

CARL D. PERKINS ACT of 2006
CONSORTIUM APPLICATION COVER SHEET FY2008-2009
NE Metro Consortium

Please complete the following:

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***District #** 916 **District Type** _____
 (*for electronic payment purposes)

CARL PERKINS - Postsecondary
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District/Agency Name/College	Secondary Type & Number
Century College	
Centennial	#12
Columbia Heights	#13
Fridley	#14
North Branch	#138
St. Anthony	#282
Mounds View	#621
North Saint Paul	#622
South Washington County	#833
Stillwater	#834
Spring Lake Pare	#16
Roseville	#623
White Bear Lake	#624
Forest Lake	#832
Mahtomedi	#832
Chisago	#2144
Northeast Metro Career and Technical Center	#916
Liberty High Charter School	

(*Use extra rows or sheets if necessary)

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.

The selection of the programs of study followed a survey of needs and current opportunities of the current consortium members. In addition, following a survey of adult learners by Century College and the Analysis of Educational Needs of Adults I the Twin Cities Metropolitan Area completed by the Aslanian Group, access to courses and programs in the business career field was requested by 24% of the respondents. Department of Labor Statistics report the accounting and finance area as a high demand area. Faster-than-average growth of accountant and auditor jobs will result from an increase in the number of businesses, changing financial laws and regulations, and greater scrutiny of company finances. In the job outlook is expected to increase by 12 percent through 2016 for all occupations. Job growth will be spurred by intense domestic and global competition in products and services offered to consumers and increasing activity in television, radio, and outdoor advertising.

Projected employment growth varies by industry. For example, employment is projected to grow much faster than average in scientific, professional, and related services—such as computer systems design and related services, and advertising and related services—as businesses increasingly hire contractors for these services instead of additional full-time staff. By contrast, a decline in employment is expected in many manufacturing industries.

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

Secondary teachers and post-secondary faculty have been developed in the design process. Summer '08 workshops for the overview of POS are planned. Fall '08 design work collaboratively with secondary and post secondary instructors is planned with implementation of the POS into a career development process an end goal for Fall '09.

7. Has brokering (continuum of education programming and support services for students) been considered in the design of programs of study? If yes, please explain. Yes

This consortium is a partner in the central regional TechPrepmn website and articulation agreements. The Administration and Information Support pathway has articulation with Computer Application through this partnership.

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

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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: Using the Business Administration and Management career cluster as the focus, the Northeast Metro Consortium will provide a continuum of activities and services to students ranging from readiness standards through the articulation of coursework to institutions of higher education. This implementation will require the involvement of external stakeholders and much internal interface among the high school partners and with Century College.

Objective(s)	Strategies	Outcomes and Measures (FY08)	<i>Projected Budget by Objective</i>

<p>1-1 College and work readiness preparation occurs through technical skill attainment related to national, state and local skill and industry standards and academic integration within the CTE curriculum and is validated by state tests/academic and graduation and industry/3rd party assessments.</p>	<p>1-1-1 Provide resources for continuous improvement curriculum writing to develop strategies and activities for skill, industry and/or academic standards integration within POS. 1-1-2 Support curriculum development that supports Perkins indicators and goals for integration of academics and CTE through professional development opportunities (NTPN, Careers Conference, SREB, ACTE, state organizational meetings/conferences) 1-1-3 Identify industry skills certifications currently available in current member district CTE courses and those that should be considered for implementation. 1-1-5 Provide funds for research and implementation of technical assessments for the Business/Management POS. 1-1-6 Develop and identify models to be included in CTE programs by which students attain required credits for graduation. 1-1-7 Provide web based resources to document skill attainment (GPS Lifeplan) 1-1-8 Provide resources to integrate math and reading implementation models to be included in the CTE and college</p>	<p>1-1-1 40 staff persons participate in summer Perkins institutes 1-1-2 6 CTE programs integrate academics into the curriculum 1-1-3 10 CTE programs have certification available for successful completers 1-1-4 5 Member district CTE curriculum will be reviewed and analyzed against state academic standards 1-1-5 Implementation of technical assessments – pilot project by 5 members 1-1-6 Completion of links to POS through the GPS-life plan project.</p>	<p>Sec. \$16,000 Sec. None/elsewhere Sec. None/elsewhere Sec. \$2,000 PSEC \$24,000</p>
<p>1-2 Develop at least one program of study(POS) within the consortium schools using the MDE model completing all components including the identification of high skill, high wage, or high demand occupations within your region</p>	<p>1-2-1 Review current course offerings in terms of their relationships to the State identified career pathways and the establishment of programs of study. 1-2-2 Include consideration of area technical/ community colleges to provide a 9-14 perspective. 1-2-3 Provide resources to support joint development of teaching learning activities to be used both with secondary and post secondary. 1-2-4 Analyze monthly DEED report to determine high skill, high wage, or high demand occupations within the 7 county Metro area 1-2-5 Plan and implement a process to develop program of studies for use with student career and transition activities.</p>	<p>1-2-1 16 district CTE course catalogs will be reviewed and recorded in consortium chart 1-2-2 Provide sample POS from research of Best Practice at the community /technical college level 1-2-3 Complete POS for Administration & Information Support 1-2-4 Completion of joint curriculum projects in at least 3 courses within the POS 1-2-5 Completion of links to POS through the GPS-life plan project.</p>	<p>Sec. None/elsewhere Sec. \$24,000 PSEC \$24,000</p>

