

CARL D. PERKINS ACT of 2006
CONSORTIUM APPLICATION COVER SHEET FY2008-2009
 Minnesota West Carl Perkins Consortium

Please complete the following:

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Marshall, MN 56258
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***District #** 0991 **District Type:** 83
 (*for electronic payment purposes)

CARL PERKINS - Postsecondary
Fiscal Agency: Minnesota West Community & Technical College
Business Manager: Lori Voss, VP of Administration
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District/Agency Name/College	Secondary Type & Number
Adrian	0511-01
Balaton	0411-01
Bellingham	0371-01
Benson	0777-01
Blue Earth	2860-01
Brewster	0513-01
Canby	0891-01
Cedar Mountain	2754-01
Comfrey	0081-01
Dawson-Boyd	0378-01
Edgerton	0581-01
Ellsworth	0514-01
Fairmont	2752-01
Fulda	0505-01
Granada Huntley-East Chain	2536-01
Hendricks	0402-01
Heron Lake-Okabena	0330-01

Hills Beaver Creek	0671-01
Ivanhoe	0403-01
Jackson County Central School	2895-01
Lac Qui Parle Valley School	2853-01
Lake Benton	0404-01
Lakeview	2167-01
Luverne	2184-01
Lynd	0415-01
Marshall	0413-01
Martin County West Schools	2448-01
Milroy	0635-01
Minneota	0414-01
Minnesota River Valley Education District	6018-61
Minnesota West Community and Technical College	
Montevideo	0129-01
Mountain Lake	0173-01
Murray County Central Schools	2169-01
Ortonville	0062-01
Pipestone	2689-01
Red Rock Central	2884-01
Redwood Area	2897-01
Renville County West	2890-01
Round Lake	0516-01
RTR Schools	2902-01
Southwest/West Central Service Coop	0991-83
Springfield	0085-01
Tracy	0417-01
Truman	0458-01
Wabasso	0640-01
Westbrook-Walnut Grove	2898-01
Windom	0177-010
Worthington	0518-01
Yellow Medicine East School District	2190-01

(*Use extra rows or sheets if necessary)

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

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

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

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

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

None

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

None

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

Business Administration

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

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

Business Administration is the area where we have had the greatest amount of collaboration between secondary education instructors and college instructors. The group meets annually to review articulation agreements for the local area and for the Southern Minnesota On-line Tech Prep College Credit project. We currently have 14 courses available that high school students can earn college credit through the Southern Minnesota On-line Tech Prep web site (www.lifetimeoflearning.com). This allows students in our consortium to connect with business programs in 10 colleges in southern Minnesota.

Additionally, there has been a strong emphasis in the region on youth entrepreneurship. In April of 2008, the first Youth Entrepreneurship Academy was held. Thirty-five participants, representing student organizations, schools, colleges and agencies convened to determine ways we might collaborate together to create a culture that encourages entrepreneurial thinking and action among our youth. Some of the major organizations that will work together to build this new system are: Junior Achievement, BPA, Students in Free Enterprise, Minnesota West Carl Perkins Consortium and the Center of Rural Entrepreneurship. This project will play an important role in the Business Administration POS.

The Business Administration POS is the area that has some of the strongest curriculum and faculty relationships at all levels, has a wide array of courses available at the high school level, and is the one that can be most readily implemented. By successfully planning and implementing the Business Administration POS, it will serve as a model for future POS's in future years.

Current articulation agreements between Minnesota West Community & Technical College and Southwest Minnesota State University include:

- Child Development
- Bachelor of Applied Science
- Agriculture/Agronomy
- Accounting
- Business

Under consideration and planning for implementation within the next two years are:

- Computer Science
- Renewable Energy/Wind Energy

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

Instructors at the secondary and post-secondary level will be involved in the development of the Business Administration POS beginning in the Fall of 2008. These instructors have been involved in meetings with one another over the past 10 years. In 2007-08 business teachers

from the MRVED met two times to discuss POS and Career Pathways. Also in 2007-08 Southwest Minnesota Perkins business teachers met with Minnesota West Instructors and the MDE Business Specialist and were introduced to the concept of POS.

In the Fall of 2008 instructors at the high school, 2-year and 4-year levels will meet to review and align courses, diplomas, certificates, degrees and college majors. With the support of consortium partners a format will be developed that can be implemented in each school district. Secondary and post-secondary instructors from the consortium will also participate in the Southern Minnesota Tech Prep Partnership.

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.

Our consortium will work with a number of colleges and regional organizations in the design of our POS. We are part of the Southern Minnesota Tech Prep Partnership and host the on-line college credit request program that connects over 160 high schools to 132 local and regional college course certificates. This system allows teachers, students, administrators, and parents the ability to see college credit opportunities in a variety of discipline areas 24-hours-a-day, seven-days-a-week. Teachers, once registered for the system, can request certificates at any time. Our consortium is open to working with any 2 or 4-year colleges or Carl Perkins consortiums in Minnesota to make career and education planning and college credit opportunities more efficient.

We have indications the MCIS system is undergoing modifications and may offer high schools the opportunity to organize high school courses by POS. If this takes place, we would use this as one of our primary vehicles to deliver POS information to high school students.

Other groups that we will work closely with as we design our consortium's Business Administration POS are:

- SW Minnesota Workforce Center
- Southwest Initiative Foundation
- CTE Business Advisory Committees (with industry representation)
- Secondary and Post-secondary BPA chapters
- Junior Achievement
- Students in Free Enterprise-SMSU Chapter
- Center of Rural Entrepreneurship
- Department of Employment and Economic Development

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

NA

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

- Program of Study (POS) Implementation
 - i. Has at least one program of study been identified and ready for implementation beginning in FY10
 - ii. Did you use the POS organizational framework to determine the POS?
 - iii. Has a sequence of courses beginning at least in Grade 11 and continuing through at least the second year of college been considered?
 - iv. Has a continuum of education programming and support services to ensure smooth transitions, from secondary into postsecondary education; in and out of postsecondary education; and, between education and employment been considered?.
 - v. Have secondary teachers and postsecondary faculty within the identified POS been consulted?
 - vi. Has all relevant and necessary POS documentation been completed?
- *Additional Considerations
 - i. How will college and work readiness standards be communicated to students, parents, teachers, faculty and administrators?
 - ii. How will articulation and dual enrollment be used in implementing the POS?
 - iii. How will you improve both academic and technical skills of participants the identified POS?
 - iv. How will technical skill attainment within the identified POS be measured?
 - v. How will you address the professional development needs within the identified POS?
 - vi. How will assure that the identified POS will prepare all students for high skill, high wage, or high demand occupations and lead to self sufficiency?

