

Approved 7-30-08

**CARL D. PERKINS ACT of 2006
 CONSORTIUM APPLICATION COVER SHEET FY 2008-2009
 Minneapolis Consortium**

Please complete the following:

<u>CARL PERKINS - Secondary</u> Contact Person: <u>Wendie Palazzo</u> Address: <u>807 NE Broadway St</u> <u>Minneapolis, MN 55413</u> Phone: <u>612.668.0652</u> FAX: <u>612-668-0655</u> E-Mail: <u>wendie.palazzo@mpls.k12.mn.us</u>	<u>CARL PERKINS - Postsecondary</u> Contact Person: <u>Karen Hynick</u> Address: <u>1501 Hennepin Avenue</u> <u>Minneapolis, MN 55403</u> Phone: <u>612.659.6306</u> FAX: <u>612.659.6134</u> E-Mail: <u>elizabeth.yeh@minneapolis.edu</u>
---	---

CARL PERKINS - Secondary
Fiscal Agency: Minneapolis Public Schools
Business Manager: Peggy Ingison
Address: 807 NE Broadway, Minneapolis, MN 55413
Phone: FAX: 612-668-0385
E-Mail: Peggy.Ingison@mpls.k12.mn.us
***District # 001 District Type 03**
 (*for electronic payment purposes)

CARL PERKINS - Postsecondary
Fiscal Agency: Minneapolis Community and Technical College
Business Manager: Dee Bernard
Address: 1501 Hennepin Avenue, Minneapolis, MN 55403
Phone: 612.659.6832 FAX: 612.659.6134
E-Mail: dee.bernard@minneapolis.edu

District/Agency Name/College	Secondary Type & Number
Minneapolis Community and Technical College	
Minneapolis Public Schools	03 - 001
Higher Ground Academy	
Minnesota Transition Charter*	
Augsburg Academy Charter	
El Colegio Charter School	
Community of Peace Charter School	

(*Use extra rows or sheets if necessary)

Perkins Local Plan for 2008-09 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**

Health
Information Technology
Construction Trades
Manufacturing

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

Health
Graphic Design
Information Technology

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

Business Technology/Legal Office
Specialist
BIO-TECH/BIO-Med
HVAC
Computer Forensics/Homeland Security

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

Perkins Local Plan for 2008-09 for Career and Technical Education Goals, Objectives, Strategies, Outcomes, and Budget

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

Minneapolis Community and Technical College and Minneapolis Public Schools selected the focus of Health, Information Technology, Graphic Design, Construction Trades and Manufacturing based on our shared programming in the areas. Additionally, since Minneapolis Community and Technical College has been a partner in three Centers of Excellence in the areas of Health, Manufacturing and Information Technology, it made sense to focus our combined efforts in these fields.

This year's plan will focus on developing programming and articulation for Legal Office Specialist/Business Technology, HVAC, Project Lead The Way and Computer Forensics/Homeland Security with hopes of implementation of POS in FY10 in these areas.

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

Over the Course of 2007-2008, MCTC and MPS technical faculty have embarked on three faculty to faculty meetings to collaboratively design Programs of Study in their areas. During these meetings, faculty on both sides learned the curriculum sequencing in each program and worked together to determine the necessary skills needed to begin roll out of PSEO and concurrent offerings in the five highlighted programs of study. Drafts of Program of Study in these five areas were electronically shared with high school and college faculty to review and revise as needed. The program of study continues to be a work in progress and we anticipate continuing to support the technical faculty-to-faculty exchange through peer observation to enhance seamless transitions.

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.

At this point, brokering of services has been broached in conversations, but the focus of last year was to determine what programs we had that we could build a seamless transition on. Both MCTC and MPS do partner with other schools and colleges to assure that students who are interested in career pathways either does not offer have the opportunity for seamless transition to post-secondary. An example for MPS would be that MCTC does not offer an automotive program, but students from Roosevelt High School have a partnership developed with Dunwoody College of Technology to offer post-secondary programming. Likewise, MCTC has historically partnered with schools like Richfield High School to offer education pathway courses.

