

APPROVED 7-30-08
CARL D. PERKINS ACT of 2006
CONSORTIUM APPLICATION COVER SHEET FY2008-2009
 Northwest/North Country

Please complete the following:

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District/Agency Name/College	Secondary Type & Number
Northwest Technical College	
Bemidji Area Schools	01-0031
Blackduck Public Schools	01-0032
Kelliher Public Schools	01-0036
Red Lake Public Schools	01-0038
Walker/Akeley/Hackensack Public Schools	01-0113
Cass Lake/Bena Public Schools	01-0115
Laporte Public Schools	01-0306
Nevis Public Schools	01-0308
Park Rapids Public School	01-0309
South Koochiching Public Schools	01-0363
Trek North High School	07-4106
Bug-O-Na-Ge-Shig Schools	34-1115
Lake of the Woods	01-0390

(*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.

The Business Program of Study will be completely designed during FY09. Two other programs of study, health and manufacturing engineering, will begin development.

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

The sequence of courses will begin in grade 11 and from there learners may transition to employment or a program at Northwest Technical College. The Programs of Study will also provide transition options to Bemidji State University and other 4-year colleges with whom Northwest Technical College has articulation agreements.

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

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

Programs of study were selected based on the needs of the member schools, the educational and career opportunities of the region, and the history of articulation and cooperation of the consortium members. Of high importance was the need to increase access to high skill, high wage, high demand careers for learners.

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

Secondary teachers and post-secondary faculty of the consortium have a long history of working together in discipline groups to develop tech prep courses and articulation agreements. Most of the relationships have been in place for more than ten years. These relationships form a strong foundation for designing the programs of study. The consortium is beginning to design the first program of study and teachers and faculty will be significantly involved in all steps of the process.

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.

Brokering of services will be considered in the design of the programs of study. Many of the programs in the proposed programs of study have articulation agreements for four-year degrees with Bemidji State University, providing learners with opportunities to continue their education seamlessly. A key focus of the Perkins 2009 Plan is providing support and transition for learners that provide access to all of the programs and services of the College. Consortium members have good working relationships with high schools and colleges in other consortia and have begun to develop processes to broker services. North Country Vocational Cooperative Center will develop a process for brokering with other colleges.

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

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

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

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

Plan Narrative: The Northwest/North Country Consortium used the POS organizational framework to identify three Programs of Study in business, health, and manufacturing/engineering. The Business Program of Study will be the first one to be ready for implementation in FY10 with a sequence of courses beginning in grade 11 continuing through the second year of college and on to a university through established articulation agreements. The consortium views the development of programs of study as an opportunity to develop a consistent system among all members of the consortium, to coordinate efforts to provide career guidance and education, and to offer optimal opportunities for transition and subsequent college success for learners in the consortium. The relationships established through the many years of secondary and post-secondary faculty working cooperatively to develop Tech Prep Advanced Standing agreements will form a strong foundation for consultation with faculty to build the POS.

Program of Study opportunities and college and work readiness standards will be communicated to learners, parents, teachers, faculty and administrators by creating new informational pieces as well as revising current informational pieces. A network of counselors, teachers and advisors will provide the primary information delivery. Tech Prep advanced standing and dual enrollment options will be key components of the POS through the updating of existing Tech Prep advanced standing agreements and expansion of dual enrollment options. Through the development of a Career Academy, Northwest Technical College will offer multiple options for dual enrollment. The consortium will address how best to measure technical skill attainment.

Professional development needs of all members of the consortium will be assessed and met through cooperative delivery that includes work force representation. Resources such as MCIS, isseek.org, DEED, O*NET, and local Work Force data are used to assure that the POS prepares learners for high skill, high wage, high demand occupations.

Academic and technical skill attainment will be improved by increased efforts in assessment. Northwest Technical College is increasing its focus on assessment and plans to implement activities that move the college from a compliance orientation to a commitment orientation, involving the college community in taking responsibility for assessment. The College was one of the first Minnesota colleges to adopt the AQIP model of continuous improvement for accreditation, and in April 2008 was awarded the Vanguard College designation. The quality improvement orientation permeates college processes.

Objective(s)	Strategies	Outcomes and Measures (FY09)	<i>Projected Budget by Objective</i>
1. Develop Programs of Study using the POS organizational framework.	<p>1.Consultant/staff identifies process to build Business Program of Study and begin building Programs of Study in health and manufacturing</p> <p>2.Consultant/staff identifies a sequence of courses in grades 11-14 for Business Program of Study in all member schools by providing working sessions for consortium faculty to review secondary and college syllabi, determine course sequences, update articulation agreements and Tech Prep college credit offerings.</p> <p>3.Consultant/staff develops communication and marketing strategies and materials for Programs of Study</p> <p>a.Program of Study information will be available through individual counseling sessions</p> <p>b. Update student handbooks, course registration career pathway guides, etc.</p> <p>c. Provide POS information during parent conferences, and pre-registration sessions</p> <p>d. Provide counseling and guidance sessions for learners, parents, staff, and administration regarding POS</p>	<p>1. Business Program of Study established, communicated to 100% of member schools and ready for implementation in FY10.</p> <p>2.Ten high school and two college faculty work together to develop business POS with aligned sequence of courses identified in grades 11-14. 100% of advanced standing agreements updated.</p> <p>3.100% of consortium schools communicate POS opportunities to learners and parents. 100% of consortium principals, school counselors, and career advisors receive POS materials which will be used as career planning tools. Five member high schools develop a model registration process that defines a sequence of courses in the business POS.</p>	<p>PS-22,200</p> <p>S-3,500</p>

