4. Improve Learning Services Survey to better address the breadth and effectiveness of services to special populations and to prepare a continuous improvement plan for the consortium.</p>	<ul style="list-style-type: none"> *Utilize Perkins team to create an improved survey tool. *Improve number of student respondents. *Analyze survey data for continuous improvement plan. 	<ul style="list-style-type: none"> *Improved survey tool. *Number of additional respondents compared to FY 08. *Continuous improvement plan document. 	<p>\$80,000.00 MSCTC \$4,777.94 LCSC</p>
<p>5. Provide special populations with a comprehensive guide to Perkins supported services through a web-based resource.</p>	<ul style="list-style-type: none"> *Utilize Perkins team to create comprehensive guide to Perkins supported services. 	<ul style="list-style-type: none"> *Web-based resource designed for special populations. 	<p>\$80,000.00 MSCTC \$4,777.94 LCSC</p>

Required Local Uses of Funds- GOAL 3

1. Strengthen the academic and career and technical skills of students participating in CTE programs through the integration of academics with CTE programs.
2. Link CTE at the secondary level and the post-secondary level, including by offering the relevant elements of not less than one program of study described in Section 122(c)(1)(A).
3. Provide students with strong experience in and understanding of all aspects of an industry, which may include work-based learning experiences.
4. Develop, improve, or expand the use of technology in CTE, which may include training to use technology, providing students with the skills needed to enter technology fields, and encouraging schools to collaborate with technology industries to offer internships and mentoring programs.
5. Provide in-service and pre-service professional development programs to teachers, faculty, administrators, and career guidance and academic counselors who are involved in integrated CTE programs, on topics including effective integration of academics and CTE, effective teaching skills based on research, effective practices to improve parental and community involvement, effective use of scientifically based research and data to improve instruction. Professional development should also ensure that teachers and personnel stay current with all aspects of an industry; involve internship programs that provide relevant business experience; and train teachers in the effective use and application of technology.
6. Develop and implement evaluations of the CTE programs carried out with Perkins funds, including an assessment of how the needs of special populations are being met.
7. Initiate, improve, expand and modernize quality CTE programs, including relevant technology.
8. Provide services and activities that are of sufficient size, scope and quality to be effective.
9. Provide activities to prepare special populations, including single parents and displaced homemakers who are enrolled in CTE programs, for high-skill, high-wage or high-demand occupations that will lead to self-sufficiency.
10. Collaboration/Brokering of services/Continuum of Service Provision
11. Articulation, dual enrollment, concurrent enrollment, PSEO, and other recognized strategies

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

Plan Narrative: Addendum 5/13/08, Revised 6/18/08. The LCSC/MSCTC Consortium will maintain a leadership role with the Distance MN Online College in the High School (DM-OCHS) statewide initiative to maximize student opportunities to access career and technical education courses and transition services. To expand student access to career and technical options through DM-OCHS, we will provide infrastructure and program support for two new courses in a POS. This will include the analysis of existing Perkins, labor market and other relevant data, and reviewing current research and best practices relating to collaboration and how it provides for student gains. The Consortium will also engage in a thorough review of Tech Prep Articulation/College Credit Certificates to develop a position paper that will outline a long-term strategy for tech prep articulation that will best support student needs and successful transition to postsecondary through 2010. Both DM-OCHS and Tech Prep College Credit Certificates which currently include features which enable and ensure a continuum of service provision with other educational institutions or work force development organizations will review data and best practices for enhanced or expanded service provision improvement.

Objective(s)	Strategies	Outcomes and Measures (FY08)	<i>Projected Budget by Objective</i>
1. Operate Distance Minnesota – Online College in the High School (DM-OCHS)	<ul style="list-style-type: none"> *Maintain secondary and postsecondary coordinator role with the DM-OCHS Steering Committee. *Support LCSC participation in MSCTC DM-OCHS courses through purchasing texts for two new courses in a POS – Microcomputer Databases and Principles of Nutrition. *Maintain project co-manager roles with the DM-OCHS statewide initiative. 	<ul style="list-style-type: none"> *Convene and lead up to six DM-OCHS Steering Committee meetings. *51% or more of POS course enrollment will represent LCSC high schools. *4 new districts will participate in DM-OCHS in FY 09. 	<p style="text-align: center;">-0- MSCTC \$14,705.87 LCSC</p>

2. Operate Tech Prep Articulation/College Credit Agreements	*Examine the accomplishments of tech prep articulation through an intensive evaluation of student and program success. *Continue to implement Tech Prep Articulation under the current model.	*Position paper that outlines the plan for Tech Prep Articulation through 2010.	-0- MSCTC \$14,705.87 LCSC
3. Identify Best Practices in CTE from the past 5 years (2003-2008)	*Determine and document best practices from Perkins III to Perkins IV within the new consortium structure.	*Position paper that identifies best practices that should be continued.	-0- MSCTC \$7,352.94 LCSC
Use of Funds: List the required and permissible activities addressed above. “ R ” for required and “ P ” for permissible followed by the number and name. See Attachments			