<p>1-3 Research and implement additional awards/certificates within the POS to allow multiple entry and exit points for students</p>	<p>1-3-1 Provide funds to support curricular development of additional awards within the POS including entrepreneurial leadership awards 1-3-2 Provide funds to support curricular development of additional awards as advised by the advisory committee and the regional workforce demands. 1-3-3 Provide funds to support alternative delivery methodologies to meet the needs of all learners</p>	<p>1-3-1 Submit three new certificates of award from the POS at the community/technical college level 1-3-2 Complete fully online offerings within the POS for at least 3 awards</p>	<p>PSEC \$15,000 (Funding from awards for excellence)</p>
<p>1-4 CTE programs are evaluated within the process of the development of programs of study; on a 5-year cycle as part of a curriculum review cycle/ program improvement model and program re-approval process assuring completion of the CTE levy requirements for funding.</p>	<p>1-4-1 Participate in District curriculum review cycle. 1-4-2 Coordinate process for re-approval of CTE programs with MDE using Rubrics for Assessing Career and Technical Education Programs or other evaluation model(s) as a continuous assessment tool for program improvement 1-4-3 Encourage CTE staff to participate in review process with other member districts. 1-4-4 Century programs participate in review of Program Health Indicators</p>	<p>1-4-1 75% of member districts have CTE programs included within 5 year curriculum plan 1-4-2 100% of member districts CTE programs have completed the MDE program approval process 1-4-2 Complete Program Health Indicators including the recommendations of actions for existing programs within the POS at Century by 2010</p>	<p>Sec. \$6,000 Sec. None/ elsewhere</p>
<p>1-5 Technology and equipment/tools use is updated and expanded in new and approved CTE courses by developing and improving the technological applications in curriculum in conjunction with industry standards.</p>	<p>1-5-1 Review CTE approved course curriculum to recommend upgrades and/or purchase of industry-standard software, equipment and instructional materials</p>	<p>1-5-1 Equipment purchases recorded on a district inventory and tagged as Perkins Grant purchased</p>	<p>Sec. \$80,000 PSEC \$50,000</p>
<p>1-6 Communications within the 15 member districts and with the college is improved regarding CTE issues, i.e. licensure, standards, curriculum and program review to ensure programs are in <u>compliance</u> with state regulations and recommendations, and data reporting programs.</p>	<p>1-6-1 Provide CTE program leadership throughout the Consortium to ensure that Perkins and state CTE rules and regulations are met. 1-6-2 Establish and maintain a collegial team approach among member district representatives for shared consideration of CTE issues and initiatives. 1-6-3 Provide resources to develop supporting materials for external stakeholder groups related to the POS</p>	<p>1-6-1 All member districts will have regular representation at Perkins consortium meetings. 16 of 16 district member representatives attend 100% of consortium meetings – considered for access to Initiative funds 1-6-2 Materials for external stakeholder group relating to POS will be completed: one online offering; one hard copy</p>	<p>Sec. \$25,750 (inc 1/2 Jayne) PSEC 13,500</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:

1. Strengthen the academic and technical skills
2. Program of study
4. Use of technology
5. Professional development
6. Evaluations
7. Improve CTE, including technology
10. Collaboration, brokering

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

Plan Narrative: Building on the past success of active advisory committees, and student organizations, as well as researching Best Practice results from other entities, the Consortium will provide opportunities for students and faculty to become involved in contextual workplace activities, business/industry practice, and with other external stakeholder groups regarding technical skills, standards, and opportunities.