<p>(Continued)</p> <p>1. Develop Programs of Study using the POS organizational framework.</p>	<p>4. Develop process to broker services with other colleges that offer additional business Programs of Study</p> <p>5. Provide professional development to lead staff.</p> <p>6. Coordinator/staff will oversee strategies/activities to assure accomplishment</p>	<p>4. North Country has developed and documented process for brokering of services with other colleges.</p> <p>5.1 Perkins coordinator and 1 Academic Associate obtain Career Pathways Leadership certificate at National Careers Pathways Network 2008 Annual Conference</p> <p>6. APR for FY09 shows that coordinator/staff have addressed all strategies.</p>	
<p>2. Faculty enhance and align curriculum, incorporating current industry practices</p>	<p>1. Consultant/staff provides professional development activities to consortium faculty</p> <p>2. Upgrade software in member schools to Office Suite 2007</p> <p>3. Coordinator/staff will oversee strategies/activities to assure accomplishment</p>	<p>1. Two professional development activities attended by 20 faculty will be provided for secondary, post-secondary, and business partners.</p> <p>2. 100% of consortium secondary schools who offer business courses provided funds to purchase software.</p> <p>3. APR for FY09 shows that coordinator/staff have addressed all strategies.</p>	<p>PS-300</p> <p>S-42,546.82</p>
<p>3. Increase opportunities and services to help learners make decisions regarding career pathways, career choice, and programs of study</p>	<p>1. Provide site licenses for MCIS</p> <p>2. Fund learner career assessment</p> <p>3. Develop career planning materials</p> <p>4. Coordinator/staff will oversee strategies/activities to assure accomplishment</p>	<p>1-3. 100% of high school principals, school counselors, and career advisors provided with materials on POS which will be used as career planning tools.</p> <p>4. APR for FY09 shows that coordinator/staff have addressed all strategies.</p>	<p>S-11,700</p>
<p>4. Increase opportunities for learners to use various forms of technology in career technical programs.</p>	<p>1. Establish joint program advisory committees with secondary and post-secondary faculty to determine needed upgrades in equipment and technology.</p>	<p>1. Meeting minutes document that upgrades in equipment and technology determined.</p>	<p>PS-200</p> <p>S-44,972.02</p>

<p>(Continued)</p> <p>4. Increase opportunities for learners to use various forms of technology in career technical programs.</p>	<p>2.Enhance various technologies in CTE courses</p> <p>3. Coordinator/staff will oversee strategies/activities to assure accomplishment</p>	<p>2.100% of consortium high schools provided Perkins funds to upgrade and expand various technologies</p> <p>3.APR for FY09 shows that coordinator/staff have addressed all strategies</p>	
<p>5. Support career guidance / counseling programs in member schools and provide training on all elements of Programs of Study</p>	<p>1.High School Counselors and Career Advisors will assist high school learners with career planning activities that help learners choose courses sequenced in a Program of Study</p> <p>2.Conduct a fall and spring meeting with counselors, career advisors, college faculty, and support service staff to provide awareness and training on implementation of Programs of Study</p> <p>3. Coordinator/staff will oversee strategies/activities to assure accomplishment</p>	<p>1.100% of member schools provide Guidance / Counseling services for CTE students</p> <p>2.25 staff attend joint meetings / training sessions on development and implementation of Programs of Study</p> <p>3. APR for FY09 shows that coordinator/staff have addressed all strategies.</p>	<p>PS-200</p> <p>S-Other Funding</p>
<p>6. Offer professional development opportunities to various stakeholders on Perkins IV requirements.</p>	<p>1.Consortium provides professional development opportunities on various aspects of Perkins IV requirements including:</p> <p>a) Programs of Study</p> <p>b) Services to special populations</p> <p>c) Continuum of Services for student transitions</p> <p>d) Sustaining new Consortium structure</p> <p>2. Coordinator/staff will oversee strategies/activities to assure accomplishment</p>	<p>1.50 Administrators, CTE Instructors, High School Counselors, Special Needs staff, and Advisory Committee members provided professional development opportunities on Perkins IV activities</p> <p>2. APR for FY09 shows that coordinator/staff have addressed all strategies.</p>	<p>S-1,000</p>
<p>7. Implement AQIP Action Project: “Using eFolios to Promote and Document Learning and More.”</p>	<p>1. Implement process and structure for NTC learners to create electronic portfolios that include documented evidence of skill attainment in technical and general skills. Process development will be ongoing to include the utilization of advisory committees or other industry members as third-party evaluators.</p>	<p>1.Five college CTE programs implement NTC eFolio template.</p>	<p>PS-12,000</p>

<p>(Continued)</p> <p>7. Implement AQIP Action Project: “Using eFolios to Promote and Document Learning and More.”</p>	<p>2.As part of this project, explore the potential for implementing eFolios among high school learners so that they can carry forward to NTC and to careers. This would provide a means for high school learners to document skill achievement.</p> <p>3. Coordinator/staff will oversee strategies/activities to assure accomplishment</p>	<p>2.5 HS counselors provide input regarding implementation of e-folios at secondary level</p> <p>3. APR for FY09 shows that coordinator/staff have addressed all strategies.</p>	
<p>8.Implement assessment process to measure attainment of academic and technical skills</p>	<p>1.Develop NTC eFolio template and process to assess attainment of general and technical learning outcomes</p> <p>2.Develop a process to utilize third-party evaluations of learner e-folios.</p> <p>3.Coordinate and support academic assessment process, including faculty development.</p> <p>4. Coordinator/staff will oversee strategies/activities to assure accomplishment</p>	<p>1. Pilot eFolio template and process in 5 college CTE programs.</p> <p>2.Third-party evaluation process developed.</p> <p>3.100% of college CTE programs implement program assessment plan, analyze results, and identify improvements.</p> <p>4. APR for FY09 shows that coordinator/staff have addressed all strategies.</p>	<p>PS-19,583</p> <p>S-27,000</p>

