

**CARL D. PERKINS ACT of 2006
 CONSORTIUM APPLICATION COVER SHEET FY2008-2009
 OAK LAND EDUCATION PARTNERSHIP 5/6/08**

Please complete the following:

CARL PERKINS - Secondary Contact Person: <u>Ginny Karbowski</u> Address: <u>Anoka-Hennepin District—STEP</u> <u>1353 W. Hwy. 10; Anoka, Mn. 55303</u> Phone: <u>(763) 433-4001</u> FAX: <u>(763) 433-4003</u> E-Mail: <u>Karbowski@anoka.k12.mn.us</u>	CARL PERKINS - Postsecondary Contact Person: <u>Anita Jeziah</u> Address: <u>11200 Mississippi Blvd. NW</u> Phone: <u>763-433-1112</u> FAX: <u>763-433-1521</u> E-Mail: <u>Anita.Jeziah@anokaramsey.edu</u>
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CARL PERKINS - Secondary
 Fiscal Agency: Anoka-Hennepin District #11
 Business Manager: David Buck
 Address: 11299 Hanson Blvd. NW
 Phone: (763) 506-1032 FAX: (763) 506-1103
 E-Mail: david.buck@anoka.k12.mn.us
 *District # 11 District Type lea
 (*for electronic payment purposes)

CARL PERKINS - Postsecondary
 Fiscal Agency: Anoka Technical College
 Business Manager: Wendy Meyer
 Address: 1355 West Highway 10, Anoka , MN 55303
 Phone: 763-576-4799 FAX: 763-576-4715
 E-Mail: wmeyer@anokatech.edu

District/Agency Name/College	Secondary Type & Number
Anoka Technical College	
Anoka Ramsey Community College	
Anoka Hennepin Schools	11/01
Cambridge-Isanti Schools	911/01
Elk River Schools	728/01
Oak Land Cooperative Center	957/51
Princeton Schools	477/01
St. Francis Schools	15/01

(*Use extra rows or sheets if necessary)

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

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

Minnesota Department of Employment and Economic Development (<http://www.deed.state.mn.us/lmi/Home.htm>) and the O*Net – the Occupational Information Network (<http://online.onetcenter.org/>) provided to us ideas of potential pathways to consider during our deliberations. The consortium sought out information regarding careers with a strong economic outlook that aligned with existing programs and coursework currently available within our high school and college offerings. We chose to focus on those careers that have the best outlook over the next 8 – 10 years in the U.S. and in especially in Minnesota.

- According to the latest job vacancy report by the Minnesota Department of Employment and Economic Development (DEED), nursing has a high hiring demand index and computer careers have an average hiring demand index suggesting that each has ample employment opportunities for program graduates (See <http://www.deed.state.mn.us/lmi/tools/projections/Results.aspx?dataset=4&geog=2701000000&code=>);
- According to O*Net, numerous careers in the Health Care industry have a “much faster than average” projected growth rate 2006-2016. Health Care professions in this category include the following careers for which programs are offered at ARCC or ATC: Registered Nurses, Personal and Home Care Aids, Home Health Aids, Medical Assistants, Fitness Trainers, Surgical Technologists, Physical Therapist Assistants, Occupational Therapist Assistants, Nursing Aids/Orderlies/Attendants and Licensed Practical Nurses. Other health care programs offered at the two colleges are also listed in O*Net’s “faster than average” category. The consortium high schools also offer related coursework. (See <http://online.onetcenter.org/find/indemand?i=HC&g=Go>);
- According to O*Net, numerous careers in the Information Technology industry have a “much faster than average” projected growth rate 2006-2016. Information Technology professions in this category include the following careers for which programs are offered at ARCC or ATC: Computer Systems Analysts, Network Systems/Data Communications Analysts, Network Systems/Data Communications Administrators, Computer Security Specialists and Database Administrators. The consortium high schools also offer related coursework. (See <http://online.onetcenter.org/find/indemand?i=IT&g=Go>)
- According to DEED, the median wage in healthcare support occupations, and technical occupations and computer occupations is a healthy \$17.21/hour. RN’s and LPN’s have higher average wages, though programs are extremely competitive for admissions.
- Both programs are attractive to secondary and postsecondary students;
- Each member of the Oak Land Consortium offers at least some classes in one of the fields;
- There was a high degree of consensus among consortium members to build programs of study in these areas.