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

Perkins Local Plan for 2008-09 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:

Over the course of the 2007-2008, MCTC and MPS technical faculty embarked on three technical faculty to faculty meetings to collaboratively design Programs of Study in their given areas. During these, faculty from the high school and college learned the curriculum sequencing in each program and worked together to determine the necessary skills needed to begin roll out of PSEO and concurrent offerings in the five highlighted programs of study. Drafts of Program of Study in these five areas were electronically shared with high school and college faculty to review and revise as needed.

In FY09 the consortium plans to offer the planned PSEO/concurrent enrollment in Health, Graphic design and Information Technology based on the program of studies that were developed. Construction and Manufacturing will also pilot articulation and/or PSEO/concurrent enrollment. In FY09, the consortium plans to focus on Legal Office Specialist/Business Technology, HVAC, PLTW, Computer Forensics/Homeland Security, and BIO-TECH/BIO-MED program of study development and plan for expanded roll out in FY10. A series of faculty to faculty meetings will be held in order to seek feedback on the developed programs of study and to determine areas of concern. The program of study continues to be a work in progress.

Objective(s)	Strategies	Outcomes and Measures (FY08)	<i>Projected Budget by Objective</i>
1. Implement and revise the drafted programs of study in: Health, Graphic Design, Information Technology, Construction Trades and Manufacturing	<p>Offer the courses that are concurrent enrollment in Health Care Core at Roosevelt High School, Graphic Design, and Information Technology</p> <p>Offer PSEO courses on Graphic Design and ITEC on Saturdays</p> <ul style="list-style-type: none"> • MPS Graphics will participate in MCTC's Graphics Advisory Committee • MPS Graphics will work toward offering standard courses at the secondary level that will build toward preparation for Industry Certification and the accomplishment of college credit prior to graduating high school, where possible • Staff will be identified that will work toward offering courses for CIS credit (PLTW – Digital Electronics course might be a possibility) <p>Continue to revise the drafted Programs of Study in the areas of: Health, Graphic Design, Information Technology, Construction Trades and Manufacturing to increase access options for students including articulated curriculum and PSEO/ concurrent enrollment</p> <ul style="list-style-type: none"> • Determine if PLTW's Civil Engineering & Architecture (CEA) or Computer Integrated Manufacturing (CIM) can be accepted for college credit at MCTC • Connect Skilled Trades courses in Construction wherever possible • Distribute recruiting and marketing materials on the program of study and work with MCTC's staff to inform students of opportunities such as POY. 	<p>Increase the number of PSEO/concurrent enrollment from FY08 by 5%</p> <p>Recruiting materials are developed and distributed</p> <p>Increase the number of PSEO/concurrent course offerings from FY08 in the fields related to the programs of study</p>	<p>35,957.98</p> <p><u>\$16,605.80</u></p> <p><u>\$42,524.00</u></p>