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

Required:

- R1. Strengthen the academic and career and technical skills of students participating in CTE programs through the integrations of academics with CTE programs.
- R2. Link CTE at the secondary level and the post-secondary level, including by offering the relevant elements of not less than one program of study described in Section 122(c)(1)(A).
- R5. Provide in-service and pre-service professional development programs to teachers, faculty, administrators, and career guidance and academic counselors who are involved in integrated CTE programs, on topics including effective integration of academics and CTE, effective teaching skills based on research, effective practices to improve parental and community involvement, effective use of scientifically based research and data to improve instruction. Professional development should also ensure that teachers and personnel stay current with all aspects of an industry; involve internship programs that provide relevant business experience; and train teachers in the effective use and application of technology.
- R6. Develop and implement evaluations of the CTE programs carried out with Perkins funds, including an assessment of how the needs of special populations are being met.
- R7. Initiate, improve, expand and modernize quality CTE programs, including relevant technology.
- R8. Provide services and activities that are of sufficient size, scope and quality to be effective.
- R9. Provide activities to prepare special populations, including single parents and displaced homemakers who are enrolled in CTE programs, for high-skill, high-wage or high-demand occupations that will lead to self-sufficiency.
- R10. Collaboration/Brokering of services/Continuum of Service Provision
- R11. Articulation, dual enrollment, concurrent enrollment, PSEO, and other recognized strategies

Permissible:

- P1. Involving parents, businesses and labor organizations, in the design, implementation and evaluation of CTE programs.
- P2. Providing career guidance and academic counseling, which may include information described in Section 118, for students participating in CTE programs that improves graduation rates and provides information on post-secondary and career options, and provides assistance for post-secondary students and adults.
- P3. Local education and business partnerships, including for work-related experiences for students, adjunct faculty arrangements for qualified industry professionals and industry experience for teachers and faculty.
- P4 Providing programs for special populations.
- P7. Leasing, purchasing, upgrading or adapting equipment, including instructional aids and publications (including support for library resources) designed to strengthen and support academic and technical skill achievement
- P9. Developing and expanding post-secondary program offerings at times and in formats that are accessible for all students, including through the use of distance education .
- 10. Developing initiatives that facilitate the transition of sub-baccalaureate career and technical education students into baccalaureate degree programs, including articulation agreements, dual enrollment programs, academic and financial aid counseling and other initiatives to overcome barriers and encourage enrollment and completion.
- P12. Improving or developing new CTE courses, including the development of programs of study for consideration by the state and courses that prepare individuals academically and technically for high-skill, high-wage, or high-demand occupations and dual or concurrent enrollment opportunities.

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

2. Effectively utilize employer, community, and education partnerships

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

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

Plan Narrative: Northwest Technical College will expand the collaborative activities begun under Perkins III and those with three area high schools in FY2008 to collaboratively offer the upper level PLTW courses by developing and implementing a Career Academy to deliver dual enrollment courses and career exploration and planning activities. The theme of collaborative activities with area high schools is “Increasing Opportunities and Success.” The creation of an advisory committee for the Career Academy composed of representatives from Work Force Center, consortium high schools, college faculty and other service providers will ensure that the Career Academy meets area needs.

The College meets the unique needs of returning adult learners by a partnership with Experience Works which funds a part-time position to provide personalized assistance to adult learners. Northwest Technical College has the distinction of being the only technical college in Minnesota aligned with a state university. This alignment facilitates transitional opportunities for learners, such as the Bridge program which serves learners underprepared for university admissions. Bridge learners begin their education at the College while being able to live in the university residence halls and participate in university life. Articulation agreements with the university provide career pathways for learners after their technical college education. Learner services staff maintain close contact with area service providers and cooperate to offer efficient and effective services.

Advisory committees are critical components of ensuring that programs are high skill, high wage, high demand, and meet the needs of regional business and industry. Advisory committee membership is comprised of secondary, college, and university faculty, employers, and agency representatives, providing for comprehensive input.

Objective(s)	Strategies	Outcomes and Measures (FY09)	<i>Projected Budget by Objective</i>
<p>1.Establish NTC Career Academy to offer dual enrollment courses and career exploration</p>	<p>1.Create a consortium advisory committee for Career Academy-identify members, roles, and processes</p> <p>2.Develop and administer assessment of needs of consortium high schools for dual enrollment courses.</p> <p>3.Assess high schools interest in Career Academy delivery of career assessment and planning program</p> <p>4. Develop process to deliver and communicate procedures for dual enrollment courses</p> <p>5.Develop partnership to deliver health careers courses beginning with CNA</p> <p>6.Explore college participation in Distance Minnesota “On-line College in the High School”</p> <p>7.Explore the possibility of using the GPS Life Plan for career planning.</p> <p>8. Coordinator/staff will oversee strategies/activities to assure accomplishment</p>	<p>1. Advisory committee, <i>including secondary and college partners</i>, for Career Academy meets <i>each semester (two times per year.)</i></p> <p>2.100% of consortium high schools complete needs assessment-December 2008</p> <p>3.Career assessment and planning program developed and available to consortium high schools</p> <p>4.Procedures for dual enrollment delivery options developed and communicated to 100% of consortium high schools</p> <p>5.CNA training provided to 3 secondary schools</p> <p>6. Opportunities for participation identified.</p> <p>7.Two college staff trained to use GPS Life Plan. Discussions with Career Academy advisory committee about use.</p> <p>8. APR for FY09 shows that coordinator/staff have addressed all strategies.</p>	<p>PS-29,489</p> <p>S-3,800</p>