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

Teachers participating in the Oak Land Tech Prep Consortium have spent the last year discussing the processes and concepts that will be used to develop programs of study. A wide variety of secondary and postsecondary program faculty will be brought together to develop the programs of study, beginning with healthcare and information technology.

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 has been successfully utilized in the Oak Land Tech Prep Consortium. Examples include a Tech Prep website in collaboration with three other consortia; regional advanced standing agreements; and defined partnerships with districts/colleges outside the consortium as driven by programmatic matches. Building on these experiences, the consortium is already discussing how to use brokering during the design and operation of the programs of study. We will create communication strategies to support student transitions within and outside the Oak Land Education Partnership, to assist students in navigating into programs of study at various consortia in Minnesota. Goal 2 provides further detail about how brokering will be used.

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 Oak Land Perkins Consortium will initially develop two programs of study. One will be in the allied health areas and the other will be in information technology. These programs of study will be developed and implemented jointly by high school and college instructors as well as with combined program advisory committees.

Objective(s)	Strategies	Outcomes and Measures (FY09)	<i>Projected Budget by Objective</i>
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<p>1. Fully develop programs of study in Therapeutic Services and Network Systems – Consortium POS Coordinator, Secondary and Post-secondary Articulation instructor teams. (See Consortium POS Coordinator, Goal 5)</p>	<ul style="list-style-type: none"> • Evaluate area labor market data and member program offerings to develop and focus the programs of study in Therapeutic Services and Network Systems to offer opportunities for high wage, high demand occupations. • POS Coordinator hired to manage and implement POS processes, and offer professional development and consultation. • Conduct a curriculum audit of current secondary and post secondary curriculum related to programs of study identified. Align the horizontal and vertical curriculum through analysis and modify the scope and sequence of course competencies as necessary to eliminate any competency gaps identified. • High school and post-secondary faculty will consult with ABE and post-secondary developmental instructors to address transition needs of students, collaborating to develop seamless transition frameworks. • Program of study draft shared with advisory committee, and other relevant parties for review and revision to ensure skills match to high wage, high demand occupations • Develop and implement counseling and other processes that inform middle school, secondary and postsecondary students, parents and teachers about college and work readiness, and how to enroll in and successfully complete a program of study. • Maintain and develop articulation agreements that allow secondary students enrolled in the program of study to gain college credit. Build these on existing consortium curricular models and agreements. • In consultation with MDE and MnSCU research, plan for implementation of relevant assessment instruments and processes that measure attainment of technical skills as required by certifications and/or industry standards. • Offer academic support, counseling and other related student support services to ensure student persistence and success. • Apply the models and processes used to develop these two programs of study to create future programs of study; providing services and activities that are of sufficient size, scope and quality to be effective. 	<ul style="list-style-type: none"> • POS are defined for Therapeutic Services and Network Systems, Grades 9-14. • POS include articulated curriculum with common assessments, as evidenced by at least one advanced standing agreement per POS. • At least one POS ready for implementation in the 2009-2010 school year. • Business/industry advisory committees, jointly representing secondary and post-secondary, have participated in development and officially endorse POS. • A five year plan is in place for implementation, evaluation and improvement of POS. 	<p>\$146,732</p>
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<p>2. Advanced standing agreements (current and new course articulations between secondary and post-secondary) will be annually reviewed, updated, studied and used as a basis for POS development - Articulation Coordinator, Secondary and Post-secondary Articulation instructor team. (See Articulation Coordinator – Goal 5)</p>	<ul style="list-style-type: none"> • Hire an Articulation Coordinator to guide the working meeting process for advanced standing agreements, prepare/update revised and new agreement information on website for faculty and leadership team following the meetings. • Provide a foundation for POS through the secondary/postsecondary instructor teams identified through advanced standing meetings and course articulations supporting POS. • In areas where there are no POS for students to continue, services will be brokered with other colleges outside of our consortium. • Continue and upgrade agreements that are not part of a POS structured system. • Continue tech prep data collection and compare to previous years. • Promote opportunities for students via website. Provide overall training for teachers new to the advanced standing process. • Consortium will participate via brokering in regional system (process started Fall 2005, 1st regional agreements implemented FY07, additional agreements added FY08) for college credit certificate ordering, regional agreements and student progression at the secondary level. 	<ul style="list-style-type: none"> • 100% of existing agreements reviewed and updated – via 18 meetings held. • Common assessments in place for 50% of agreements, focused on research based best practice. • Maintain number of certificates issued to students at FY08 level. • Plan is in place for consortium wide follow-up on certificate usage • 70% of participating instructors in-serviced on purpose and use of website 	<p>\$14,700</p>
<p>3. All secondary CTE learners will have a career and post-secondary plan that guides them into competitive employment.</p>	<ul style="list-style-type: none"> • Secondary CTE students explore vocational options through planned processes in introductory courses. • Post-secondary partners offer multi-media career exploration presentations for CTE programs in high schools, through college CTE program faculty, advisors and/or business presenters. These presentations will include information to encourage non-traditional gender participation, and participation of underrepresented groups. • Advise/teach students to effectively utilize available employment resources. 	<ul style="list-style-type: none"> • POS in place to enhance planning process for students by FY09. • Multi-media career explorations to integrate ARCC and ATC offerings. 	<p>\$12,500</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> <ul style="list-style-type: none"> • Objective 1: Required activities 1,2,5, 6,7,8 and Permissible activities 2,12 • Objective 2: Required activities 5, 10,11 • Objective 3: Required activity 3 and Permissible activity 2, 17 			