Objective(s)	Strategies	Outcomes and Measures (FY08)	<i>Projected Budget by Objective</i>
<p>2-1. Contextual learning experiences in CTE classes are increased by enhancing the knowledge and skills of staff through opportunities to become involved in contextual workplace activities</p>	<p>2-1-1 Provide resources and professional development for a CTE curriculum plan for each member district which is built around the local standards that have been adopted. 2-1-2 Develop and expand staff opportunities for increasing technical skills and industry knowledge through CTE professional development conferences and experiences. 2-1-3 Provide funds for Perkins leadership to attend CTE and Perkins related conferences and to join professional associations. 2-1-4 Initiate a follow-up survey regarding program improvement input. The process would include a senior, 1 year after plan survey and a 1 year actual follow-up survey</p>	<p>2-1-1 40 staff persons participate in summer Perkins institutes 2-1-2 18 staff will attend CTE national/regional conferences/ 10 College faculty/staff 2-1-3 Consortium is represented at all MDE/MnSCU Perkins/CTE conferences and meetings. 2-1-4 Follow-up data survey results are available for 75% (12 districts) of consortium districts and 100% (15) of members have completed senior survey portion of the follow-up study for the class of 2008</p>	<p>Sec. None/ elsewhere Sec. \$18,000 PSEC \$15,000 Sec. \$2,000 PSE \$2000 Sec. \$27,085</p>
<p>2-2 Student organizations develop leadership and skill attainment within the student organization activities.</p>	<p>2-2-1 Assist in support of student vocational organizations advisors for conference related expenses. 2-2-2 Involve the student organization Students- 2-Business as a key stakeholder in the POS implementation</p>	<p>2-2-1 Establish baseline data on existing student organizations and the number of student participants 2-2-2 Meeting agenda reflect the POS communication and input</p>	<p>Sec. \$20,000</p>

<p>2-3 Advisory committees, formed to gain input on business and industry technology and work behavior needs in the CTE program areas, are expanded to a collaborative model with sources in and outside the CTE system including but not limited to: parents, students, district staff and administration, Business and Industry, labor, and special populations.</p>	<p>2-3-1 Identify SCANS skills being taught in the CTE curriculum. 2-3-2 Organize a consortia-wide advisory committee with broad representation of labor and business organizations. 2-3-3 Encourage CTC programs to join college advisory committees. 2-3-4 Involve advisory committees in the development of programs of study and in the development of technical skill assessments 2-3-5 Implement an all inclusive advisory committee for the POS that serves the consortium</p>	<p>2-3-1 40 summer institute participants assess their students using the SCANS survey 2-3-2 Minimum of 2 meetings per year with at least 50% of membership outside of education 2-3-3 100% of CTC programs participate in Century advisory committee meetings 2-3-4 POS are an agenda item at all joint advisory meetings</p>	<p>Sec. None/elsewhere Sec. \$1,500 PSEC \$1500 Sec. None/elsewhere Sec. None/elsewhere Sec. None/elsewhere</p>
<p>2-4 All Aspects of Industry activities will be infused into learner experiences to enhance student understanding.</p>	<p>2-4-1 Districts will identify courses and opportunities for students to learn AAI through curriculum. 2-4-2 Districts will identify opportunities for staff to learn AAI through sustainable staff development. 2-4-3 Provide funds for fieldtrips, work experiences and student organizations to increase students' experiences and understanding of AAI. 2-4-4 College field trips, service learning opportunities and internships will be expanded specifically in POS areas.</p>	<p>2-4-1 100% of CTE courses include references to AAI 2-4-2 100 staff persons participate in summer industry tours 2-4-3 100% of member districts provide opportunity for students to learn about AAI through community based experiences 2-4-4 20 participants</p>	<p>Sec. None/elsewhere Sec. \$11,000 Sec. \$15,000 PSEC \$32,000</p>
<p>2-5 Participation in professional development is supported that leads to integration of academic and CTE instruction, expands student awareness of career opportunities, and improves staff awareness of business/industry needs and practices.</p>	<p>2-5-1 Support registration, travel expenses, and substitute teacher costs for participation in professional development activities supporting the goal. 2-5-2 Encourage and support CTE teachers to participate in their professional associations and local business associations including a research of Best Practices.</p>	<p>2-5-1 18 staff will attend CTE national/regional conferences 2-5-2 30 CTE staff are members of their respective CTE professional organizations</p>	<p>Sec. None/elsewhere Sec. \$3,000</p>