<p>1. Continue expansion of the college readiness initiative to increase student readiness for post-secondary participation</p>	<p>Integrate the College Readiness Initiative into MPS high schools, alternative high schools, and MPS ABE programs</p> <p>Test sophomores and juniors at the College Readiness Initiatives partner sites in the Accuplacer for eligibility in program of study participation and provide post-test advising to all students who participate.</p> <p>Provide faculty to faculty exchange between high school and college teachers and administrators by content area with a focus on curriculum sequencing. Provide opportunities for peer observations by content area that cover trainings in college readiness standards and labor market information</p> <p>Opportunities will include MPS CTE teachers visiting classrooms of MCTC's faculty. MCTC faculty will have opportunities to visit MPS high school classrooms so they can learn techniques for working with younger students.</p> <p>Collaborate with MPS to deliver a series of parent workshops on college readiness standards, college access, labor market information and program of study opportunities</p>	<p>Increase the number of College Readiness Site Partnerships</p> <p>Assess 1000 sophomore/junior in the Accuplacer exam</p> <p>80% of high school faculty receiving training self-report increased understanding of college readiness standards and greater understanding of post-secondary opportunities for students</p> <p>80% of college faculty receiving training in self-report the value of meeting and exchanging expectations with their high school counterpart</p> <p>100 high school teachers participate in the peer observations of college faculty members</p> <p>80% of MPS teachers will visit MCTC's CTE related programs. At least one faculty member from MCTC in each CTE content area will visit MPS high schools and share what was learned with dept. members.</p>	<p>53,936.97</p> <p>\$5,000.00</p>
<p>2. Collaborate with MPS Connecting Parents to Educational Opportunities program to expand parents' knowledge on POS and college readiness standards</p>	<p>Offer a minimum of four (4) workshop days with parents from MPS Connecting Parents to Educational Opportunities to include: overview of labor market, college readiness data and information on POS MPS CTE leadership or teachers will bring information to these meetings to inform parents of CTE opportunities that link to post-secondary institutions.</p>	<p>100 parents participate in C.P.E.O activities</p> <p>80% self-report increased understanding of Program of Studies and College Readiness standards</p> <p>80% of parents will self-report that they are better prepared to assist their student in making decisions that allow them to earn college credit in high school while participating in CTE courses.</p>	<p>17,978.99</p> <p>\$1,000.00</p>
<p>3. Collaborate with MPS counselors and Achieve coordinators to disseminate information on College Readiness and POS</p>	<p>Offer two (2) Professional Development Institutes for MPS counselors and Achieve coordinators with a focus on POS, college readiness and labor market information on high wage, high demand, high skill</p>	<p>80% self-report increased understanding of Programs of Studies and College Readiness standards</p>	<p>17,978.99</p>
<p>4. Develop a web presence on the MCTC website highlighting POS and College Readiness MPS will link CTE websites to MCTC's website and encourage high schools to link their websites to MCTC's web presence.</p>	<p>Collaborate with Webmaster to create a web presence for k-12 collaborations which MCTC highlighting College Readiness criteria, Programs of Study, k-12 collaboration events</p>	<p>Web presence developed</p> <p>Webpage counters indicate that the site is frequently visited. A short survey indicates that parents and prospective students are getting information from the site.</p>	<p>53,880.99</p>

Use of Funds: List the required and permissible activities:

Required-1,2,4,5,6,11

Permissive-1,2,12

1S1 Academic Attainment

2006 consortium data: 15.65%

MCA Math: 62.15% MCA Reading 64.56%

2007 consortium data: 66.37%

MCA Math: 16.37% MCA Reading 55.2%

1S1 Skill Attainment

2006 Consortium data: 90.94%

2007 Consortium data: 71.63%

Perkins Local Plan for 2008-09 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 be 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: During the FY09 Perkins Plan MCTC will work collaboratively with Minneapolis Public Schools to expand our collective partnerships with the Work Force Centers, nonprofits, Chamber and other organizations to develop stronger Advisory committees to strategically direct and evaluate our current technical programs. Through the establishment of joint advisory committees, we hope to create a more seamless transition for students and a cohesive program that meets the needs of industry. Using information from DEED and the Chamber and other Economic Agencies, we can work collaboratively to identify the high wage, high demand, high skill careers in our region and work together to assure quality program offerings are available to students to pursue those career pathways and clusters.			
Objective(s)	Strategies	Outcomes and Measures (FY08)	Projected Budget by Objective
<p>1. Gain input and collaborate with sources in and outside of CTE system including but not limited to: Business and industry, Work Force Centers, Labor and Special Populations, Secondary, Post-secondary 2 and 4 year institutions to expand the use of advisory committees for CTE programming</p> <p>Contract with a Facilitator to assist in maximizing the effectiveness of the Consortium</p>	<p>Solicit input and approval of new adaptations for CTE curriculum and program offerings</p> <p>Administer a survey for advisory committee to get feedback regarding current program offerings and future directions.</p> <p>Assess the regional workforce trends and demand to determine the high skill, high wage, and high demand careers in our area</p> <p>The Contracted Consortium Facilitator will interview members to determine how to best maximize the members to streamline processes and to determine where this body has gaps and overlaps.</p>	<p>Technical programs host regular advisory meetings with meeting notes</p> <p>Local survey is administered and a report is developed with recommendations for future improvement to advisory structure</p> <p>Report on the high skill, high wage, high demand careers in our region is developed and distributed to our consortium and other relevant stakeholders</p> <p>The findings of the Facilitator will be discussed between the two Perkins Coordinators to best determine how to utilize the findings and recommendations.</p>	<p>29,314.25</p> <p>\$20,000.00</p>
<p>2. Expand opportunities for internship offerings within the curriculum of CTE programs in order to understand all aspects of industry (AAI) Continue High Tech Girls Society, expand High Tech Boys Society to provide student the opportunity to visit business settings to understand AAI</p> <p>Explore the possibility to offer Work Coordination Services at two ALC's</p>	<p>Maintain and expand internship opportunities for students in CTE programs</p> <p>Continue High Tech Girls Society at the present level of participation. Expand High Tech Boys Society to include twice the 2007-08 level.</p> <p>Work with Senior MPS Administrative Leaders to determine if funding can be allocated to provide opportunities for ALC students to link their school-based learning with work-based learning experiences.</p> <ul style="list-style-type: none"> The seminar portion of the Coordinated Work Experience will be converted into an online offering allowing several students in various locations to form a "class section" of participants who are prepared to benefit from a Work-Based Learning Experience 	<p>Increase the number of courses with internship components from FY09</p> <p>Double the number of boys served in the High Tech Boys Society in 2008-09</p> <p>Work Coordinator services will be added to serve several ALC's, if funding can be identified to staff the position</p> <p>CTE Work Coordinator Staff will work with Online Curriculum Development Staff to develop the Work-Based Learning Seminar.</p>	<p>29,314.25</p> <p>\$28,241.33</p>