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: The Oak Land Perkins Consortium will use combined secondary and postsecondary program advisory committees to help develop and evaluate the program of study and keep it current with industry standards. When necessary, the Oak Land Perkins Consortium will broker courses, programs and services from other providers to make sure that students enrolled in program of study have access to high quality curriculum and support to ensure their success.

Objective(s)	Strategies	Outcomes and Measures (FY09)	<i>Projected Budget by Objective</i>
1. Develop combined secondary and post-secondary advisory committees to support the Network Systems and Therapeutic Services programs of study.	<ul style="list-style-type: none"> ● Work with secondary and postsecondary faculty and program advisory committee chairs to review existing membership and identify participants for a combined program advisory committee. ● Develop and implement combined advisory committee protocol and processes that support development, implementation and review of the program of study; including review of how the needs of special populations students are being met. 	<ul style="list-style-type: none"> ● Combined secondary/post-secondary program of study advisory committees identified for Network Systems and Therapeutic Services programs of study, and one meeting held in each POS with minutes and committee rosters on file. 	\$26,300

<p>2. Effectively engage relevant community members and organizations in the development and maintenance of the programs of study.</p>	<ul style="list-style-type: none"> • Seek out new advisory committee members, including business partners, to provide insight on program needs and developments. • Include CTE advisors/counselors on advisory committees to enhance committee members' perspectives of students' needs. The CTE advisors/counselors will communicate current program information to colleagues and students. • Identify relevant stakeholders such as personnel at the workforce centers, chambers of commerce, adult basic education and others to serve either on the combined program advisory committee or in another advisory capacity to help develop, implement and review the program of study. • Involve current and former students on the combined advisory committees. 	<ul style="list-style-type: none"> • Relevant community members participate in the development, implementation and review of the programs of study, including needs of special populations. 	<p>\$1,100</p>
<p>3. Engage related educational organizations to strengthen the programs of study.</p>	<ul style="list-style-type: none"> • Support secondary and postsecondary student organizations so they can participate in the development and operation of current and future programs of study. • Work with Adult Basic Education and other developmental education providers to identify and supply necessary academic skill development for students participating in the programs of study at the secondary and postsecondary levels • Maintain and improve existing articulations from post-secondary to 4 year programs. 	<ul style="list-style-type: none"> • Secondary: One advisor from each secondary district will attend a national student organization conference in their related area. • Post-secondary: On-campus ABE collaboration and developmental education bridge gaps for learners to college level programs. 	<p>\$13,330</p>
<p>4. Work with program advisory committees, community organizations and others to provide work-based learning experiences (for students and faculty) to support the programs of study.</p>	<ul style="list-style-type: none"> • Identify planned industry interactions via advanced standing meetings. • Identify advisory committee members and other employers to develop and implement work-based learning experiences (such as internships, shadowing, field trips etc.) that allow secondary and postsecondary students to apply classroom concepts at the work-site. • Use training agreements and other processes to ensure that work-based learning students are given the chance to experience the actual occupation including all aspects of the industry and technology applications. • Provide curriculum which integrates work-based learning into CTE programs. 	<ul style="list-style-type: none"> • 5 out of 18 advanced standing meetings include planned industry interaction. • Minimum of 2 work-based learning experiences provided in each Career Field, per secondary district. 	<p>\$37,100</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.