<p>2.Develop PLTW collaborative model</p>	<p>1.Consultant/staff implement collaborative model of delivery for PLTW specialty courses</p> <p>2.Identify programs and courses at NTC for PLTW articulation.</p> <p>3. Coordinator/staff will oversee strategies/activities to assure accomplishment</p>	<p>1. NTC, Bemidji High School, Cass Lake/Bena High School and Clearbrook/Gonvick High School collaborate to deliver Computer Integrated Mfg, Engineering Design and Development and Biomedical Engineering.</p> <p>2.NTC programs and courses for PLTW articulation identified</p> <p>3. APR for FY09 shows that coordinator/staff have addressed all strategies.</p>	<p>PS-19,860</p> <p>S-200</p>
<p>3.Include elements of “all aspects of an industry” in work-based learning programs throughout the Consortium.</p>	<p>1.A Consortium-developed work-based learning curriculum includes training modules on the (9) elements of “all aspects of an industry”.</p> <p>2.Provide training sessions for Work-based learning instructors on various curriculum components including:</p> <ul style="list-style-type: none"> a) Training Agreements b) Training Plans c) Programs of Study / Career Pathways d) Work readiness skills e) All aspects of an industry <p>3.Provide opportunities for job shadowing, field trips, career exploration trips, and work experience activities for learners.</p> <p>4. Coordinator/staff will oversee strategies/activities to assure accomplishment</p>	<p>1.Seven WBL Coordinators deliver the (9) elements of “all aspects of an industry” to learners involved in various aspects of work-based learning.</p> <p>2.Seven WBL Coordinators review/update training agreement plans to address POS and work readiness skills</p> <p>3.160 high school learners throughout the Consortium have benefited from work-based learning activities</p> <p>4. APR for FY09 shows that coordinator/staff have addressed all strategies.</p>	<p>S-6,250</p>

<p>4.Establish a Consortium Advisory Committee for design, implementation, and evaluation of CTE programs</p>	<p>1.Encourage parents from member schools to serve on a CTE program advisory committee</p> <p>2.Utilize CTE Student Organizations to recruit learners to serve on CTE program advisory committee</p> <p>3.Recrut employers to serve on CTE advisory committee</p> <p>4.A labor representative provided by local Work Force Center serves on Consortium Advisory Committee</p> <p>5. <i>College and secondary partners serve on Consortium general advisory committee</i></p> <p>6. Coordinator/staff will oversee strategies/activities to assure accomplishment</p>	<p>1.Two parents from member schools serve on Consortium Advisory Committee</p> <p>2.Two learners from CTE student organizations serve on Consortium Advisory Committee</p> <p>3.Three employers serve on the Consortium’s general advisory committee</p> <p>4.One labor representative serves on the Consortium general advisory committee</p> <p>5. <i>Representatives from the College and secondary serve on the Consortium general advisory committee.</i></p> <p>6. APR for FY09 shows that coordinator/staff have addressed all strategies.</p>	<p>S-750</p>
<p>5.Provide services to support transition of adult learners into the workforce</p>	<p>1.Collaborate with Bemidji State University to deliver “Career Connections” job fair</p> <p>2.Develop process to provide job opening information on college web site</p> <p>3.Inform learners about placement support opportunities at BSU and Workforce Center</p> <p>4. Coordinator/staff will oversee strategies/activities to assure accomplishment</p>	<p>1.1 “Career Connections” job fair delivered in spring.</p> <p>2.Job postings are available to learners on college web site.</p> <p>3.Schedule of placement support opportunities at BSU and Workforce Center disseminated to learners each semester via e-bulletin and college announcements</p> <p>4. APR for FY09 shows that coordinator/staff have addressed all strategies.</p>	<p>PS-7,000</p>

<p>6. Expand program advisory committees to include business, labor, work force and secondary partners in the design, implementation and evaluation of CTE programs</p>	<p>1. Implement best practices for utilizing program advisory committees as determined from system Perkins grant</p> <p>2. Coordinator/staff will oversee strategies/activities to assure accomplishment</p>	<p>1. Program advisory committees <i>include college, business, labor, workforce and secondary partners</i> meet at least <i>twice</i> each year to assist with the design, implementation and evaluation of CTE programs.</p> <p>2. APR for FY09 shows that coordinator/staff have addressed all strategies.</p>	<p>PS-6,000</p> <p>S-11,000</p>
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Use of Funds: List the required and permissible activities addressed above. “**R**” for required and “**P**” for permissible followed by the number and name.

Required:

R3. Provide students with strong experience in and understanding of all aspects of an industry, which may include work-based learning experiences.

R4. Develop, improve, or expand the use of technology in CTE, which may include training to use technology, providing students with the skills needed to enter technology fields, and encouraging schools to collaborate with technology industries to offer internships and mentoring programs.

R7. Initiate, improve, expand and modernize quality CTE programs, including relevant technology.

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

R9. Provide activities to prepare special populations, including single parents and displaced homemakers who are enrolled in CTE programs, for high-skills, high-wage or high-demand occupations that will lead to self-sufficiency.

R11. Articulation, dual enrollment, concurrent enrollment, PSEO, and other recognized strategies.

Permissible:

P1. Involving parents, businesses and labor organizations, in the design, implementation and evaluation of CTE programs.