Required Local Uses of Funds- GOAL 4

1. Strengthen the academic and career and technical skills of students participating in CTE programs through the integration of academics with CTE programs.
2. Link CTE at the secondary level and the post-secondary level, including by offering the relevant elements of not less than one program of study described in Section 122(c)(1)(A).
3. Provide students with strong experience in and understanding of all aspects of an industry, which may include work-based learning experiences.
4. Develop, improve, or expand the use of technology in CTE, which may include training to use technology, providing students with the skills needed to enter technology fields, and encouraging schools to collaborate with technology industries to offer internships and mentoring programs.
5. Provide in-service and pre-service professional development programs to teachers, faculty, administrators, and career guidance and academic counselors who are involved in integrated CTE programs, on topics including effective integration of academics and CTE, effective teaching skills based on research, effective practices to improve parental and community involvement, effective use of scientifically based research and data to improve instruction. Professional development should also ensure that teachers and personnel stay current with all aspects of an industry; involve internship programs that provide relevant business experience; and train teachers in the effective use and application of technology.
6. Develop and implement evaluations of the CTE programs carried out with Perkins funds, including an assessment of how the needs of special populations are being met.
7. Initiate, improve, expand and modernize quality CTE programs, including relevant technology.
8. Provide services and activities that are of sufficient size, scope and quality to be effective.
9. Provide activities to prepare special populations, including single parents and displaced homemakers who are enrolled in CTE programs, for high-skill, high-wage or high-demand occupations that will lead to self-sufficiency.
10. Collaboration/Brokering of services/Continuum of Service Provision
11. Articulation, dual enrollment, concurrent enrollment, PSEO, and other recognized strategies

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Goals, Objectives, Strategies, Outcomes, and Budget**

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

Plan Narrative: Addendum 5/13/08, Revised 6/18/08. LCSC and MSCTC, as the primary and historical partners in career and technical education in the region, will focus on sharing information about the expectations and emerging roles and responsibilities of the new consortium structure with internal stakeholders. Various communication, data collection and analysis, and partnership building and sustaining strategies will be used including group meetings, individual conferences and meetings, personalized follow-up and written communications to ensure that all stakeholders have accurate information about the consortium and have numerous opportunities to contribute to its success. To build a solid foundation for sustainability, the consortium will develop a set of shared expectations that will guide the fiscal and administrative operations of the consortium into the future.

Objective(s)	Strategies	Outcomes and Measures (FY08)	Projected Budget by Objective
1. Provide information about emerging roles and responsibilities of all partners in the new consortium structure.	*Share information with secondary and postsecondary internal stakeholders. *Conduct regularly scheduled Perkins team meetings.	*Conduct up to 5 meetings with administrators and up to 4 meetings with other stakeholders. *Conduct one team meeting. *Conduct individual meetings with each team member up to 2 times annually.	\$10,000.00 MSCTC \$16,957.34 LCSC
2. Develop working rules for fiscal and administrative operations of the new consortium.	*Create working rules for FY 09 and review annually.	*Working rules document.	\$6,426.00 MSCTC \$16,957.34 LCSC

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

Required Local Uses of Funds- GOAL 5

1. Strengthen the academic and career and technical skills of students participating in CTE programs through the integration of academics with CTE programs.
2. Link CTE at the secondary level and the post-secondary level, including by offering the relevant elements of not less than one program of study described in Section 122(c)(1)(A).
3. Provide students with strong experience in and understanding of all aspects of an industry, which may include work-based learning experiences.
4. Develop, improve, or expand the use of technology in CTE, which may include training to use technology, providing students with the skills needed to enter technology fields, and encouraging schools to collaborate with technology industries to offer internships and mentoring programs.
5. Provide in-service and pre-service professional development programs to teachers, faculty, administrators, and career guidance and academic counselors who are involved in integrated CTE programs, on topics including effective integration of academics and CTE, effective teaching skills based on research, effective practices to improve parental and community involvement, effective use of scientifically based research and data to improve instruction. Professional development should also ensure that teachers and personnel stay current with all aspects of an industry; involve internship programs that provide relevant business experience; and train teachers in the effective use and application of technology.
6. Develop and implement evaluations of the CTE programs carried out with Perkins funds, including an assessment of how the needs of special populations are being met.
7. Initiate, improve, expand and modernize quality CTE programs, including relevant technology.
8. Provide services and activities that are of sufficient size, scope and quality to be effective.
9. Provide activities to prepare special populations, including single parents and displaced homemakers who are enrolled in CTE programs, for high-skill, high-wage or high-demand occupations that will lead to self-sufficiency.
10. Collaboration/Brokering of services/Continuum of Service Provision
11. Articulation, dual enrollment, concurrent enrollment, PSEO, and other recognized strategies