<p>2-6 Strengthen relationship with workforce centers, service organization, and community employers</p>	<p>2-6-1 Network and collaborate to connect Century’s Adult Learning initiatives with workforce centers 2-6-2 Utilize the Career Services of the college as a communication point for students and external stakeholders for job shadowing, industry visits, job posting, online mentoring 2-6-3 Provide career fair opportunities with the POS as the focal point 2-6-4 Increase internship opportunities 2-6-5 Use the Career Services online mentoring project to connect students and employees 2-6-6 Research service learning opportunities for students within the POS 2-6-7 Participate in Workforce Investment Act/DEED and local area Chamber of Commerce committees.</p>	<p>2-6-1 1 Perkins leader participates in Workforce Investment Act committees and Perkins consortium is represented in all area Chamber of Commerce, etc. 2-6-3 Career Fair Numbers will increase by 10% 2-6-4 Internship opportunities for Century students in the POS will increase by 25% 2-6-5 Increase use by 25% 2-6-6 Two additional courses in will provide service learning opportunities for business/marketing/finance students.</p>	<p>PSEC \$60,000 PSEC \$3000 PSEC \$5000</p>
<p>2-7 Communications within the 15 member districts and with the college is improved regarding CTE issues, i.e. licensure, standards, curriculum and program review to ensure programs are in <u>compliance</u> with state regulations and recommendations, and data reporting programs.</p>	<p>2-7-1 Provide CTE program leadership throughout the Consortium to ensure that Perkins and state CTE rules and regulations are met. 2-7-2 Establish and maintain a collegial team approach among member district representatives for shared consideration of CTE issues and initiatives.</p>	<p>2-7-1 All member districts will have regular representation at Perkins consortium meetings. 16 of 16 district member representatives attend 100% of consortium meetings – considered for access to Initiative funds</p>	<p>Sec. \$11,200</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> <ol style="list-style-type: none"> 1. Strengthen the academic and technical skills 2. Program of study 3. All aspects of the industry 5. Professional development 6. Evaluations 8. Provide effective services and activities. 10. Collaboration, brokering <p>Permissible:</p> <ol style="list-style-type: none"> 1. Involve parents, business and labor 			

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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: The Northeast Metro consortium will build CTE programs and provide support systems that promote the integration of special population and non-traditional students through activities to include career exploration, work experience, academic and technical skill training support and other activities. Curriculum modification and accommodation will be supported and will follow these students as they transition from high school to college or work placement.			
Objective(s)	Strategies	Outcomes and Measures (FY08)	<i>Projected Budget by Objective</i>
3-1 Career Exploration and work experience activities are enhanced at alternative schools, transition programs and with adult learners.	3-1-1 Support field trips and industry tours for youth in alternative learning programs and transition programs and adult learners.	3-1-1 Establish baseline data on the number of students and CTE programs/services provided	Sec. None/elsewhere PSEC \$16000
3-2.TP Special population students are provided opportunities for career exploration and technical skill training with equipment and materials in CTE programs modified as appropriate to allow participation of learners with disabilities.	3-2-1 Provide programs for special needs students with curriculum modification, accommodations, equipment/materials and support services. 3-2-2 Expose students to employers and transition activities through participation in Work Skills Day.	3-2-1 40 staff participate in the summer institutes where curriculum modification and best practices are addressed 3-2-2 100 students participate in Work Skill Day	Sec. None/elsewhere Sec. \$4,000 PSEC/elsewhere