P3. Local education and business partnerships, including for work-related experiences for students, adjunct faculty arrangements for qualified industry professionals and industry experience for teachers and faculty.

P4. Providing programs for special populations.

P5. Assisting career and technical student organizations.

P9. Developing and expanding post-secondary program offerings at times and in formats that are accessible for all students, including through the use of distance education .

10. Developing initiatives that facilitate the transition of sub-baccalaureate career and technical education students into baccalaureate degree programs, including articulation agreements, dual enrollment programs, academic and financial aid counseling and other initiatives to overcome barriers and encourage enrollment and completion.

P12. Improving or developing new CTE courses, including the development of programs of study for consideration by the state and course that prepare individuals academically and technically for high-skill, high-wage, or high-demand occupations and dual or concurrent enrollment opportunities.

P16. Providing assistance to individuals who have participated in services and activities under this Act in continuing their education or training or finding an appropriate job.

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

3. Improve service to special populations

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

- o Special Populations
 - i. How will the consortium ensure that goals, objectives, strategies and outcomes under (a) implementing programs of study and (b) utilizing employer, community and education partnerships will be the same for non-traditional programs and special populations?
 - ii. How will the design, implementation, and evaluation of career and technical education programs, including programs of study be customized to attain program and student success for nontraditional (gender) and special populations?

Plan Narrative: The consortium is committed to ensuring that learners in non-traditional programs and from special populations have equal access and success as the college community as a whole. Assessment practices compare data for special populations with the college as a whole and discrepancies are addressed. Perkins funding will continue to be used to support efforts to provide equal access.

Enrollment and retention data for learners in non-traditional programs indicates that few learners are choosing non-traditional programs. In order to ensure that non-traditional learners benefit equally from programs or study and partnerships, activities will be designed to increase exposure to all aspects of non-traditional careers and to utilize partnerships and supportive services to increase retention rates. In FY2009 the College will maintain previous successful events but plans to put increased emphasis on developing new activities to increase the enrollment and retention of learners in non-traditional programs.

Objective(s)	Strategies	Outcomes and Measures (FY09)	<i>Projected Budget by Objective</i>
1.Design and implement programs to increase enrollment and retention of non-traditional learners	1.In collaboration with Bemidji State University offer day camp to high school girls to explore technology careers 2.Deliver on-campus program for HS learners and parents to promote non-traditional careers	1.20 girls attend camp by August 2008 2.“Dinner and a Show” delivered each semester; 30 students and parents attend program each semester. 75% of participants complete feedback form.	PS-14,363 S-6,000

<p>(Continued)</p> <p>1.Design and implement programs to increase enrollment and retention of non-traditional learners</p>	<p>3.Develop and deliver road show promoting non-traditional careers for area HS learners</p> <p>4.Create mentoring program for learners in non-traditional programs</p> <p>5.Consultant/staff conduct in-service sessions for school counselors and select CTE instructors on ways to recruit learners into non-traditional programs.</p> <p>6. Coordinator/staff will oversee strategies/activities to assure accomplishment</p>	<p>3.15 road shows presented to area high schools. 75% of participants complete feedback form.</p> <p>4a.Women in Technology group created and led by female industrial technology instructor; 100% of women in technology programs participate</p> <p>4b.Needs assessment and communication about services sent to 100% of learners in non-traditional programs</p> <p>5.One in-service conducted for 20 counselors and select CTE instructors on ways to recruit learners into non-traditional programs</p> <p>6. APR for FY09 shows that coordinator/staff have addressed all strategies.</p>	
<p>2.Provide supportive services that will increase the success of learners from special populations.</p>	<p>1.Develop and implement Accommodation Plans and provide disability services for learners with disabilities.</p> <p>2.Deliver success workshops for learners on academic probation.</p> <p>3.Promote inclusion of NTC Learning Services Director in exit IEP staffing and other transitional activities for special population high school learners coming to Northwest Technical College.</p> <p>4. Coordinator/staff will oversee strategies/activities to assure accomplishment</p>	<p>1. 100% of learners with disabilities who self identify have Accommodation Plans and receive services.</p> <p>2.75% of learners who are on academic probation attend a success workshop</p> <p>3.Increase number of high school to college transition activities for special learners in which Learning Services Director participates by 50%.</p> <p>4. APR for FY09 shows that coordinator/staff have addressed all strategies.</p>	<p>PS-36,070</p>

<p>3. Provide tutoring services in support of learners who are academically disadvantaged and learners from special populations.</p>	<p>1. Provide tutoring services that address the learning needs of learners from special populations.</p> <p>2. Coordinator/staff will oversee strategies/activities to assure accomplishment</p>	<p>1a. 90% of learners receiving tutoring indicates satisfaction with tutoring as measured on tutor satisfaction survey <i>1b. 70% of learners attending at least two tutoring sessions Fall Semester 08 are enrolled Spring Semester 09 or graduate at the end of Fall Semester 08.</i></p> <p>2. APR for FY09 shows that coordinator/staff have addressed all strategies.</p>	<p>PS-45,000</p>
<p>4. Provide special populations with supportive services and guidance counseling services designed to facilitate transition from secondary to post-secondary programs, further training, or employment.</p>	<p>1. Provide the following services: a. classroom modifications b. curriculum/equipment modifications c. supportive personnel d. instructional aid and devices e. guidance counseling activities</p> <p>2. Coordinator/staff will oversee strategies/activities to assure accomplishment</p>	<p>1a. 100% of consortium high schools provide supportive services for special population learners as appropriate for individual learners</p> <p>1b. 100% of college learners have access to counseling services</p> <p>2. APR for FY09 shows that coordinator/staff have addressed all strategies.</p>	<p>Other Funds</p>
<p>5. Provide academic support for members of special populations in order to meet technical program requirements</p>	<p>1. Provide academic support services, such as: a. technical tutors b. special education case managers c. counseling services d. mentors/job coaches</p> <p>2. Coordinator/staff will oversee strategies/activities to assure accomplishment</p>	<p>1. 100% of consortium high schools provide academic support services in CTE programs.</p> <p>2. APR for FY09 shows that coordinator/staff have addressed all strategies.</p>	<p>Other Funds</p>