<p>3. Expand the opportunities for job placement within the career technical programs through coordination with Career Services</p> <p>Determine if CTE should fund MCIS for the College and Career Centers in the Seven main high Schools</p> <ul style="list-style-type: none"> o Implement a career exploration program at Stadium View ALC (Secured Juvenile Detention Facility) 	<p>Expand career service department to assist with giving students valuable workshops on resume writing, mock interviews, job skills and listing potential job opportunities for students in CTE</p> <p>Survey the MPS College & Career Centers to determine if MCIS would be used if funded by CTE. Implement a Career Exploration Program at Stadium View ALC.</p>	<p>Career Services offers 4 workshops on resume writing, interviewing and assistance with job placement</p> <p>Job placement in date response rates improve by 3% versus FY08 for CTE programs</p> <p>Determine if MCIS should be implemented in the College and Career Centers. Implement a flexible career planning course at Stadium View ALC</p>	<p>29314.25</p> <p>\$12,000.00</p>
<p>4. Expand the collaborative educational partnership with MCTC, MPS high schools and MPS ABE with focus on reducing the remedial education needs of students to provide the seamless pipeline for implementation of program of study</p>	<p>Expand the collaborative pilot of Jump Start to College with the addition of programming for native English speakers in Reading, Writing and Math to create the seamless pipeline for implementation of program of study</p> <p>Continue to emphasize reading, math, writing and science in CTE courses. Form collaborative relationships with Math and Science Programs to close the achievement gap.</p>	<p>75% of Jump Start participants receive high school credit for their courses</p> <p>75% of Jump Start participants register for post-secondary for Fall 2009</p> <p>Establish baseline data on Jump Start students who enroll in PSEO/concurrent enrollment</p> <p>Measure the attainment levels and set baselines – they will need to be recalculated due to the assignment of ALC to this Consortium.</p>	<p>146,571.29</p> <p>\$12,129.81</p>
<p>5. Expand articulation agreements with 4 year institutions for career technical program offerings</p>	<p>Develop new articulation agreements with 4-year institutions for career technical program offerings and embed in POS for that pathway</p> <p>Create an electronic repository highlighting the specific articulation agreements for students to reference for seamless transition</p> <p>Design and develop a survey to gather data of students benefiting from articulation agreements is developed</p>	<p>Articulation agreements with 4-year institutions rise by 3% versus FY08 data</p> <p>Plan to gather follow up date of students benefiting from articulation agreements is developed</p> <p>Pilot the survey on the students who benefitted from articulation agreements</p>	<p>44,314.25</p>
<p>6. Provide professional development of ABE instructors and students to assure increased knowledge on college readiness and labor market information</p>	<p>Implement two (2) professional development workshops targeting ABE teachers with Accuplacer training, labor market information and college readiness standards, faculty-to-faculty exchanges by content.</p> <p>Provide two (2) workshop/guest speaking for ABE and/or ALC students with a focus on college readiness, POS and labor market information</p>	<p>80% self-report increased understanding of college readiness standards and POS</p> <p>80% self-report increased understanding of college readiness standards and POS</p>	<p>14,314.30</p>
<p>Use of Funds: Required-3,5 Permissive-</p>			