<p>3-3 Assist special populations, including adult learners, in their transition from classroom to career</p>	<p>3-3-1 Provide direct services to students in the areas of resume and cover letter development, job search resources and interviewing skills 3-3-2 Partner with outside agencies including area workforce centers and community work readiness programs to offer placement, industry information and resources to students 3-3-3 Increase the Etiquette Dinner's (or similar initiative) impact to assist special populations in their transitions through the expansion of opportunities to the CTE H. S. seniors and partnering with area businesses.</p>	<p>3-3-1 Establish baseline data regarding number of students served 3-3-2 Establish baseline data regarding number of students served 3-3-3 Increase number of students served by 10% and area business representation by 25%</p>	<p>PSEC \$30,000 PSEC \$2500</p>
<p>3-4 Student s are provided with exposure to non-traditional training and employment information as a part of each school's career development curriculum and services and encouraged to participate in non-traditional CTE programs.</p>	<p>3-4-1 Infuse awareness activities within the curriculum (fieldtrips, job shadows) and in program registration recruitment 3-4-2 Promote nontraditional career options with career fair representatives and class speakers. 3-4-3 Promote non-traditional with conferences such as Young Women's Conference</p>	<p>3-4-1 Establish baseline data regarding number of non-traditional programs and participation 3-4-2 Increase the number of classes accessing these resources by 25% 3-4-3 Increase participation in conference(s) by 10% focus on the non-trad careers</p>	<p>Sec. None/elsewhere PSEC \$19,500</p>
<p>3-5 Academic and technical support is provided for special population students, both in the classroom and in a work-based learning environment.</p>	<p>3-5-1 Improve necessary pre-vocational training and resources including academic and technical skills.</p>	<p>3-5-1 All member districts identify technical and academic support for students to pursue their transition plans</p>	<p>Sec. \$120,455</p>

<p>3-6 Increase academic success of students in special populations</p>	<p>3-6-1 Integrate supplemental services:</p> <ul style="list-style-type: none"> • Increase the activities of Tutors Linked to Courses (TLC) • Increase active advising of students with early warning letters, • Increase faculty-student interactions at Student Success Day including review of declared major. • Increase implementation of GPS-Life plan within the all courses (esp. POS) <p>3-6-2 Continue the integration of peer tutors by aligning with College and reading Learning Assoc. guidelines</p> <p>3-6-3 Provide supplemental course materials for student use</p> <p>3-6-4 Increase student’s awareness of high skill, high wage or high demand occupations.</p> <p>3-6-5 Connect CTE students to support services, their instructors, and peers</p> <ul style="list-style-type: none"> • Identify Perkins students at enrollment and track their use of student support services • Increase peer connections/mentoring <p>3-6-6 Implement learning communities within the POS</p>	<p>3.6.1 Establish baseline data in fall semester 3.6.1 Increase all supplemental services by 10% in spring 09</p> <p>3-6-3 Implement software supplementation packages in 3critical courses 3-6-4 Increase hit on GPS-POS</p> <p>3-6-5 Establish 2 learning communities around the POS</p>	<p>PSEC \$30,000</p> <p>PSEC 5,000</p>
<p>3-7- Communications within the 15 member districts is improved regarding CTE issues, i.e. licensure, standards, curriculum and program review to ensure programs are in <u>compliance</u> with state regulations and recommendations, and data reporting programs.</p>	<p>3-7-1 Provide CTE program leadership throughout the Consortium to ensure that Perkins and state CTE rules and regulations are met.</p> <p>3-7-2 Establish and maintain a collegial team approach among member district representatives for shared consideration of CTE issues and initiatives.</p>	<p>3-7-1 All member districts will have regular representation at Perkins consortium meetings. 16 of 16 district member representatives attend 100% of consortium meetings – considered for access to Initiative funds</p>	<p>Sec. \$11,200</p>

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

Required:

- 2. Program of study
- 8. Provide effective services and activities.
- 9. Prepare special populations
- 10. Collaboration, brokering

Permissible:

- 4. Provide programs for special populations
- 9. Develop, expand PS programs
- 15. Provide CTE for adults/dropouts

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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 Northeast Metro Consortium will continue to refine and extend the existing College Readiness program to create one smooth conduit of services for the students from the high school to the Career and Technical Center programs (if appropriate) to the college or work placement. A focused effort of strengthening the collaboration between these entities with the assistance of the development of the Programs of Study will ensure the continuum of services that provide equal access to all.