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
		1. Programs of Study	<ul style="list-style-type: none"> • Purchase annual subscriptions to MCIS (FY08 expenses were \$19,200.00). 430 = 19,200 • Provide training on MCIS or ISeek (16 staff served @ \$230 each, meals, mileage, substitute, materials= \$3680.00). 402 = 500, 367 = 3200 • Purchase content aligning curricular materials and equipment, or advising supplementary/supportive materials (in 50% of member districts, or 14 high schools, 14 @ \$4,642.00 = \$65,000.00). 430 = 4,800, 460 = 20,000, 555 = 40,000 • Workshops, writing sessions and individual conferences expenses (travel, instructional materials and supplies, and workshop expenses= \$27,116.10 estimated) 367 = 3300, 140/170/200's = 18,366.65, 402 = 500, 430 = 5,000 • Communication services (phone, postage, printing, office supplies) 320 = 225, 329 = 600, 381 = 225, 401 = 210 • ACTE Membership, 820 = 60 • Indirect 895 = 1,793.03 • .50 of half-time counselor salary, Detroit Lakes campus = \$16,350.00 • .50 of .30 counselor salary, Moorhead campus = \$11,750.00 • .25 of .58 counselor salary, Wadena campus = \$11,975.00 • .50 of .40 associate dean/coordinator salary, travel, supplies, College = \$16,426.00 • .16 Minority Advisor salary, Detroit Lakes campus = \$11,420.00 • .08 Minority Advisor salary, Moorhead campus = \$6,260.00 • .04 Minority Advisor salary, Wadena campus = \$2,854.00 	\$117,979.68

	<ul style="list-style-type: none"> .09 of half-time minority advisor salary, Fergus Falls campus = \$2,490.00 			
2. Employer, Community and Education Partnerships	<ul style="list-style-type: none"> Purchase partnership aligning curricular materials and equipment 430 = 1500, 460 = 330, 555 = 5,000 Workshops, conferences, student organization travel and individual conferences expenses (travel, instructional materials and supplies, and workshop expenses= \$27,116.10 estimated) 367 = 1500, 140/170/200's = 18,366.65, 402 = 1000, Communication services (phone, postage, printing, office supplies) 320 = 225, 329 = 600, 381 = 225, 401 = 180 Indirect 895 = 1793.03 .50 of half-time counselor salary, Detroit Lakes campus = \$16,350.00 .50 of .30 counselor salary, Moorhead campus = 11,750.00 .25 of .58 counselor salary, Wadena campus = 11,975.00 .16 minority advisor salary, Detroit Lakes campus = \$11,420.00 .08 minority advisor salary, Moorhead campus = \$6,260.00 .04 minority advisor salary, Wadena campus = \$2854.00 .09 of half-time minority advisor salary, Fergus Falls campus = \$2,490.00 .26 of half-time equity coordinator salary, Detroit Lakes campus = \$7,875.00 .26 of half-time equity coordinator salary, Moorhead campus = \$9,550.00 .12 of .58 equity coordinator salary, Wadena campus = \$5,962.50 .13 of half-time equity coordinator salary, Fergus Falls campus = \$3,487.50 	\$30,719.68	\$89,974.00	\$120,693.68
3. Service to Special Populations	<ul style="list-style-type: none"> Purchase curricular materials 460 = 1,000 Workshops, conferences, and individual conferences expenses 140/170/200's = 18,366.65, 402 = 1500, Communication services (phone, postage, printing, office supplies) 320 = 225, 329 = 600, 381 = 250, 401 = 180 Indirect 895 = 1793.03 	\$23,889.68	\$406,497.00	\$430,386.68