Perkins Local Plan for 2008-09 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:			
<p>In FY09 MCTC plans to partner with Minneapolis Public Schools and other agencies serving special populations to assure full participation of special population learners in career technical education with a focus on high wage, high demand and high skill. MCTC's Office for Disability Services and our Counseling and advising services will continue to help students access needed accommodations and advising services tailored to their unique needs about opportunities in technical fields of study. Additionally, through our partnership with Minneapolis Public Schools we intend to expand the High Tech Girls Society and a High Tech Boys Society to better address the nontraditional student needs.</p>			
Objective(s)	Strategies	Outcomes and Measures (FY08)	<i>Projected Budget by Objective</i>
<p>1. Develop and implement accommodations and support services for Special Populations to increase access to post-secondary education</p>	<p>Expand a partnership with MPS Transitions Plus to help promote access to post-secondary for Special Education students to include college for a day, senior connect days and career pathway days</p> <p>Expand Jump Start to College specifically focusing on ESOL College Readiness and exposure to career pathways</p> <p>Expand partnerships with community agencies and nonprofits who work with special populations to enhance access opportunities</p> <p>Provide expand Advising for POY and ESOL students</p>	<p>Increased numbers of Transitions Plus students participating in K-12 programming by 5%</p> <p>80% passing rates of Jump Start to College participants</p> <p>75% of Jump Start to College participants create a five-year education and career plan and e-folio</p> <p>Offer two (2) ADEV courses at community sites at 75% passing rate</p> <p>80% of POY students meet with advisor at least two times</p>	<p>81,160.27</p>

<p>2. Develop nontraditional programming to increase access and success within those fields</p>	<p>Provide workshops and summer programming for High Tech Girls Society to focus on nontraditional career pathways especially in STEM fields Maintain the High Tech Girls Society involvement with MCTC during 2008-09 school year. Increase the number of boys served in the High Tech Boys Society during 2008-09</p> <p>Provide workshops and summer programming for High Tech boys Society to focus on nontraditional career pathways especially in STEM fields</p>	<p>Run two (2) High Tech Girls Society Workshops with at total of 50 participants. 75% of participants self-report intend to attend post secondary education and study CTE pathway</p> <p>Run one (1) High Tech Boys Society Workshop with a total of 35 participants. 75% of participants self-report intend to attend post-secondary education and study CTE pathway Twice as many boys will be served in the High Tech Boys Program in 2008-09.</p>	<p>41,194.97</p> <p>\$10,000.00</p>
<p>3. Develop programming for students with disabilities to increase their knowledge of and success in career and technical programs</p>	<p>Continue to offer and expand services of students with disabilities with a focus on testing, tutoring, and advising for technical and financial literacy MPS will offer and encourage students with disabilities to participate in High Tech Girls and Boys Society Activities</p>	<p>Two new program offerings through OSD developed</p> <p>Access to High Tech Girls and Boys Society is open to all CTE students</p>	<p>82,389.94</p> <p>\$21,330.80</p>
<p>4. Increase support service opportunities for special populations to impact access and success in CTE. Maintain Quality CTE Programs so students qualify for can Post-Secondary Credit and can earn Industry Certifications.</p>	<p>Continue to offer testing and advising at community sites to increase special populations to increase student access and success in CTE pathways</p> <p>CTE District Leadership and staff will assist with the coordination of the above activities where possible.</p>	<p>Increased students from special populations designations using advising and testing services at community sites versus FY08 data</p> <p>Increase POY students using advising services at community sites versus FY08 data</p>	<p>41,194.97</p> <p>\$100,000.84</p>
<p>Use of Funds: Required-8,9 Permissive-4,6</p>			

Perkins Local Plan for 2008-09 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.