Plan Narrative: The Minnesota West Consortium has taken the strategy to carefully build one Program of Study (Business Administration) before completing additional areas. We want to make sure we can create a model that will successfully impact high school students before investing too much time and resources in other areas. Once we have determined a model that will effectively serve our region we will quickly begin work on the Agriculture and Health Science Technology Programs of Study. One of our most pressing challenges will be to find or develop an electronic means of delivering the Program of Study information to students, parents, and schools in the region. We are hopeful that a revised MCIS system will provide that delivery mechanism.

Objective(s)	Strategies	Outcomes and Measures (FY08)	<i>Projected Budget by Objective</i>
COLLABORATIVE 1. Develop “Programs of Study” that align high school, 2-year college and 4-year university courses and majors, to provide a seamless progression for students seeking certificates, diplomas, or degrees.	A. Determine which consortium high schools have approved programs in business education. B. Bring high school and college faculty together in September 2008 to gather information about degrees, diplomas, certificates, and course information in the area of Business Administration. C. Have instructors complete a POS template.	1.a. Establish a regional Program of Study model, beginning in the 9 th grade and progressing through the two-and four-year college level, in the area of Business Administration by December 2008 for all consortium schools with an approved business education program. 1.b. Initiate the planning, in preparation for the 2009-10 school year, of a regional Program of	<i>Secondary</i> 6,000.00

	<ul style="list-style-type: none"> D. Explore options for sharing the Business Administration POS to high school students in an interactive electronic format. E. Provide a sample format for districts to include POS information in their high school course catalog by December 2008. F. Connect the POS to the regional www.swmncareers.org website that provides information on high wage, high skill, high demand occupations specific to our region. G. Utilize the model created for this first POS and apply it to the initiation of POS in the Health Science and Agriculture disciplines by April 2008. 	<p>Study in the areas of Health Science Technology and Agriculture and Natural Resources by April 2008.</p>	
<p>COLLABORATIVE 2. Create a culture in Southwest Minnesota that encourages entrepreneurial thinking and action among k-16 students.</p>	<ul style="list-style-type: none"> A. Members of the Youth Entrepreneurship Academy will meet by July 2008 to gather data about youth entrepreneurship activities that are occurring in the 18 county service region. B. Academy members will determine an umbrella structure that includes adults and youth that represent the organizations providing services in the area of youth entrepreneurship. C. A regional structure will be named by August 2008. D. Collaborative projects will be determined by September 2008 that will build capacity in delivering free enterprise education to the regions youth. E. Committee members will search for new funding sources to support students in exploring the establishment and implementation of student-run businesses. F. Committee members will meet at least quarterly to provide direction for the new regional structure. 	<ul style="list-style-type: none"> 2.a. By January of 2009 a regional umbrella structure/organization will be established, with a focus on youth entrepreneurship, which encourages collaboration between Business Professionals of America, Family Career and Community Leaders of America, FFA, Students in Free Enterprise, Junior Achievement, Southwest Initiative Foundation, Minnesota Inventors Congress, Private Industry Council, school districts, colleges, agencies, and private businesses. 2.b. Free enterprise education will be delivered to 5,050 students in 260 classrooms using 280 volunteers through Junior Achievement and Students in Free Enterprise curriculum during the 2008-09 school year. 2.c. New funding sources will be located to support the establishment of student-run businesses by May 2009. 2.d. Grant money will be secured through joint efforts with CORE and SW/WC Cooperative to serve students. 	<p><i>Secondary</i> 4,000.00</p>

		2.e. By 2009-10 thirty students will be served in Minnesota West Community College SIFE Chapter.	
<p>SECONDARY</p> <p>3. High school students in the Business Administration POS will demonstrate technical skill attainment through student organization participation.</p>	<p>A. Approved business programs will be supported through consortium Carl Perkins funding.</p> <p>B. Approved programs will complete an application for funds by November 2008 to make improvements to their programs.</p> <p>C. Approved programs can apply for funds for new equipment, technology, curriculum supplements (under some circumstances), and certain student organization expenses.</p> <p>D. Those approved programs that are associated with student organizations will report participation levels and competition results each year as part of the Perkins application process.</p> <p>E. Each spring our consortium will contact the State student organization director to get a summary of state competition results.</p>	<p>3.a. 100 secondary BPA teams/individuals (duplicated count) will place in the top ten of the State BPA competition in 2008-09.</p> <p>3.b. 220 secondary students will participate in consortium BPA chapters at the secondary level in 2008-09.</p>	<p><i>Secondary</i></p> <p>33,000.00</p>
<p>POST-SECONDARY</p> <p>4. Minnesota West Community & Technical College students will demonstrate technical skill attainment in all technical program areas.</p>	<p>National Skill Standards and/or established business and industry standards will be exceeded in skill testing and certification qualifications. The following will apply to Business:</p> <ul style="list-style-type: none"> • POS – NOCTI – Accounting and Business. <p>Other testing and certification includes:</p> <ul style="list-style-type: none"> • ASE – Auto Mechanics • NOCTI – Electrician • HESI – Nursing • PAS – Post Secondary Agriculture • Minnesota West Community & Technical College will establish a SIFE chapter to serve students with entrepreneurial backgrounds or interest. 	<p>4.a. 10 postsecondary BPA teams/individuals will place at the state level on skills tests and 2 at the national level.</p> <p>4.b. All Minnesota West students enrolled in accounting and administrative assistant programs will perform above the national average on the NOCTI skills tests.</p>	<p><i>Post-Secondary</i></p> <p>\$2,000</p> <p>\$5,000 travel</p> <p>\$500 Materials</p>

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

- (R1) Strengthen the academic and CTE Skills
- (R2) Link CTE at secondary and postsecondary levels
- (R4) Develop, improve, and expand use of technology
- (R6) Develop and implement evaluations of CTE programs
- (R7) Initiate, improve, expand, and modernize CTE programs
- (R8) Provide services and activities that of sufficient size and scope
- (R10) Brokering of services to students
- (R11) Students gain course credit at the next level

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

Plan Narrative: Developing relationships with regional employers is one of our top priorities. Their input is critical as we develop conferences, competitions, professional development, college and high school courses, and other events. We want to make sure the information and experiences we are providing to students is tied directly to industry expectations and standards. By bringing instructors, students and employers together we increase student and teacher awareness of our local industries and increase the likelihood that students will remain in (or one day return to) the region to live and raise their families. Our region has a long-standing tradition of working cooperatively together and we see this as one of our major strengths.