Objective(s)	Strategies	Outcomes and Measures (FY08)	<i>Projected Budget by Objective</i>
<p>4-1 Students are given the opportunity to earn college credit between secondary and post-secondary career and technical education programs in consortium and central regional consortia through Tech Prep College Credit agreements and concurrent enrollment.</p>	<p>4-1-1 Coordination of annual articulation meetings including promotion of regional/brokered agreements with Central Regional consortium and provision of an opportunity for postsecondary and secondary career and technical education instructors to align curriculum and standards.</p> <p>4-1-2 Obtain records from Century on the number of students enrolled at Century who used the Tech Prep college credit.</p> <p>4-1-3 Provide data regarding Tech Prep students:</p> <ul style="list-style-type: none"> • number of students who enroll in Century College • number of students who use Tech prep credit and number of credits • number of students who continue in other post-secondary institutions • retention of student at Century • success measures (GPA of students) • comparison of ACCUPLACER or other placement instruments <p>4-1-4 Formalize processes for brokering of services with other partners</p>	<p>4.1.190 at CTC and 110 at consortium schools - articulation agreements and 5 regional/brokered articulation agreement 350 number of consortium articulation certificates and 5 regional/brokered certificates</p> <p>4-1-3 System in place to determine the number of students attending Century who use articulation college credit</p>	<p>Sec. \$12,195 (inc 1/2 Jayne)</p> <p>Sec. None/ elsewhere</p> <p>PSEC 27,000</p>

<p>4-2. The seamless transitions from secondary to post-secondary will be strengthened through college readiness opportunities such as college information session, TP College Credit, articulated credit, and concurrent enrollment</p>	<p>4-2-1 Incorporate college readiness groups to impart information for transition planning. 4-2-2 Accuplacer preparation and testing is offered at CTC and member districts when requested. 4-2-3 Programs of study are developed and used to enhance the transition for students. 4-2-4 Interventions established to assist in student's skill deficiencies identified in the Accuplacer testing such as mandatory Reading 180. 4-2-5 Establish student mentorship program secondary to post secondary within POS 4.2.6 Provide tutoring to support student transitions</p>	<p>4-2-1 350 participants in college readiness groups at CTC 4-2-2 288 students with 1,492 Accuplacer tests administered – at CTC 1 POS is completed for Administration Information and Support</p>	<p>Sec. \$19,800 PS \$23,200 (Shelli sal/fr?) PS \$28,000 Sec. None/ elsewhere</p>
<p>4-3 Secondary career and technical education students enrolled at the Career and Technical Center take steps in their transition from secondary to postsecondary programs through a partnership between Century College and the NE Metro Intermediate Consortium High Schools.</p>	<p>4-3-1 Complete transition plans (2 individual contacts fall and spring) to postsecondary CTE programs or other options for senior CTC students. 4-3-2 Follow-up on Century College enrollment and postsecondary attendance of 07-08 CTC students.</p>	<p>100% of senior students complete transitions plans with the assistance of Education Assistants at CTC System in place to determine Century College enrollment and postsecondary attendance of CTC students</p>	<p>Sec. \$16,800 PS \$23,200 (Ed As sal/fr?) PS \$28,000 Sec. None/ elsewhere</p>
<p>4-4 Secondary education students are provided career planning activities and programs of study to assist in their development of a lifework plan which includes college credit opportunities to enhance their transition from secondary to post-secondary programs.</p>	<p>4-4-1 Inclusion of student career and transition activities in the process for development of program of studies. 4-4-2. Support and encourage career planning services, such as annual career plan development and modification, industry tours, and shadowing; use career planning process to promote attainment of high school diploma, associate-level degree, professional certification, and work readiness for transfer to further learning. 4-4-3 Support career planning process and POS with Web based systems (MCIS, Naviance, Efolio, GPS, etc.), career development resources and portfolios for continuous career planning. 4-4-4 Provide articulation agreements as part of the communication to parents, students, career advisors, counselors and especially to adult learners.</p>	<p>4-4-1 Full development of Program of Study in Administrative Services and Management 4-4-2 All students in grades 9 – 12 have a career plan reviewed annually 4-4-3 100% of districts have MCIS license software</p>	<p>Sec. None/ elsewhere Sec. \$159,870 Sec. None/ elsewhere Psec. \$8,555</p>

<p>4-5 Communications within the 15 member districts and with the college is improved regarding CTE issues, i.e. licensure, standards, curriculum and program review to ensure programs are in <u>compliance</u> with state regulations and recommendations, and data reporting programs.</p>	<p>4-5-1 Provide CTE program leadership throughout the Consortium to ensure that Perkins and state CTE rules and regulations are met.</p> <p>4-5-2 Establish and maintain a collegial team approach among member district representatives for shared consideration of CTE issues and initiatives.</p>	<p>4-5-1 All member districts will have regular representation at Perkins consortium meetings. 16 of 16 district member representatives attend 100% of consortium meetings – considered for access to Initiative funds</p>	<p>Sec. \$11,200</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> <ol style="list-style-type: none"> 1. Strengthen the academic and technical skills 2. Program of study 8. Provide effective services and activities. 10. Collaboration, brokering 11. Articulation, dual enroll 			

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 new consortium provides the opportunity to implement a new organizational structure, including action plan and communication plan, for the purpose of serving career and technical students. The current practice of having K-12 and college students currently enrolled in classes at co-located facilities will be used to its greatest advantage in bringing consortium members together—administration, faculty, and students.