	<ul style="list-style-type: none"> • .50 learning services coordinator salary, Detroit Lakes campus = \$22,950.00 • .60 learning services coordinator salary, Moorhead campus = \$46,950.00 • .50 learning services coordinator salary, Wadena campus = \$43,200.00 • .15 ELL coordinator salary, Moorhead campus = \$10,700.00 • .48 minority advisor salary, Detroit Lakes campus = \$34,260.00 • .24 minority advisor salary, Moorhead campus = \$18,780.00 • .11 minority advisor salary, Wadena campus = \$8,562.00 • .28 of half-time minority advisor salary, Fergus Falls campus = \$7,470.00 • Tutor salaries, Detroit Lakes campus = \$26,000.00; Tutor salaries, Moorhead campus = \$70,000; Tutor salaries, Wadena campus = \$30,000; Tutor salaries, Fergus Falls campus = \$7,000 • .74 of half-time equity coordinator salary + \$1,500 non-personnel for travel and supplies, Detroit Lakes campus = \$23,625.00 • .74 of half-time equity coordinator salary + \$1,500 non-personnel for travel and supplies, Moorhead campus = \$28,650.00 • .37 of .58 equity coordinator salary + \$1,500 non-personnel for travel and supplies, Wadena campus = \$17,887.50 • .39 of half-time equity coordinator salary + \$1,500 non-personnel for travel and supplies, Fergus Falls campus = \$10,462.50 			
<p>4. Continuum of Service Provision</p>	<ul style="list-style-type: none"> • Purchase collaboration aligning curricular materials and equipment 460 = 2,850, 555 = 10,000 • Workshops, conferences, student organization travel and individual conferences expenses (travel, instructional materials and supplies, and workshop expenses= \$23,796.10 estimated) 367 = 1500, 140/170/200's = 18,296.10, 402 = 1000, • Communication services (phone, postage, printing, office supplies) 320 = 225, 329 = 600, 381 = 250, 401 = 180 	<p>\$36,764.68</p>	<p>-0-</p>	<p>\$36,764.68</p>

	<ul style="list-style-type: none"> • Indirect 895 = 1793.03 			
Sustaining the New Consortium	<ul style="list-style-type: none"> • Purchase new consortium structure aligning curricular materials and equipment 460 = 10,000 • Workshops, conferences, and meetings 367 = 1500, 140/170/200's = 18,366.65, 402 = 1000 • Communication services (phone, postage, printing, office supplies) 320 = 225, 329 = 600, 381 = 250, 401 = 180 • Indirect 895 = 1793.03 • .50 of .40 associate dean coordinator salary, travel, supplies, College = \$16,426.00. 	\$33,914.68	\$16,426.00	\$50,340.68
Total All Goals		\$243,268.40	\$592,422.00	\$848,310.72

List any other relevant information not specified above here:

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

MnSCU/MDE CARL D. PERKINS LOCAL APPLICATION

SECONDARY BUDGET

JULY 1, 2008– JUNE 30, 2009

SUMMARY OF FUNDS DESIGNATED FOR SPECIFIC USES

GOALS	FEDERAL/STATE USES OF FUNDS Refer to Section I, Pages 10-12 for the listing of Required and Permissible Local Uses of Funds	PROJECTED BUDGET FY '09		
		Required Activities	Permissible Activities	Total Budget
1	Programs of Study	\$117,979.68		\$117,979.68
2	Employer, Community and Education Partnerships	\$30,719.68		\$30,719.68
3	Service to Special Populations	\$23,889.68		\$23,889.68
4	Continuum of Service Provision (Brokering)	\$36,764.68		\$36,764.68
5	Sustaining the New Consortium	\$33,914.68		\$33,914.68
Subtotals for each column		\$243,268.40		\$243,268.40
Administration not to exceed 5%		\$8,965.16		\$8,965.16
Total Perkins Secondary Budget		\$243,268.40	\$	\$243,268.40

Additional Informational Items:

Secondary administration costs are included in each goal area.

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-SECONDARY		100%	\$66,883.91
2. Perkins Grant Collaboration with WorkForce Centers for FY2009			
A. Total Perkins Funds (dollars) used in collaboration with WorkForce Centers			\$1,500.00
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]			\$1,500.00

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

GOALS	FEDERAL/STATE USES OF FUNDS Refer to Section I, pages 8-9 for the listing of Required and Permissible Local Uses of Funds	PROJECTED BUDGET FY '09		
		Required Activities	Permissible Activities	Total Budget
1	Programs of Study	\$79,525.00		\$79,525.00
2	Employer, Community and Education Partnerships	\$89,974.00		\$89,974.00
3	Service to Special Populations	\$406,497.00		\$406,497.00
4	Continuum of Service Provision (Brokering)	-0-		-0-
5	Sustaining the New Consortium	\$16,426.00		\$16,426.00
Subtotals for each column				
Administration not to exceed 5%		-0-		-0-
Total Perkins Postsecondary Budget		\$592,422.00	\$	\$592,422.00

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		40%	\$32,852.00
2. Perkins Grant Collaboration with WorkForce Centers for FY2009			
A. Total Perkins Funds (dollars) used in collaboration with WorkForce Centers			-0-
B. Estimate of other expenditures/in-kind contributions used in collaboration with WorkForce Centers			-0-
Perkins budget spent in collaboration with WorkForce Centers for FY2009 [A + B]			\$-0-

Statement of Assurances and 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