Objective(s)	Strategies	Outcomes and Measures (FY08)	Projected Budget by Objective
COLLABORATIVE 1. Consortium staff will work with business and other community partners to provide high school students the opportunity to demonstrate technical skill attainment through STEM related skill competitions.	A. An advisory committee will be established by May 2008 to brainstorm possibilities for a new format for the Technical Skills Challenge event. B. A list of possible industry partners will be developed. C. Competition and demonstration areas will be	1.a. An advisory committee will be established by May 2008 to determine a new format for the Technical Skills Challenge Competition that places more emphasis on STEM initiatives. 1.b. 150 students demonstrate technical skills at this new event structure by May 2009.	<i>Secondary</i> 25,000.00

	<p>established by August 2008.</p> <p>D. Competition guidelines and judging criteria will be established and distributed to CTE (and other STEM associated) teachers by December 2008.</p> <p>E. Industry judges will be determined by January 2009.</p> <p>F. Technical Skill competition events will be held by May 2009.</p>	<p>1.c. One new competition area will be established for the 2009 Culinary Skills Challenge by September 2008.</p> <p>1.d. 275 students from 20 high schools will demonstrate industry specific skills at consortium CTE skills competitions (Tech Skills Challenge and Culinary Skills Challenge) during the 2008-09 school year.</p> <p>1.e. 20 industry professionals will assist in establishing evaluation criteria and will judge consortium CTE skill competitions by May 2008.</p>	
<p>COLLABORATIVE</p> <p>2. Students will make education and career plans based on regional labor market data and direct contact with regional employers.</p>	<p>A. A regional advisory committee will be maintained to plan an interactive Career Expo that will serve high school juniors in Economic Regions 6W and 8.</p> <p>B. Business and industry representatives will be part of the planning for the interactive career exhibits and the delivery of the career and education planning sessions.</p> <p>C. A website will be maintained that will be used in conjunction with the Career Expo.</p> <p>D. As the Expo develops we will look for ways to align it with regional/state programs of study.</p> <p>E. A survey of students, teachers, and industry leaders will be conducted to make sure the expo and the website are meeting identified needs.</p> <p>F. Schools will purchase and implement MCIS and career assessment batteries into their career development curriculum to complete follow-up career development activities.</p>	<p>2.a. 1,700 high school sophomores will explore careers through an interactive Career Expo at the Minnesota West Community and Technical College-Worthington Campus and Southwest Minnesota State University in October 2008.</p> <p>2.b. 40 private businesses and professional industry organizations will establish interactive exhibits for the 2008 SW Minnesota Career Expo in October 2008.</p>	<p><i>Secondary</i> 10,000</p>
<p>SECONDARY</p> <p>3. Local and regional employers will support high school student career planning and experience through a</p>	<p>A. High schools CTE teachers and career education instructors will recruit local businesses to support students in job shadowing and internships.</p>	<p>3.a. 1,000 high school students will be supported by regional businesses to experience all aspects of industry through internships and job shadowing experiences during the 2008-09</p>	<p><i>Secondary</i> 5,000.00</p>

<p>variety of work-based learning experiences.</p>	<p>B. Appropriate work-based learning agreements will be in place between the school, student (and their family) and the business that is sponsoring the student.</p> <p>C. The instructor will provide appropriate follow-up and supervision of the student while they are engaged in the work-based learning experience.</p> <p>D. Business participants will provide evaluative feedback to the school/student about their participation.</p> <p>E. School districts will provide annual data, as a part of the funding application process, regarding their work-based learning program participation rates.</p>	<p>school year.</p>	
<p>SECONDARY 4. High school CTE instructors will teach technical skills based on industry standards (where available) and students will demonstrate those skills during CTE student organization competitions.</p>	<p>A. Consortium high schools will go through an application process to access consortium funds to make program improvements to their CTE programs/classes (i.e. equipment, curriculum, technology, staff development).</p> <p>B. Applications must meet criteria toward academic or technical skills attainment, program of study alignment, or preparation for high tech, high wage or high demand jobs.</p> <p>C. All applications will be approved by the regional Carl Perkins Coordinator and purchases made by the fiscal host on behalf of the school.</p> <p>D. Schools will supply data to the consortium regarding the student technical skill attainment, academic performance, and work based learning participation.</p>	<p>4.a. 1,700 students will demonstrate technical skills through participation in FFA, FCCLA, BPA, HERO, MAPP STARS or other CTE student organization events and competitions in 2008-09.</p> <p>4.b. 60 instructors of approved programs will update their curriculum to meet changes in industry expectations or industry standards by May 2009.</p> <p>4.c. 50 instructors of approved programs will update their equipment and technology to reflect the equipment and technology used in the corresponding business/industry by May 2009.</p>	<p><i>Secondary</i> 145,045.09</p>

<p><i>POST-SECONDARY</i> 5. Minnesota West will continue to build industry and business partnerships to provide students with state of the art equipment, technology and industry savvy faculty.</p>	<p>A. Shared faculty will be utilized and expanded with:</p> <ul style="list-style-type: none"> • Prairie Holdings • Smith Trucking • Novatec • Sanford Health Systems <ul style="list-style-type: none"> ○ Medical Laboratory Technician ○ Clinical Instruction ○ Radiologic Technology ○ Surgical Technology <p>B. Equipment and technology shared resources:</p> <ul style="list-style-type: none"> • Prairie Holdings - shared laboratories • Smith Trucking - shared trucks • Novatec – Training ethanol simulator • Hunt Technology – SCADA system digital acquisitions • ArtiCat – Snowmobiles • Muth Electric - Supplies 	<p>5.a. Minnesota West Community and Technical College will collaborate with 20 business and industry partners to make technology and equipment improvements for CTE Programs.</p> <p>5.b.. During the 2008-09 school year regional businesses will provide \$400,000 in equipment and supplies to supplement Minnesota West CTE Programs.</p> <p>5.c.. 12 courses will be delivered to 120 students using shared staff and facilities between business and industry and Minnesota West.</p>	
<p><i>POST-SECONDARY</i> 6. All programs offered through Minnesota West appropriate for internships and externships will provide them in arrangements with business and industry. Education and training and placement of students will be enhanced.</p>	<p>A. Uniform standards will exist for experiences. B. Courses will be credit bearing listed as externships, internships or special topics.</p>	<p>6.a. Provide internships and externships to 300 Minnesota West CTE students during the 2008-09 school year. 7.b. 30 Minnesota West CTE Programs will provide internship and externship opportunities for students.</p>	<p><i>Post-Secondary</i></p> <p>Development of uniform standards Staff 60 hrs X \$30 -= \$1800</p> <p>Consortia Coordinator \$16,000</p>
<p>Use of Funds: List the required and permissible activities addressed above. “R” for required and “P” for permissible followed by the number and name.</p> <p>(R1) Strengthen the academic and CTE Skills (R2) Link CTE at secondary and postsecondary levels (R3) Student experience in all aspects (R4) Develop, improve, and expand use of technology (R6) Develop and implement evaluations of CTE programs (R7) Initiate, improve, expand, and modernize CTE programs (R8) Provide services and activities that of sufficient size and scope (R10) Brokering of services to students</p>			

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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: Service to high school special population students is provided in cooperation with our partner, the SW Private Industry Council through the Breaking Traditions Conferences and the regional youth employment programs. Additionally, Project Discovery, a regional Career Assessment and Exploration Program provides transition services to youth with disabilities. Consortium schools are encourage to recruit special population students into their CTE programs and use Perkins funds to make purchases that accommodate their participation. At the college level, special population students receive intensive career counseling, mental health counseling (when appropriate), and remedial education through web-based services and face to face meeting with college staff. These services have proven to increase the retention and graduation rates of all students, particularly special population students.