Objective(s)	Strategies	Outcomes and Measures (FY08)	<i>Projected Budget by Objective</i>
5-1 The Northeast Metro Perkins consortium develops a formal organizational structure.	5-1-1 Implement the consortium organizational chart 5-1-2 Establish a consortium action plan for year 5-1-3 Establish a formal communication plan	5-1-1 Schedule of activities, meeting agenda and minutes and participation numbers 5-1-2 Action plan implementation documentation	Sec. \$14,774 PSEC \$3,509 (includes \$6,130 from Collab. 10% Fund)
5-2 Utilize consortium voice within the state to ensure continuance of CTE program availability for students	5-2-1 Identification and promotion of consortium components: secondary, intermediate, post secondary for understanding of CTE relationships and opportunities	5-2-1 Baseline survey/focus group report	PSEC \$14,000
5-3 Provide professional development opportunities for administration, faculty, staff, and external constituents regarding state and national trends	5-3-1 Host speaker/best practice opportunities to raise the profile of the K-16 efforts and the career and technical education issues	5-3-1 Schedule of activities, meeting agenda and minutes and participation numbers 5-3-2 Action plan implementation documentation	PSEC \$7,000
5-4 Build on strength of shared campus; secondary with post secondary	5-4-1 Increase faculty to faculty interactions – informal and formal 5-4-2 Increase engagement of post secondary faculty and secondary activities	5-4-1 Schedule of classroom exchanges and shared activities	PSEC \$7,000

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

Required:

2. Program of study
5. Professional development
8. Provide effective services and activities.
10. Collaboration, brokering

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	Honoraria for 3-day Institute participants (40)	14,000		14,000
	Supplies for POS activities	3,800		3,800
	Honoraria for those doing curriculum review	2,000		2,000
	Honoraria/sub costs for work on POS	22,000		22,000
	Sub costs for development/implement. of 5-yr plans	6,000		6,000
	Technology equipment to implement POS	80,000		80,000
	Support services for coordination of initiative grants— 30% of support staff salary/fringes	14,750		14,750
	Technical services to member districts	4,000		4,000
	Coordination of Consortium activities	7,200		7,200
	.6 Faculty FTE for POS work		48,000	48,000
	Faulty grants—new certification development		10,000	10,000
	New program/award equipment		50,000	50,000
	POS brochure		10,000	10,000
	General supplies		3,500	3,500
Employer, Community and Education Partnerships	Prof. development registrations, lodging, travel	18,000		18,000
	Local workshops/meetings regis./travel/member.	2,000		2,000
	Incentives to member districts for improved data	27,085		27,085
	Advisory honoraria/travel for CTE youth orgs.	20,000		20,000
	Meeting expenses/supplies	1,500		1,500
	Honoraria for summer industry tour participants (100)	5,000		5,000
	Contract to set up non-trad./industry/post sec. tours	4,000		4,000
	Tours supplies/coordination travel	2,000		2,000
	Transportation for non-trad./technology/postsec. tours	15,000		15,000
	Membership dues to staff prof. organizations	3,000	3,500	6,500
	Technical services to member districts	4,000		4,000
	Coordination of Consortium activities	7,200		7,200
	1.5 FTE career services/retention support specialists		92,000	92,000
	Travel for staff development (10 people)		15,000	15,000
	Advisory meeting focus groups		3,500	3,500
Network/mentor software		3,000	3,000	
Supplies		1,500	1,500	
Service to Special Populations	Consortium Work Skills Day expenses	4,000		4,000
	Technical tutors/job coaches	90,455		90,455
	Tuition to work assessment/evaluation program	30,000		30,000
	Technical services to member districts	4,000		4,000
	Coordination of Consortium activities	7,200		7,200
	05 FTE (2) retention/support specialists		60,000	60,000
	Stipends—learning community faculty		5,000	5,000
	.5 FTE tutor services		28,000	28,000