-
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:

Objective(s)	Strategies	Outcomes and Measures (FY08)	<i>Projected Budget by Objective</i>
<p>1. Expand opportunities for exposing middle school student, high school students, and ABE student to gain awareness of career and technical education with a emphasis on programs of study including- Health, Graphic Design, ITEC, Construction and Manufacturing Continue to look for ways to create CTE pathways into the Middle Grades. Look for opportunities to fund Gateways to Technology and other program that extend to the middle grades.</p>	<p>Offer two middle school workshop days on Career Pathways based on developed program of studies related to: Health, Graphic Design, ITEC, Construction and Manufacturing Support MCTC's efforts to connect with Middle Grade students. Assist in the effort to make students and their parents aware of career opportunities and educational requirements of high tech, high wage or high demand careers.</p> <p>Continue to offer Career Pathway Days, College Connect and expand summer institutes to address the needs of CTE high school students with a specific focus on program of studies related to: Health, Graphic Design, ITEC, Construction and Manufacturing Assist with the recruitment and coordination of this effort.</p> <p>Offer two career pathway days and college connect days with a focus on the ABE student for Program of Studies related to: Health, Graphic Design, ITEC, Construction and Manufacturing Work through the Consortium to determine the feasibility of offering a multi-age IT Certification Program in which students from high school and young adults can attain Industry Certifications and gain support and encouragement to continue their education at the Post-Secondary Level.</p>	<p>Two middle school workshops developed with over 75 students participating in one or both of the workshops</p> <p>75% of participants of the middle school workshops/high school/ABE connection self-identify they intend to attend to post-secondary and are interested in a CTE career</p> <p>Pursue grants and other funding opportunities to reach down to the Middle Grades and involve students in exploration of high-tech, high-wage, or high-demand occupations.</p> <p>Pilot a multi-age Certification program if it is supported by the Minneapolis Consortium.</p>	<p>84,774.25</p> <p>\$65,101.00</p> <p>\$10,000.00</p> <p>\$20,229.80</p>

Perkins Local Plan for 2008-09 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:

What are your plans for sustaining your new consortium?

MCTC, Minneapolis Public Schools, and the other local charter schools have chosen to form the Metro Consortium based on their historical relationships with one another, their close proximity to each other and based on the matriculation patterns of their students between one another. As result to develop a new consortium structure for FY09. From this new consortium structure we anticipate formulating the strategic vision for our FY09 plan and the next subsequent years to expand our programs of study, articulate our partnerships and develop new concurrent enrollment opportunities based on the projections for DEED, Strategic Advantage Software, and the Chamber on the high wage, high demand, high skill jobs for our region, and plan for brokering of services.

Objective(s)	Strategies	Outcomes and Measures (FY08)	<i>Projected Budget by Objective</i>
<p>1. Expand the development of consortium structure through collaboration efforts of MPS, MCTC and Minneapolis Consortium to create aligned curriculum in technical field and provide a mechanism to implement programs of study</p>	<p>Convene bi-monthly meetings of the Minneapolis Consortium to develop a roll out plan for FY09</p> <p>Offer a Summer Institute for Consortium Board with a focus on data from Strategic Advantage Software to highlight labor market information</p> <p>Continue to attend DEED and Chamber meeting forecasting future demographic and work force changes MPS CTE Leadership will work with MCTC's leadership to determine who should attend the meetings to best position joint efforts.</p> <p>Develop an action plan for program of study roll out</p> <p>Develop a marketing and recruitment plan for program of study roll out Have the Consortium provide feedback and advocacy related to the marketing of CTE Programs by website and other marketing materials.</p> <p>Collaborate with MPS to develop shared advisory committees Develop a calendar of Advisory Meetings so the CTE Director can support the joint participation of staff at the shared advisory meetings.</p> <p>It is likely that a Minneapolis Consortium retreat will be scheduled so that members can create a plan on how best to implement the goals of this Perkins Application.</p>	<p>Report on the number of meetings and action steps from Minneapolis Consortium</p> <p>Report on the number of meetings attended for DEED and the Chamber</p> <p>Action Plan, marketing plan and recruitment plan for programs of study are developed and implemented</p> <p>Report on the number of shared advisory committees as baseline data</p> <p>Marketing materials are reviewed by the interested Consortium members, their recommendations will be considered for implementation</p> <p>A Minneapolis Consortium retreat will be held, a strategic plan will be created.</p>	<p>38,056.20</p> <p>\$6,000.00</p> <p>\$10,000.00</p> <p>\$5,000.00</p> <p>\$37,835.01</p> <p>\$10,000.00</p>