Objective(s)	Strategies	Outcomes and Measures (FY08)	<i>Projected Budget by Objective</i>
COLLABORATIVE 1. Students will be provided information and an opportunity to experience occupational work in a variety of non-traditional careers.	A. Staff from MRVED, Minnesota West and the SW/WC Service Cooperatives will serve on the PIC Youth Council. B. The Youth Council will work with PIC staff to develop program goals including exposing students to non-traditional careers. C. The Breaking Traditions Conferences will be advertised to area schools. D. Students will learn about the opportunities in non-traditional careers and have the opportunity to perform tasks associated with those jobs.	1.a. 90 high school students will explore non-traditional careers through the Breaking Traditions Conferences held at the Minnesota West Community and Technical College campuses by April 2009. 1.b. Representatives from MRVED, Minnesota West and the SW/WC Service Cooperative will serve on the Youth Council that oversees regional youth employment programs delivered through the Private Industry Council.	<i>Secondary</i> 4,500.00

<p>COLLABORATIVE</p> <p>2. Special population students will learn critical workplace skills through youth employment programs that are directed by the SW MN Private Industry Council.</p>	<ul style="list-style-type: none"> A. Staff from MRVED, Minnesota West and the SW/WC Service Cooperatives will serve on the PIC Youth Council. B. The Youth Council will work with PIC staff to develop program goals including providing employment training and experience for high school special population students. C. Marketing materials will be provided to the schools throughout the year. D. Students will apply to participate in the program. E. Students will be selected to participate based on program criteria. F. Regional employers will be secured to hire the student. G. Follow-up will be conducted with employers and students throughout the length of employment. H. Feedback will be provided to the student regarding their experience, so they might improve their work skills and behaviors. 	<p>2.a. 140 students will be placed in jobs through regional youth employment programs in 2008-09.</p>	<p><i>PIC Funds</i></p>
<p>SECONDARY</p> <p>3. Special population students (and their IEP team) will develop transition plans based on formalized career assessments and exploration opportunities.</p>	<ul style="list-style-type: none"> A. Project Discovery will maintain its status as a State-approved Transition Disabled Program. B. Appropriately licensed staff will be maintained that meet the qualifications as a Career Accommodations Specialist. C. A fee structure will be determined for school/student participation. D. Information about the Transition-Disabled program will be sent to area schools in August of 2008. E. Teachers will refer students to participate in the program. F. Participation in the program will be listed in the students IEP. G. Project Discovery staff will administer Learning and Work Style inventories, Career Interest Tests and observe students while they are completing the work tasks. H. Benchmark and rating behavior sheets will be 	<p>3.a. 150 high school special population students will develop transition plans based on the Project Discovery Career Assessment and Exploration program experience in 2008-09.</p>	<p><i>Secondary</i> 10,500</p>

	<p>completed to assess the student's technical performance and work-related behavior during the program.</p> <p>I. Upon completion of the program a follow-up meeting will be scheduled with the student's IEP team to review the results of their career assessment and exploration experience.</p> <p>J. Assessment results will be incorporated into the student's transition plan.</p>		
<p>SECONDARY</p> <p>4. Special population students will have full access to high school CTE programs and courses.</p>	<p>A. Consortium high schools will go through an application process to access consortium funds for approved CTE programs.</p> <p>B. One acceptable use of funds, by an approved CTE program, is to purchase technology, equipment and materials that breaks down any barriers that prevent special population students from participating in CTE courses.</p> <p>C. All applications will be approved by the regional Carl Perkins Coordinator and purchases made by the fiscal host on behalf of the school.</p> <p>D. The consortium will maintain inventory of all equipment that is purchased by the schools.</p>	<p>4.a. 20 approved high school CTE programs will purchase new technology, equipment or supplies to accommodate special population students in their courses by May 2009.</p>	<p><i>Secondary</i> 15,000.00</p>