	Student events—non-trad, women’s conf. (speaker, Brochure, supplies)		7,500	7,500
	Supplies		2,500	2,500
Continuum of Service Provision (Brokering)	Support of articulation agreements, certificates, website (30% of support staff salary/fringes)	6,295	8,555	8,555
	Website development	3,000		3,000
	Annual articulation meeting expenses/supplies	3,000		3,000
	Salary/fringes of HS/Coll. specialist (shared)	19,800	23,200	43,000
	Salary/fringes of paraprofessional CTC ass’ts (shared)	16,800	23,200	40,000
	Materials for career centers that meets Consort. stand.	65,000		65,000
	Pro-rated staffing for career centers that meet stand.	94,500		94,500
	Meeting expenses for career center specialists (3/yr.)	370		370
	Technical services to member districts	4,000		4,000
	Coordination of Consortium activities	7,200		7,200
	.5 FTE retention/student support specialists		28,000	28,000
	.5 FTE research specialist		27,000	27,000
.5 tutor		28,000	28,000	
Sustaining the New Consortium	Consortium meeting expenses/operating supplies	3,574	3,509	7,083
	Technical services to member districts	4,000		4,000
	Leadership to Consortium	7,200		7,200
	.5 FTE support/communication		28,000	28,000
Total All Goals		\$632,929	\$517,510	\$1,150,439

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	153,750		153,750
2	Employer, Community and Education Partnerships	87,285	21,500	108,785
3	Service to Special Populations	15,200	120,455	135,655
4	Continuum of Service Provision (Brokering)	60,095	159,870	219,965
5	Sustaining the New Consortium	14,774		14,774
Subtotals for each column		331,104	301,825	632,929
Administration not to exceed 5%				19,575
Total Perkins Secondary Budget		\$ 331,104	\$ 301,825	\$652,504

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%	\$ 36,000
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		2,000
Perkins budget spent in collaboration with WorkForce Centers for FY2009 [A + B]		\$ 2,000

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	121,500		121,500
2	Employer, Community and Education Partnerships	118,500	2.2 (college in kind)	118,500
3	Service to Special Populations	103,000		103,000
4	Continuum of Service Provision (Brokering)	137,955		137,955
5	Sustaining the New Consortium	31,509		31,509
Subtotals for each column		512,464		512,464
Administration not to exceed 5%				24,000
Total Perkins Postsecondary Budget		\$ 512,464	\$	\$ 536,464

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	33%	Century in kind
2. Perkins Grant Collaboration with WorkForce Centers for FY2009		
A. Total Perkins Funds (dollars) used in collaboration with WorkForce Centers		Century in kind
B. Estimate of other expenditures/in-kind contributions used in collaboration with WorkForce Centers		\$10,000
Perkins budget spent in collaboration with WorkForce Centers for FY2009 [A + B]		\$10,000


**MnSCU/MDE CARL D. PERKINS
LOCAL APPLICATION BUDGET:
Notes and Reminders
JULY 1, 2008 – JUNE 30, 2009**


NOTE:


1. Postsecondary broad goal budget changes must be pre-approved by MnSCU if they change by \$10,000.00 or more between any given required or permissive category.
2. Broad goals budget changes for secondary Perkins must be pre-approved by MDE if they change 10% or more between any given required or permissive category.
3. For Secondary Perkins, any expenditure over \$1,000.00 **MUST** receive prior approval from MDE, or ANY equipment expenditure must receive prior approval.


DIRECTIONS & REMINDERS

-  Cost of all funded personnel must be split out between the five (5) Broad Goals
 - o High School to College Transitions
 - o Collaboration
 - o Employer, Community, and Education Partners
 - o Serving Special Populations
 - o Sustaining the New Consortium

-  Federal Carl D. Perkins funds **cannot supplant** funds from other sources.

-  The Carl D. Perkins Education Act of 2006 requires Personnel Activity Reports (PAR) to be filled out on all personnel funded by Perkins resources or whose time is considered a match toward Perkins resources. PARs do not need to be sent to MnSCU/MDE, but do need to be kept and monitored at the local level.

-  Each eligible sub-recipient receiving funds under this Act shall not use more than five (5) percent of the funds for administrative costs associated with the administration of this law.

-  Identify the amount of total Perkins resources that were used in collaboration efforts with WorkForce Centers.

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:

Consortium Name _____

Postsecondary Signature - College President

Date

Secondary Signature - School Superintendent

Date