<p>2. Further define the structure, role and scope of the Minneapolis Consortium</p>	<p>Collaboratively define the mission, vision, organizational/leadership structure and decision making processes of the Minneapolis Consortium to promote the advancement of CTE in the metro region</p> <p>Collaboratively define student success outcomes and determine how they will be measured and data will be shared and used to further refine the consortium's work</p> <p>Collaboratively identify duplication of current services within the consortium and create an action plan for reducing duplication of resources and services</p>	<p>Mission, vision, organizational/leadership structure and decision making processes are formalized and distributed to consortium members and other relevant stakeholders</p> <p>Data on student outcomes from the Program of Studies and other Perkins programmatic measures are shared annually with consortium member</p> <p>A report is developed which identifies duplication of services and action steps to reduce duplication of resources and efforts</p>	<p>28,530.47</p>
<p>Use of Funds: Required-5,6,7,8</p>			

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	The costs associated are attributed to meeting the goal of implementing the programs of study designed in FY08, designing new programs of study in FY09, expansion of the college readiness initiative, building collaborative practices with parents and school counselors to expand the access to programs of study and to develop the website presence on program of study through dedicating a portion of staff salaries and benefits whose responsible for these efforts and to cover the costs of non personnel to see these efforts come to fruition.	Personnel – 20,827.94 Nonpersonnel- 108,753.69	Personnel- 184,691.90 Nonpersonnel- 20,000 Workstudy- 11,000	Personnel - \$205,519.84 Nonpersonnel - 128,753.69 Workstudy – 11,000
Employer, Community and Education Partnerships	The costs of funding this goal are to cover a portion staff salaries and benefits as well as non personnel costs to expand joint advisory boards, expand internships in CTE programs and develop new articulation agreements with four year university, expansion of job placement into CTE areas, fund staff development on labor market trends and build collaboration between MPS k-12, MPS ABE and MCTC to address the issue of developmental education through the Jump Start program.	Personnel – 13,885.29 Nonpersonnel- 58,515.85	Personnel- 247,142.59 Nonpersonnel- 35,000 Workstudy- 11,000	Personnel – 261,027.88 Nonpersonnel – 93,515.85 Workstudy – 11,000
Service to Special Populations	The costs associated with funding this initiative are dedicating a portion of staff salary and benefits as well as non personnel costs to increase access and improve services to special populations through expansion of nontraditional programming, increase community outreach to target special populations through expanded testing and advising services	Personnel – 13,885.29 Nonpersonnel- 117,446.35	Personnel- 229,912.44 Nonpersonnel- 5027.71 Workstudy- 11,000	Personnel – 243,797.73 Nonpersonnel- 122,474.06 Workstudy - 11,000
Continuum of Service Provision (Brokering)	The costs associated with funding this initiative are dedicating a portion of staff salaries and benefits as well as non personnel costs to expand exposure to career pathways for all students to create a seamless transition through offering of middle school workshops, career pathway days, early assessment testing for college readiness, expansion of senior connect days and expansion of PSEO/concurrent enrollment	Personnel – 17,356.62 Nonpersonnel- 112,975.02	Personnel- 225,891.69 NonPersonnel- 15,000 Workstudy- 11,000	Personnel – 243,248.31 Nonpersonnel – 127,975.02 Workstudy – 11,000
Sustaining the New Consortium	The costs associated with goal are to cover the costs of salary and benefits for the Perkins Administrator and the external consultant/ facilitator as well as the non personnel costs associated with the new startegic advantage software and the planned Consortium retreat and meetings	Personnel – 3,471.32 Nonpersonnel- 65,333.69	Personnel- 61,586.67 NonPersonnel- 5,000.00	Personnel – 65,057.99 NonPersonnel – 70,333.69
Total All Goals		\$532,451.06	\$1,073,253.00	\$1,605,704.06