- Objective 1: Required activities 3, 6 and 8, permissible activity 1
- Objective 2: Permissible activity 1
- Objective 3: Required activity 1; permissible activities 1, 5, 9
- Objective 4: Required activity 3; permissible activities 1 and 3

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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 primary processes will employ counselors and faculty at the secondary and postsecondary levels to inform prospective CTE students about their program and course options and help to [provide and broker services for current CTE students so they receive the academic and other support they need to successfully complete their secondary CTE and transition into postsecondary CTE, especially in programs of study. In addition, a variety of evaluation and research processes will be used to monitor individual student and overall program success to identify the services and strategies that are working and to improve or replace the services and strategies that are not working.

Objective(s)	Strategies	Outcomes and Measures (FY09)	<i>Projected Budget by Objective</i>
1. Improve the success and retention of special population (including non-traditional gender) students in CTE courses at the secondary and post-secondary levels.	<ul style="list-style-type: none"> • Within constraints of appropriate privacy of records, identify the special populations students at the secondary and postsecondary levels enrolled in the programs of study and other CTE courses, to verify equality of access to programs. • Provide academic and other support services that help current secondary and postsecondary special population CTE students persist in and successfully complete their programs. • Work with diversity directors at Oak Land Education Partnership member institutions to make sure program of study processes and materials are bias-free and welcoming to students from all walks-of-life. • Monitor individual student progress in the programs of study and other targeted CTE programs to improve student learning, retention and completion, including students in special populations. • Develop and implement processes to continuously improve programs of study and other CTE programs based on program evaluations. 	<ul style="list-style-type: none"> • Percentage and number of secondary and postsecondary CTE students who successfully complete courses and programs. • Data review process developed for consortium. • Post-secondary: Report of student progress monitoring outcomes for one program. 	\$96,100

<p>2. Provide career guidance and academic counseling to current and prospective special population CTE students.</p>	<ul style="list-style-type: none"> • Evaluate the specific counseling needs of particular special populations in order to tailor career and guidance counseling to meet these needs. • Provide current and prospective secondary and postsecondary CTE students with the academic and career counseling they need to enroll in and successfully complete an appropriate CTE program; and to successfully prepare for high-skill, high-wage or high-demand occupations that will lead to self-sufficiency. 	<ul style="list-style-type: none"> • Number of students who enroll in CTE courses and programs at the secondary and postsecondary levels. 	<p>\$2,900</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> <ul style="list-style-type: none"> • Objective 1: Required activities 1, 2, 6, 9 and permissible activity 2,4 • Objective 2: Required activity 9 and permissible activity 2 			