<p><i>POST-SECONDARY</i></p> <p>5. Special population students will be given a variety of options/services/course work provided by Minnesota West to successfully matriculate to graduation.</p> <p>6. Post-Secondary Equipment</p>	<p>A. Accuplacer Placement testing beginning at the junior level in high school will aid high schools in preparing students.</p> <p>B. Exposure to non-traditional studies and careers will be available for students beginning in 5th grade through “Kids College” offered at college campuses.</p> <p>C. Intensive developmental/remedial education will be available for two weeks each summer to all campuses to students entering college in the fall. Results of Accuplacer testing and referral by high school counselors will prompt 50% of the enrollment (Fast Track).</p> <p>D. Minnesota West will continue and improve its services through the Work Force Center in aiding students from high school to college to choose careers and find employment.</p> <p>E. “Access” Task Force includes agencies who work with current or potential students to be expanded to all campuses.</p> <ul style="list-style-type: none"> * Veterans Affairs * High School Counselors * Corrections * Private Industry Council * Adult Basic Ed * Work Force Centers * Vocational Rehab <p>E.1. Improve the coordination of services to students of color on the 7 Minnesota West sites/campuses.</p> <p>E.2. Raise the matriculation to graduation rate of students of color by attention to housing and socialization needs.</p> <p>F. Fully implement the Case Management Process including faculty, advisor and student planning through Learning Contracts for seriously academically at risk students. (7 campuses/sites)</p> <p>G. Incorporate Smarthinking online tutoring with face-to-face tutoring and increase online tutoring</p>	<p>5.a. 577 Students given Accuplacer at 10th year, in 2007; 600 students will be tested by 2009.</p> <p>5.b. 100 students enrolled; 50 first generation potential college students</p> <p>5.c. 75 students enrolled.</p> <p>5.d. 132 students to be given career assessments and advising on all campuses in the LARCs by Work Force Center counselors in 2008-2009.</p> <p>5.e. 8 at each campus agencies represented to identify challenges to student access.</p> <p>5.e.1. Mandatory monthly planning meetings with all minority affairs advisors, develop master plan for retention, matriculation to graduation.</p> <p>5.e.2. 44.1 graduation rate in 2006 to 66% in 2009-2010.</p> <p>5.f. 142 students involved in Learning Contracts (increased advisor time) and 62 in case management. 250 will be involved by 2009-2009 in both. (Increased advisor time necessary)</p> <p>5.g. Increase tutoring from 342 students online; 360 in 2008. Increase face-to-face</p>	<p><i>Post-Secondary</i> Tests: \$900</p> <p>\$16,000 Consortia Coordinator</p> <p>Supplies \$2,000 Staffing \$5,000</p> <p>Supplies for 3 classes x 5 campuses = \$5,000</p> <p>Tests: 132 x \$7.50 = \$990</p> <p>\$500.00</p> <p>\$300 Travel</p> <p>\$2,000</p> <p>\$5,000</p> <p>\$8,000 Smarthinking</p>
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	<p>for fully online students.</p> <p>H. Implement sophisticated software program which prompts early warning/early intervention strategies for at risk students.</p> <p>I. Continue to serve Veterans and active duty troops by regularly meeting with Veteran liaison assigned to campuses.</p> <p>J. Incorporate Mental health FAQs on Bluejay Health Website for immediate referral to counselor/agencies, thereby addressing growing mental health issues in students, particularly those who are high risk.</p> <p>K. Students who are considered non-traditional and/or special populations will have increased enrollment and matriculation to graduation.</p> <p>L. Minnesota West will host The Breaking Tradition conference on four of their campuses.</p> <p>M. Minnesota West will purchase the newest equipment for use in Cosmetology and Massage Therapy programs. The equipment, HydroMassage Spa HP200. Technically it is programming equipment which utilizes water for massages and is set by the operator for each individual's needs. Because it can be used with no elaborate plumbing it can be used therapeutically in a number of programs – allied health, cosmetology, and massage therapy. The equipment will bring a broader training base to students so they will be more competitively marketable.</p>	<p>tutoring from 75 hours a week per campus to 80.</p> <p>5.h. Staff setup and implementation of software & servers fall, 2008.</p> <p>5.i. CEO's initiate communication for collaborate planning.</p> <p>5.j. Minnesota West enhancement fall 2008 implementation; 500 students will access sites.</p> <p>5.k. increase matriculation to graduation in 3-4 years from 62.2% (2006) to 66.0% (2010).</p>	<p>\$8,000 face-to-face</p> <p>Staff 30 hrs x \$30 = \$900</p> <p>\$9000 RightNow Ask Jay(online help)</p> <p>Special population support services \$199,119.44</p> <p>\$2,000.00</p> <p>\$20,650</p>
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Use of Funds: List the required and permissible activities addressed above. “R” for required and “P” for permissible followed by the number and name.

(R1) Strengthen the academic and CTE Skills
(R2) Link CTE at secondary and postsecondary levels
(R3) Student experience in all aspects
(R4) Develop, improve, and expand use of technology
(R6) Develop and implement evaluations of CTE programs

- (R7) Initiate, improve, expand, and modernize CTE programs
- (R8) Provide services and activities that of sufficient size and scope
- (R9) Provide activities to prepare Special Population Students
- (R10) Brokering of services to students

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

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

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

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

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

See next page for Goal 4.

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

Plan Narrative: The Minnesota West Perkins consortium designed and now maintains the “Southern Minnesota On-Line Tech Prep College Credit website. Minnesota West Community and Technical College is considered the primary and first choice provider of on line credits. The site provides teachers opportunities to request college credit certificates for high school students that can be redeemed at 10 colleges in Minnesota. Over 3,000 certificates will be requested from participating high schools/consortiums each year. High schools in our consortium graduate students (CTE and other) at some of the highest rates in Minnesota. Those same schools produce students that perform above the state average on a variety of high stakes tests. To further enable students to make a smooth transition to college, we provide opportunities to take the Accuplacer assessments during their junior year, and then work with the school districts to provide remedial services to students that are not performing at the college level. The consortium and college website and partnership sites provide accurate information on career development opportunities and job updates (high wage, high skill, high demand) for students and adults throughout the region.

Objective(s)	Strategies	Outcomes and Measures (FY08)	<i>Projected Budget by Objective</i>
<p>COLLABORATIVE</p> <p>1. High school students will have access to a seamless system of coursework through articulation agreements between secondary and post-secondary schools.</p>	<p>A. Meet annually with secondary and post-secondary instructors to review course guidelines and share curriculum to make sure that earning a certificate is based on technical skill attainment for the corresponding industry.</p> <p>B. Participate in Southern Minnesota Tech Prep Consortium articulation meetings.</p> <p>C. Distribute Tech Prep College Credit Certificates to secondary instructors upon learners meeting competencies.</p> <p>D. Maintain an on-line articulation system that allows teachers, students, families to see articulation possibilities; and teachers could request articulation certificates on-line.</p> <p>E. Our partnership will meet with industry representatives to develop a program of study in the area of Business Administration and</p>	<p>1.a. 18 consortium schools will request tech prep college credit certificates.</p> <p>1.b. 220 tech prep college credit certificates will be issued to career and tech students and concentrators.</p> <p>1.c. 45 tech prep college credit certificates will be available for issue to consortium schools.</p> <p>1.d. 1 articulation agreement will be reviewed and updated with Southwest Minnesota State University for students that complete the ProStart (National Restaurant Association) program.</p>	<p><i>Secondary</i> 6,000.00</p>