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

Required:
R6. Develop and implement evaluations of the CTE programs carried out with Perkins funds, including an assessment of how the needs of special populations are being met.
R7. Initiate, improve, expand and modernize quality CTE programs, including relevant technology.
R8. Provide services and activities that are of sufficient size, scope and quality to be effective
R9. Provide activities to prepare special populations, including single parents and displaced homemakers who are enrolled in CTE programs, for high-skills, high-wage or high-demand occupations that will lead to self-sufficiency.
R10. Collaboration/Brokering of services/Continuum of Service Provision.

Permissible:
P4. Providing programs for special populations.
P6. Mentoring and support services.
P17. Supporting training and activities (such as mentoring and outreach) in non-traditional fields.

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

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

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

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

See next page for Goal 4.

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1. Defined as the ability to bring fresh thinking to the consortium, continuum of service provision (CSP) creates value for the student through new support services, curricular processes, and educational products, all of which should lead to an organic and systemic change to the local consortium. Any consortium wishing to engage in CSP has a choice from four different options:

- Sequentially* – Student need determined by consortia seeking CSP
- Concurrent* – Student need determined jointly by two or more consortia seeking CSP but CSP within each consortia separate
- Coordinated* – Student need determined jointly by two or more consortia but CSP within every consortia aligned
- Integrated* – Student need determined jointly by two or more consortia with every consortia having identical CSP

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

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

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

Plan Narrative: The Consortium will build on the collaborative relationships developed during Perkins III and increase the cooperative activities designed to assess and provide for the differing needs of learners. Current use of the ACCUPLACER in consortium high schools will be assessed. The Consortium will improve the use of the ACCUPLACER for addressing college readiness needs while learners are still enrolled in high school. As the College seeks to systematize and increase dual enrollment options, consortium faculty and staff will increasingly share responsibility for meeting learner needs.

Although Tech Prep advanced standing agreements have been developed and maintained, too few area high school learners take the opportunity to earn advanced standing in NTC programs. The consortium will focus on increasing the number of learners who receive Tech Prep advanced standing at NTC.

Seventy-four per cent of Northwest Technical College programs include entry-level certificate options. Identifying certificate, diploma, and degree options has been part of the new program development process at Northwest Technical College for many years. Programs are developed so that each credential level applies to the requirements of the next credential level. The identification of certificate options will be an integral component of developing Programs of Study.

Objective(s)	Strategies	Outcomes and Measures (FY09)	<i>Projected Budget by Objective</i>
1. Provide CTE learners with information about program requirements, <i>entry and exit points</i> , college readiness skills, and assessment opportunities	1. Consultant/staff assist in assessment of current use of ACCUPLACER in the high schools and identify needs for improved use. 2. Administer college readiness assessment in the high schools 3. Identify existing and potential certificate options within programs. 4. Coordinator/staff will oversee strategies/activities to assure accomplishment	1. 100% of consortium high schools identify current use and future needs for ACCUPLACER. 2. ACCUPLACER administered in 70% of consortium high schools 3. 100% of CTE programs at NTC reviewed and certificate options identified. Certificate options <i>communicated in catalog and program materials</i> . 4. APR for FY09 shows that coordinator/staff have addressed all strategies.	PS-600 S-3,000

<p>2.Maintain and build upon “best practices” from Perkins III</p>	<p>1.Maintain support of the Northern Minnesota Tech Prep website that manages Tech Prep college credit agreements.</p> <p>2.Coordinate Perkins activities among consortium members and local Workforce Center</p>	<p>1.Northern Tech Prep website shows 50 CTE courses articulated for college credit with three colleges.</p> <p>2.Two meetings held with local Workforce Center staff to coordinate activities.</p>	<p>PS-7,650</p> <p>S-2,100</p>
<p>(Continued)</p> <p>2.Maintain and build upon “best practices” from Perkins III</p>	<p>3.Improve Tech Prep advanced standing process</p> <p>4. Coordinator/staff will oversee strategies/activities to assure accomplishment</p>	<p>3. One meeting with high school and college faculty held to review and update advanced standing agreements to increase the number of tech prep advanced standing credits awarded by 10%.</p> <p>4. APR for FY09 shows that coordinator/staff have addressed all strategies.</p>	
<p>3.Conduct continuous program improvement activities in career and technical education programs to reflect different needs of learners.</p>	<p>1.Consultant/staff collects and analyzes data on Perkins Core Indicators to assist in decision making on program improvement and accountability methods including:</p> <ul style="list-style-type: none"> a.Academic attainment in Reading/Language Arts/Math b.Achievement of technical skills c.Obtainment of secondary school diploma <p>2.Conduct meeting with consortium schools to discuss the degree of improvement in CTE programs and provide professional help to improve programs.</p> <p>3. Coordinator/staff will oversee strategies/activities to assure accomplishment</p>	<p>1.100% of districts complete the Carl Perkins data report and use data collection results to make program improvement decisions.</p> <p>2.Consortium staff meets once per month with member schools to provide guidance, direction, and assistance with Perkins IV activities and data collection.</p> <p>3. APR for FY09 shows that coordinator/staff have addressed all strategies.</p>	<p>S-7,000</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>Required:</p> <p>R6. Develop and implement evaluations of the CTE programs carried out with Perkins funds, including an assessment of how the needs of special populations are being met.</p> <p>R10. Collaboration/Brokering of services/Continuum of Service Provision</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 configuration of the Northwest/North Country consortium was based on the following:

- Geography—The members, districts and college, are in reasonable proximity to one another which supports working relationships without great hardship on any member of the consortium to participate.
- Partnership history and relationships—All of the members of this consortium have partnerships and working relationships that transcend ten and more years. Most of the secondary members have Articulation Agreements in place with NTC. NTC is frequently the host site for meetings involving secondary school staff members.
- Matriculation patterns of students—Because of Articulation Agreements, and proximity, a high percentage of secondary students who choose to attend a two year post-secondary college choose NTC. It is generally a program choice issue when secondary students matriculate to a two year college out of the immediate area.

The collaborative efforts to develop the Programs of Study will provide a common goal and vocabulary for the consortium as it evolves the joint structure. All members of the consortium are dedicated to providing quality educational experiences for learners in the area.

The leadership structure for the Northwest/North Country consortium is a true collaboration between Northwest Technical College and the North Country Vocational Cooperative Center. The Perkins Coordinator for Northwest Technical College represents the College in the development and implementation of the plan, the Northwest Technical College Dean provides post-secondary administrative oversight and leadership, and the North Country Vocational Cooperative Center Director represents secondary in the development and management of the plan and provides secondary administrative oversight and leadership.

Objective(s)	Strategies	Outcomes and Measures (FY09)	<i>Projected Budget by Objective</i>
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<p>1. Build, operate and sustain the Northwest/North Country Consortium</p>	<p>1. Consortium leadership provide guidance and direction on development and implementation of Perkins IV activities among consortium members and stakeholders</p> <p>2. Conduct regular consortium staff meetings</p>	<p>1a. 100% of Plan strategies accomplished.</p> <p>1b. 3 Consortium leadership meetings held</p> <p>1c. Fiscal rules for consortium operation documented</p> <p>2a. 6 Consortium staff meetings held</p> <p>2b. Consortium process for reviewing data, supporting transition, and ensuring learner success documented</p>	<p>PS-4,750</p> <p>S-10,000</p>
<p>(Continued)</p> <p>1. Build, operate and sustain the Northwest/North Country Consortium</p>	<p>3. Identify Consortium operating structure</p> <p>4. Collaboratively develop the goals to deliver POS and Career Academy</p> <p>5. Maintain best practices developed under Perkins III</p> <p>6. Coordinator/staff will oversee strategies/activities to assure accomplishment</p>	<p>3. Consortium operating structure identifying partner responsibilities documented</p> <p>4a. POS in business completed; POS in health and manufacturing/engineering in development</p> <p>4b. 75 consortium learners enroll in dual enrollment courses</p> <p>5a. Advanced standing agreements for 50 courses in place</p> <p>5b. ACCUPLACER administered in 70% of consortium high schools</p> <p>5c. 100% of consortium high schools conduct career planning activities</p> <p>6. APR for FY09 shows that coordinator/staff have addressed all strategies</p>	

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

Required:

R2. Link CTE at the secondary level and the post-secondary level, including by offering the relevant elements of not less than one program of study described Section 122(c)(1)(A)

R5. Provide in-service and pre-service professional development programs to teachers, faculty, administrators, and career guidance and academic counselors who are involved in integrated CTE programs, on topics including effective integration of academics and CTE, effective teaching skills based on research, effective practices to improve parental and community involvement, effective use of scientifically based research and data to improve instruction. Professional development should also ensure that teachers and personnel stay current with all aspects of an industry; involve internship programs that provide relevant business experience; and train teachers in the effective use and application of technology.

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

R10. Collaboration/Brokering of services/Continuum of Service Provision

R11. Articulation, dual enrollment, concurrent enrollment, PSEO, and other recognized strategies.

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

Budget For Each Broad Goal	Description (include information on salary, staff development, supplies and other relevant expenditures – How was the expenditure calculated?)	Secondary Budget	Post-Secondary Budget	Total Budget
Programs of Study	Two meetings with secondary/college partners (10 participants @ \$250 ea) to review/create business POS, wheel and brochure.	2,500		2,500
	One meeting each with secondary/college partners (10 participants @ \$100 ea) to review/create Health and Manufacturing Engineering POS wheel and brochure.	1,000		1,000
	One meeting with counselors/principals (15 participants @ \$100 ea) to convert POS information into registration handbook data.	1,500		1,500
	POS materials for 13 schools (printing, etc.)	6,000	200	6,200
	Visits with Broker colleges re articulation	Other Sources		
	Attend NCPN 2008 national conference	1,000		1,000
	Professional development meeting for 10 staff/faculty (10@ \$100 ea).	Other Sources	300	300
	Upgrade business POS software to Suite 2007 (10 site licenses @ \$1000= \$10,000) + Instructional texts (10 sites @ \$1,200)	10,000		10,000
		12,000		12,000
	Instructional supplies for bus POS (10 @ \$1,000)	10,000		10,000
	Staff development for 5 business staff on Suite 2007 (5 @ \$500)	2,500		2,500
	MCIS (13 sites @ \$900=11,700)	11,700		11,700
	Upgrade CTE program technology as needed	30,000		30,000
	Supplies for CTE programs	14,972.02		14,972.02
	One meetings with counselors (15 @ \$100)	Other Sources		
	Professional development meeting held re Perkins IV (20@\$50=1,000)	1,000		1,000
eFolio meeting 5 counselors (5 @ \$100=500)	Other Sources			