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	\$129,581.63		\$129,581.63
2	Employer, Community and Education Partnerships	\$72,371.14		\$72,371.14
3	Service to Special Populations	\$131,331.64		\$131,331.64
4	Continuum of Service Provision (Brokering)	\$130,331.64		\$130,331.64
5	Sustaining the New Consortium	\$68,835.01		\$68,835.01
Subtotals for each column		\$532,451.06		\$532,451.06
Administration not to exceed 5%				
Total Perkins Secondary Budget		\$532,451.06	\$	\$532,451.06

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	100%	\$93,031.46
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	194,122.71	21,569.19	215691.90
2	Employer, Community and Education Partnerships	263828.33	29,314.26	293142.59
3	Service to Special Populations	221346.13	24594.02	245940.15
4	Continuum of Service Provision (Brokering)	226702.52	25189.17	251891.69
5	Sustaining the New Consortium	59928.00	6658.67	66,586.67
Subtotals for each column		965927.69	107325.31	1073253.00
Administration not to exceed 5%		34359.00	3817.66	38176.66
Total Perkins Postsecondary Budget		965927.69	107325.31	1073253.00

Additional Informational Items:

1. Coordination Time for Perkins Grant		
Total Time for Coordination of Perkins (this includes coordinator salary, benefits, and coordination of contracted staff) and Corresponding Expenditure	% of Total Time	Total Budget
	20%	\$38,176
2. Perkins Grant Collaboration with WorkForce Centers for FY2009		
A. Total Perkins Funds (dollars) used in collaboration with WorkForce Centers		75,000
B. Estimate of other expenditures/in-kind contributions used in collaboration with WorkForce Centers		75,000
Perkins budget spent in collaboration with WorkForce Centers for FY2009 [A + B]		\$ 150,000

SECONDARY ONLY, DUE WITH YOUR APR: OCTOBER 2009

Secondary Perkins Equipment Record

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

Use additional sheets if necessary

Date	What was purchased	Where located (school and district)	Cost/Dollar allocation
-------------	---------------------------	---	-------------------------------

STATEMENT OF ASSURANCES & CERTIFICATIONS

1. The eligible sub-recipient shall make this application and Personnel Activity Reports (PAR) available for review and comment by all appropriate parties as outlined in the Carl D. Perkins Career and Technical Education Act of 2006.
2. None of the funds expended under this Act shall be used to purchase equipment (including computer software) in any instance in which such acquisition results in a direct financial benefit to any organization representing the interests of the purchasing entity or its employees or any affiliate of such an organization.
3. Funds made available under this Act cannot be used: (1) to require any secondary school student to choose or pursue a specific career path or major; or (2) to mandate that any individual participate in a career and technical education program, including a career and technical education program that requires the attainment of a federally funded skill level, standard, or certificate of mastery.
4. Federal career and technical education funds shall be used to supplement state and local funds for career and technical education, and in no case to supplant (replace) such state or local funds.
5. The eligible sub-recipient shall comply with all requirements imposed by the grantor agency concerning special legal requirements, program requirements, and other administrative requirements including the completion of Personnel Activity Reports.
6. The eligible sub-recipient shall comply with all regulations, policies, guidelines, and requirements included in the Education Division General Administrative Regulations (EDGAR) as they relate to the application, acceptance and use of federal funds for this project.
7. The eligible sub-recipient shall comply with the Vocational Education Guidelines for eliminating discrimination and denial of services on the basis of race, color, national origin, sex and handicap (45 CFR, Part 80) issued by the Bureau of Occupational and Adult Education, Department of Education and the Office of Civil Rights, March 21, 1979.
8. The eligible sub-recipient shall comply with requirements of the provisions of the Uniform Relocation Assistance and Real Property Acquisitions Act of 1970 (P.L. 91-646) which provides for fair and equitable treatment of persons displaced as a result of federal land federally assisted programs.
9. The eligible sub-recipient shall comply with the minimum wage and maximum hour's 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