	consider several identified areas: Health Science Technology and Agriculture.		
<p>COLLABORATIVE</p> <p>2. Consortium partners, secondary and college teachers and administrators will access to up-to-date information about the consortium's Carl Perkins projects.</p>	<p>A. In July 2008 the current website will be reviewed.</p> <p>B. Changes to the website will be determined to more closely reflect the current Carl Perkins legislation.</p> <p>C. By August 2008 the new secondary Perkins application will be posted on the website, along with FAQ's and instructions for processing invoices.</p> <p>D. Secondary program approval information will be updated by September 2008.</p> <p>E. Any changes to Table C of the program approval codes will be updated on an ongoing basis.</p>	<p>2.a. A consortium website will be updated by August 2008 that will provide teachers and administrators with information about consortium events and activities, program approval updates, access to Tech Prep College Credit information, and necessary data collection requirements.</p>	<p><i>Secondary</i> 5,000.00</p>
<p>COLLABORATIVE</p> <p>3. High school students in consortium schools will be academically prepared for college and the workplace.</p>	<p>A. 500 high school Juniors in 10 districts will take the Accuplacer assessments in Reading, English, and College Level Math by April 2009.</p> <p>B. Practice tests and review materials will be made available to teachers and students.</p> <p>C. Confidential results will be provided to students and school districts at a follow-up meeting with post-secondary math and language arts professors.</p> <p>D. Districts will use Accuplacer results to make curriculum/ delivery improvements to improve student achievement.</p> <p>E. Forty students will be part of the "Fast Track" program (designed by Minnesota West Community and Technical College) for high school seniors that will retest using the Accuplacer. (Summer 2009)</p>	<p>3.a. 300 students (60% of participating high school juniors from 10 schools) will place into college level reading.</p> <p>3.b. 250 students (50% of participating high school juniors from 10 schools) will place into college level English.</p> <p>3.c. 20 students (4% of participating high school juniors from 10 schools) will place into college level math.</p> <p>3.d. 30 of 40 (75%) of high school senior Fast Track Participants will improve their college course placement by at least 1 level after a re-take of the Accuplacer test.</p>	<p><i>Secondary</i> 4,000.00</p>

	F. Applied academics curriculum materials may be purchased to improve college readiness.		
<p>COLLABORATIVE</p> <p>4. High school and college students will have access to up-to-date career information that reflects high wage, high skill, high demand jobs for the region.</p>	<p>A. Secondary and college perkins contacts from the consortium will work with the Southwest Minnesota Workforce Investment Board (the Education Sub-committee) and the regional Labor Market Analyst to review the content of the www.swmncareers.org website.</p> <p>B. Updates will be made at least annually.</p> <p>C. Information will be made available to guidance counselors, career course instructors, parents and students.</p> <p>D. Employment and career data from the site will also be used as the base of information for the 2008 Career Expo Game Show.</p> <p>E. Links will also be made to all consortium developed Programs of Study.</p>	<ul style="list-style-type: none"> The Minnesota West Carl Perkins consortium will work with the Southwest Minnesota Workforce Investment Board to conduct annual updates of regional information about high wage, high skill, high demand jobs on the www.swmncareers website by September 2008. 	<p><i>Secondary</i> 3,000.00</p>
<p>COLLABORATIVE</p> <p>5. High school students and their families will receive effective career counseling/information to make career and education plans.</p>	<p>A. Secondary and college consortium staff will meet with high school teachers, administrators, parents and students, and other regional partners to brainstorm various methods of reaching out to parents and students with career counseling and career information by October 2008.</p> <p>B. Data will be collected in October 2008 from high school juniors during the Southwest Minnesota Career Expo to determine their current level of satisfaction with their career counseling experience. This same instrument will be used each year to determine if improvements are being made in the process.</p> <p>C. A model will be developed that can be implemented with one pilot school, with plans to expand the program in 2009-10.</p>	<p>5.a. Develop and pilot a career-counseling model that provides assistance to students (and their parents) as they make career development plans by April 2009.</p>	<p><i>Secondary</i> 8,000.00</p>

	<p>D. A pilot school will be selected and the program will begin implementation by January 2009.</p> <p>E. Staff development will be provided to school district counselors, administrators and/or career course instructors.</p> <p>F. Students and parents will be surveyed/interviewed to get their feedback on the new model.</p>		
<p>SECONDARY</p> <p>6. High school CTE instructors will keep paces with industry changes and new technology through approved professional development activities.</p>	<p>A. Consortium high schools will go through an application process to access consortium funds for approved CTE programs.</p> <p>B. One acceptable use of funds, by an approved CTE program, is for staff to participate in professional development that lead to program improvement, increased student achievement, or alignment with industry standards.</p> <p>C. All applications will be reviewed and approved by the regional Carl Perkins Coordinator.</p> <p>D. CTE instructors will be asked to share what they have learned through the professional development experience with other consortium CTE instructors.</p>	<p>6.a. 50 high school CTE teachers of approved programs will participate in staff development events that lead to program improvement and student achievement by May 2009.</p>	<p><i>Secondary</i> \$17,000.00</p>
<p>SECONDARY</p> <p>7. Communicate college and work readiness standards to teachers, improve academic and technical skills of students in CTE programs, and prepare students for high wage, high skill, or high demand occupations.</p>	<p>A. Each year two facilitated meetings will be held with Minnesota River Valley Education district CTE staff.</p> <p>B. Disciplines that will meet include:</p> <p>C. FACS, Industrial Technology, Business and Ag.</p> <p>D. Instructors will share curriculum information with one another and make necessary updates to their curriculum maps.</p>	<p>7.a. 80% (26 of 32) Minnesota River Valley Education District staff will update their curriculum maps to reflect and understanding of college and work readiness standards, alignment of academic and CTE programs, and the skills needed to prepare students for future careers by May 2009.</p>	<p><i>Secondary</i> 5,500.00</p>

<p><i>POST-SECONDARY</i></p> <p>8. Minnesota West will engage and aid the student's transition from high school (or before) to college. Minnesota West will increase the minority students graduation rate and sustain or better all special population graduation rates.</p>	<p>A. The college will add a second course in developmental reading to serve lower functioning readers.</p> <p>B. The college will continue to increase student enrollment in developmental courses on ground and online</p>	<p>8.a. 320 new entering students enrolled in developmental classes out of 778 needing one or more. By 2008-2009 350 students will enroll.</p> <p>8.b. Student enrollment from 45 to 80 in online development courses.</p>	
<p>Use of Funds: List the required and permissible activities addressed above. “R” for required and “P” for permissible followed by the number and name.</p> <p>(R1) Strengthen the academic and CTE Skills</p> <p>(R2) Link CTE at secondary and postsecondary levels</p> <p>(R3) Student experience in all aspects</p> <p>(R4) Develop, improve, and expand use of technology</p> <p>(R5) Support of education programs for teachers of CTE</p> <p>(R6) Develop and implement evaluations of CTE programs</p> <p>(R7) Initiate, improve, expand, and modernize CTE programs</p> <p>(R8) Provide services and activities that of sufficient size and scope</p> <p>(R10) Brokering of services to students</p> <p>(R11) Students gain course credit at the next level</p>			