Programs of Study (Continued)	2 complete Careers Pathway Leadership Certification at NCPN National Conference			2,000
	Coordinator/staff to accomplish strategies		2,000	59,000
	Coordinator of assessment	27,000	32,000	19,583
	Travel to HS partners		19,583	400
			400	
Employer, Community and Education Partnerships	Consortium advisory committee meetings (2 *4=8 @ \$100= \$800)	800		800
	CNA training in 3 secondary schools	2,500		2,500
	Attend OCHS meetings (5 @ \$100=\$500)	500		500
	Attend PLTW collaborative meetings (2 @ \$100)	200		200
	WBL professional development (10 @ \$125 = \$1,250)	1,250		1,250
	Career field trips (10 @ \$500)	5,000		5,000
	Program advisory committee meetings bus, health, mfg (3 @ \$250)	750		750
	Coordinator/staff to accomplish strategies	11,000	2,500	13,500
	Site license(189) and 100 WOWI assessment (10/each)		1189	1189
	Develop/coordinate Career Academy		25,000	25,000
	PLTW Consultant		15,360	15,360
	PLTW consultant travel		4,500	4,500
	Refreshments and supplies for Career Academy advisory committee		800	800
	Supplies, materials and refreshments for program advisory committee meetings		5,000	5,000
	Coordinate advisory committee activities		1,000	1,000
	Consultant to develop web site job postings		7,000	7,000
Service to Special Populations	School counselor professional development (10 @ \$100=\$1,000)	1,000		1,000

Services to Special Populations (Continued)	Provide academic support services—tutors, mentors, counseling	Other Sources		
	Coordinator/staff to accomplish strategies	5,000		5,000
	Coordination for services to special populations		36,070	36,070
	Supplies for day camp		2,000	2,000
	Supplies, materials, refreshments for “Dinner and a Show” and road show events		5,802	5,802
	Faculty stipends for “Dinner and a Show” and road show events		600	600
	Faculty mentor for Women in Technology-1 cr		1961	1961
	Tutoring		45,000	45,000
	Coordination of enrollment diversity		4,000	4,000
Continuum of Service Provision (Brokering)	Assess use of ACCUPLACER	1,000	600	1,600
	Maintain Northern Tech prep web site (\$750 site support + 4 meetings @ \$150 = \$600)	1350		1,350
	Northern Tech Prep web site support		1,500	1,500
	TPCC meeting (3 @ \$250 = \$750)	750		750
	Tech Prep meetings		400	400
	Travel		750	750
	Coordinator/staff to accomplish strategies	7,000	5,000	12,000
Sustaining the New Consortium	ACCUPLACER (1,430 tests @ 1.40 =\$2,000)	2,000		2,000
	Coordinator/staff to accomplish strategies	8,000	4,000	12,000
	Travel		750	750
Total All Goals		\$180,818.84	\$225,265	\$406,083.84
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	72,000	58,718.84	130,718.84
2	Employer, Community and Education Partnerships	15,700	6,300	22,000
3.	Service to Special Populations	5,000	1,000	6,000
4	Continuum of Service Provision (Brokering)	7,750	2,350	10,100
5	Sustaining the New Consortium	10,000	2,000	12,000
Subtotals for each column		110,450	70,368.84	180,818.84
Administration not to exceed 5%				9,516.78
Total Perkins Secondary Budget				\$190,335.62

Additional Informational Items:

1. Coordination Time for Perkins Grant	% of Total Time	Total Budget
Total Time for Coordination of Perkins (this includes coordinator salary, benefits, and coordination of contracted staff) and Corresponding Expenditure	50%	\$40,000
2. Perkins Grant Collaboration with Work Force Centers for FY2009		
A. Total Perkins Funds (dollars) used in collaboration with Work Force Centers		500
B. Estimate of other expenditures/in-kind contributions used in collaboration with Work Force Centers		2,500
Perkins budget spent in collaboration with Work Force Centers for FY2009 [A + B]		\$2,500

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

GOALS	FEDERAL/STATE USES OF FUNDS Refer to Section I, pages 8-9 for the listing of Required and Permissible Local Uses of Funds	PROJECTED BUDGET FY '09		
		Required Activities	Permissible Activities	Total Budget
1	Programs of Study	54,283	200	54,483
2	Employer, Community and Education Partnerships	49,349	13,000	62,349
3	Service to Special Populations	0	95,433	95,433
4	Continuum of Service Provision (Brokering)	8,250	0	8,250
5	Sustaining the New Consortium	4,750	0	4,750
Subtotals for each column		116,632	108,633	225,265
Administration not to exceed 5%				
Total Perkins Postsecondary Budget		\$116,632	108,633	225,265

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
	50%	40,757
2. Perkins Grant Collaboration with Work Force Centers for FY2009		
A. Total Perkins Funds (dollars) used in collaboration with Work Force Centers		1,000
B. Estimate of other expenditures/in-kind contributions used in collaboration with Work Force Centers		2,000
Perkins budget spent in collaboration with WorkForce Centers for FY2009 [A + B]		\$3,000

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
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STATEMENT OF ASSURANCES & CERTIFICATIONS

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

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

ALL STATEMENT OF ASSURANCES AND CERTIFICATIONS MUST BE SIGNED:

Signatures provided on printed copy.

Consortium Name Northwest/North Country

Postsecondary Signature - College President

Date

Secondary Signature - School Superintendent

Date