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

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

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

- Building Collaboration among Partners
 - i. How will (a) geography (b) partnership history and relationships (c) matriculation patterns of students and (d) programs of study meet the collaborative goals that have been set for the consortium?
 - ii. How will you plan for a jointly developed collaborative structure along with shared responsibility for student success?
 - iii. How will you assure that all partners will collaborate and be accountable for achieving your stated mutual goals (sharing resources and rewards, etc.)?
- Operating the Consortium
 - i. How will you assure that all partners will collaborate in, contribute towards, and be accountable for, achieving student success?
 - ii. How will continuum of service provision (CSP) be put in practice to achieve program success within the consortium?
- Sustaining the Consortium
 - i. How will you promote the vision for career and technical education within your region?
 - ii. How will you support and foster relationships among consortium members?
 - iii. What leadership structure will exist for meeting the goals of your new consortium?
 - iv. What practices or processes will you use to build and implement programs of study, identify and measure technical skill attainment, and address accountability?
 - v. What fiscal/administrative rules are needed for the operation of your new consortium?
- What best practice collaboration activities will you continue/carry over from Perkins III?
- How will you assure CTE students of smooth transitions between pathways within career clusters?
- What role will your consortium play in ensuring that students will be able to continue a program of study that was started within your consortium but for which no postsecondary program exists within your current/proposed consortium?
- What common collaborative goals will you and your partners develop for FY09?
- How will you plan for a jointly developed collaborative structure along with shared responsibility for student success?
- How will you assure that all partners will collaborate and be accountable for achieving your stated mutual goals (sharing resources and rewards, etc.)?

See next page for Goal 5.

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

Plan Narrative: The partners in the Minnesota West Carl Perkins consortium have established relationships and a history of successful joint projects. An executive committee will be established that will solicit feedback from school district staff and advisory committees. Members of the executive committee will also play an active role in advisory committees on the district, college, and regional level. Consortium information and vision will be shared frequently with partners, school staff, elected officials and state Perkins directors. A formal evaluation system will be developed during the 2008-09 school year to evaluate the effectiveness of consortium services. Evaluation results will be used to make modifications in subsequent years.

Objective(s)	Strategies	Outcomes and Measures (FY08)	Projected Budget by Objective
<p>COLLABORATIVE 1. The Minnesota West Carl Perkins consortium will develop its annual plan using feedback from its partners and various advisory committees.</p>	<p>A. The Minnesota West Carl Perkins consortium executive committee will meet quarterly to review goals, objectives, strategies and outcomes to determine progress or needs for adaptation of the plan. B. Advisory committees for key projects will be established (some will be formed before FY 09). C. Each advisory committee will have business/industry representation. D. Those advisory committees will meet periodically throughout the year. E. Executive committee staff will be represented on each advisory committee. F. Advisory committee feedback will be collected throughout the year and be used for the following year's Perkins plan.</p>	<p>1.a. An executive committee will be established that will provide direction for the Minnesota West Carl Perkins Consortium by July 2008. 1.b. Advisory Committees will be established to represent various projects and disciplines within the consortium by September 2008. At minimum these advisory committees will be developed:</p> <ul style="list-style-type: none"> • Culinary • Technical Skills • Programs of Study (by discipline) • Center of Rural Entrepreneurship • Youth Council (already exists) • Project Discovery • Career Expo (already exists) 	<p>Secondary 6,000.00</p>
<p>COLLABORATIVE 2. Consortium plans, activities, staff development opportunities and other news will be shared with school district staff, college faculty, administrators, and critical partners.</p>	<p>A. By August 2008 the executive committee will establish a communications plan for the consortium. B. The staff person that is hired jointly by secondary and college partners will be responsible for implementation of the communications plan.</p>	<p>2.a. A newsletter sharing consortium information and upcoming events will be written at least quarterly and distributed to all consortium CTE instructors, administrators, partners and elected officials via email. 2.b. A website will be maintained that provides</p>	<p>Secondary 4,000.00</p>

	<p>C. While advisory committees and consortium partners will have considerable responsibility, it is the primary duty of the secondary-college liaison to make sure that information is communicated, events are planned appropriately, the website is updated, newsletters are written, and meeting schedules are maintained.</p> <p>D. Performance of the consortium and of staff will be based, in part, on the timeliness and completeness of information sharing with consortium members.</p>	<p>access to Carl Perkins data, event information, local applications, FAQ's, and Tech Prep College Credits.</p> <p>2.c. Consortium staff will plan and attend planning meetings between secondary and college faculty based on discipline area, at least one time per year.</p>	
<p>COLLABORATIVE</p> <p>3. College and secondary CTE consortium members will receive services that meet their needs.</p>	<p>A. By February 2009, a draft of an evaluation instrument will be developed by the executive committee, to measure the effectiveness of consortium services.</p> <p>B. The draft will be finalized by March 2009.</p> <p>C. The instrument will be sent to consortium members in April 2009.</p> <p>D. Evaluation data will be analyzed to determine which initiatives and services have been successful and where there are gaps in service.</p> <p>E. The need for service change will be addressed and incorporated into the FY10 consortium plan.</p>	<p>3.a. An evaluation of Minnesota West Carl Perkins consortium services will be developed by March 2009 and completed by consortium instructors and administrators by April 2009.</p>	<p>Secondary 4,000.00</p>
<p>Use of Funds: List the required and permissible activities addressed above. "R" for required and "P" for permissible followed by the number and name.</p> <p>(R2) Link CTE at secondary and postsecondary levels</p> <p>(R6) Develop and implement evaluations of CTE programs</p> <p>(R7) Initiate, improve, expand, and modernize CTE programs</p> <p>(R8) Provide services and activities that of sufficient size and scope</p> <p>(R10) Brokering of services to students</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	<p><u>Secondary</u></p> <ul style="list-style-type: none"> • Travel for POS and Entrepreneurship meetings estimated at \$2,000 (based on 48.5/mile) • Contract coordination of POS development at \$6,000.00 • Support staff for application processing, entering entrepreneurship and other consortium data at: \$5,400.00 • Printing for consortium and district POS information estimated at \$500 (based on .05/copy) • Substitute Fees POS training/meetings at approx 3,500 (based on \$100 sub fee rates) • Postage and telephone communications estimated at \$400 • Instructional supplies for courses in Business Administration POS estimated at \$13,800 • Curriculum supplements for courses in Business Administration POS estimated at \$11,400 <p><u>Post-Secondary</u></p> <ul style="list-style-type: none"> • Implementation of the first POS will occur in cooperation with SW/MRVED and articulation agreements with four year colleges. • Materials and supplies needed to develop an entrepreneurial chapter (SIEE) for students and Minnesota West. \$500.00 • Expenses and travel for BPA students to attend national level skill testing/competition in their fields. \$7,000.00 	\$43,000	\$7,500	\$50,500.00
Employer, Community and Education Partnerships	<p><u>Secondary</u></p> <ul style="list-style-type: none"> • Travel for student organization chapter state and national competitions estimated at \$15,000.00 • Printing for career expo materials and technical skills events at \$3,000.00 (based on .05/copy) 			

	<ul style="list-style-type: none"> • Contract coordination for skill challenge competitions and working with CTE teachers to improve programs at \$6,800.00 • Support staff for application processing, entering consortium data at \$5,400.00 • Contract fee for Career Expo coordination at \$4,000.00 • Presenter contracts for technical skills events at \$1,000.00 • Postage and telephone communications estimated at \$400.00 • Technical skill event instructional materials estimated at \$1,000.00 • Advisory meeting costs at \$3,000.00 • MCIS and supplements for career development in consortium schools at \$35,000.00 • Staff Development (registration, travel) for CTE instructors at 10,000.00 • Curriculum supplements for CTE programs to meet industry standards/expectations at \$28,000.00 • Instructional Supplies for CTE programs to teach technical skills at \$36,000.00 • Equipment for CTE programs to keep pace with industry standards, teach technical skills and prepare students for student organization competitions at \$36,445.09 <p><u>Post-Secondary</u></p> <ul style="list-style-type: none"> • Shared salary expenses for consortia coordinators to work on Career Expo, and website development. \$16,000.00 • Internship uniform standards to be developed by MnWest staff member 60 hrs X \$30=\$1,800.00. 	\$185,045.09	\$17,800.00	\$202,845.09
Service to Special Populations	<p><u>Secondary</u></p> <ul style="list-style-type: none"> • ravel for advisory meetings and staff meetings with school district personnel at 1,000.00 (at 48.5/mile) • Printing of project information at 1,000.00 (at .05/copy) • Contract coordination with partners for non-traditional career event planning at \$3,000.00 • Support staff for Project Discovery registration and application processing at \$2,400.00 • Instruction supplies for Project Discovery 			

	<p>career modules at \$7,200.00</p> <ul style="list-style-type: none"> • Equipment for accommodation of special population students in CTE courses at \$5,000.00 • Instructional supplies for accommodation of special population students in CTE courses at \$10,000.00 • Postage and communication estimated at \$400.00 <p><u>Post Secondary</u></p> <ul style="list-style-type: none"> • Expenses related to hosting Breaking Traditions Conferences at MnWest campus. \$2,000.00 • Shared salary for consortia coordinator as conduit to local high schools. \$16,000.00 • Accuplacer testing materials for high school students to plan college transition course needs \$900.00 • Supplies for Kids College. \$2,000 • Staffing for Kids College. \$5,000.00 • Fast Track Remedial Summer Program supplies, expenses, feed, materials \$5,000. • Work Force Center Career Tests for underprepared, underrepresented students. \$990.00 • Mileage, materials for “Access” Task Force bi-yearly meetings at 5 campuses. \$500.00 • Emphasis (travel & Materials) on diversity student program plans on 7 sites/campuses. \$300.00 • Coordinating community housing for students of color salary \$2,000.00. • Adding advising hours for case management for at risk students. \$5,000.00. • Online tutoring for underprepared students – Smarthinking \$8,000.00. • Face to Face tutoring. \$8,000.00 • Online FAQ advising for all students, particularly those who are unfamiliar with college. \$9,000.00. • Salary for staff to technically assist in set up of early intervention prompting 30 hrs x \$30 = \$900.00. • Tutoring, advising, service to students with disabilities, student of color campus assistants, 	<p>\$30,000.00</p>	<p>\$285,359.44</p>	<p>\$315,359.44</p>
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	<p>case management and learning contract advisors for at risk students and displaced homemakers salaries. \$199,119.44.</p> <ul style="list-style-type: none"> Hydro Massage HP 200 technical equipment \$20,650.00. 			
Continuum of Service Provision (Brokering)	<p>Secondary</p> <ul style="list-style-type: none"> Travel for staff development at \$5,000.00 (mileage rates at .485/mile) Sub Fees for CTE instructor staff development at \$14,000.00 (based on \$100 sub fee rates) Contract coordination for staff development activities, Tech Prep College Credit website, College Readiness project at \$6,400.00 Support staff for processing certificate requests and updating website information \$5,400.00 Printing for College Credit certificates at \$500.00 Postage and communications estimated at \$400.00 Software development costs for Consortium website and Tech Prep College Credit website at \$6,000.00 Piloting new career development costs (contract fees, mileage, curriculum, printing) at \$10,800.00 	\$48,500.00		\$48,500.00
Sustaining the New Consortium	<p>Secondary</p> <ul style="list-style-type: none"> Contract coordination for strategic development overseeing advisory committees, website review, and writing newsletters at \$5,500.00 Support staff for newsletter distribution, tabulating consortium survey, staff development surveys, updating consortium website information, communicating with consortium partners at \$4,400.00 Rent for project staff facility space and career exploration lab at \$3,000.00 Travel for advisory committee meetings at \$500.00 (based on .485/mile) Printing Postage and communications at \$600.00 	\$14,000.00		\$14,000.00
Total All Goals		\$320,545.09	\$310,659.44	\$631,204.53

List any other relevant information not specified above here:

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	43,000.00		43,000.00
2	Employer, Community and Education Partnerships	185,045.09		185,045.09
3	Service to Special Populations	30,000.00		30,000.00
4	Continuum of Service Provision (Brokering)	48,500.00		48,500.00
5	Sustaining the New Consortium	14,000.00		14,000.00
Subtotals for each column		320,545.09		320,545.09
Administration not to exceed 5%		16,870.00		16,870.00
Total Perkins Secondary Budget		\$337,415.09	\$	\$337,415.09

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		9%	\$32,000.00
2. Perkins Grant Collaboration with WorkForce Centers for FY2009			
A. Total Perkins Funds (dollars) used in collaboration with WorkForce Centers			20,000.00
B. Estimate of other expenditures/in-kind contributions used in collaboration with WorkForce Centers			20,000.00
Perkins budget spent in collaboration with WorkForce Centers for FY2009 [A + B]			\$40,000.00

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	\$7,500		7,500.00
2	Employer, Community and Education Partnerships	\$17,800		\$17,800
3	Service to Special Populations	\$285,359.44		\$285,359.44
4	Continuum of Service Provision (Brokering)			
5	Sustaining the New Consortium			
Subtotals for each column				
Administration not to exceed 5%				
Total Perkins Postsecondary Budget		\$310,659.44		\$310,659.44

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		%	\$
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 – College budget			\$45,000
Perkins budget spent in collaboration with WorkForce Centers for FY2009 [A + B]			\$45,000

STATEMENT OF ASSURANCES & CERTIFICATIONS

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

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

ALL STATEMENT OF ASSURANCES AND CERTIFICATIONS MUST BE SIGNED:

Applicant District or Consortium Minnesota West

Ronald G. Wood
Postsecondary Signature - College President

4-29-08
Date

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

Date