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: Oak Land Education Partnership sequential continuum of service provision will be to develop and link services collaboratively at the secondary and postsecondary levels. This will provide students with the support they need to achieve success at each level while providing clear processes to transition from secondary to postsecondary education. This will require strong relationships between instructors, counselors, admissions representatives and others at the secondary and postsecondary levels so that student information and transcripts can be easily shared. This will help to make the transition process as seamless as possible for students participating in programs of study as well as other secondary students who plan to enroll in postsecondary CTE.

Objective(s)	Strategies	Outcomes and Measures (FY09)	<i>Projected Budget by Objective</i>
<p>1. Students will have multiple identified entry and exit points which align with employer requirements for high wage, high demand employment.</p>	<ul style="list-style-type: none"> • Research industry standards in health care, IT and future programs of study by seeking to determine which employment skills, certificates and/or licensures are required or preferred for roles in particular industries. • Use faculty and staff expertise to assist in the program of study development and improved curricular alignment. • Explore the general workforce readiness credentials identified by ACT, CASAS and others to see how they can be used to create mutually agreed upon skills documentation providing students the credentials needed to attain employment. 	<ul style="list-style-type: none"> • Draft consortium preferred list of skill certifications for current and future programs of study 	

<p>2. Develop and make available processes for students to verify their skill attainment, providing the records and credentials necessary to smoothly transition from secondary to postsecondary CTE and the workplace.</p>	<ul style="list-style-type: none"> • Support professional development, curriculum writing and acquisition of equipment and supplies as districts and colleges work to implement industry standards and/or other third party technical skill attainment measures for all CTE programs. • Evaluate the CTE transition processes for efficiency. • Secondary and post-secondary student services departments will receive training on appropriate practices related to the application of college credits and/or CTE certificates earned by high school students. 	<ul style="list-style-type: none"> • Increase CTE student high school graduation rates, from current consortium secondary average on state core indicator report (55.65), to 58.65. • Number and percent of secondary CTE students who enroll in postsecondary CTE programs • Utilization of Programs of study and tech prep web-sites 	<p>\$222,648.70</p>
<p>3. Develop and implement a continuum of services to facilitate secondary and post-secondary transitions.</p>	<ul style="list-style-type: none"> • Identify the current student services offered to CTE within the consortium at the secondary and postsecondary levels. • Facilitate transfer of college-level credits and credentials to the postsecondary level through the development and implementation of a record-keeping and sharing procedure. • Determine how well these services align and better connect these services when and where needed. • Identify service gaps and use brokering and other processes such as online education delivery to develop and implement services to fill these gaps. 	<ul style="list-style-type: none"> • Number and percent of secondary CTE students who enroll in postsecondary CTE programs 	<p>\$27,500</p>

<p>4. Improve the academic attainment of secondary CTE students to insure they are prepared to do college level work.</p>	<ul style="list-style-type: none"> • Identify and communicate the skills students need to succeed in CTE programs at the secondary and postsecondary levels. • Provide students with the mentoring, supplemental learning (online and in-person) and other academic support services they need to successfully complete their CTE programs at the secondary and postsecondary levels. 	<ul style="list-style-type: none"> • Increase CTE student high school graduation rates, from current consortium secondary average on state core indicator report (55.65), to 58.65. • Increase secondary CTE Math MCA score average from 20.35 to 23.35. • Number and percent of students who complete postsecondary CTE programs. • Related employment rate of postsecondary CTE graduates. 	<p>\$60,000</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> <ul style="list-style-type: none"> • Objective 1: Permissible activity 20 • Objective 2: Required activities 2, 4, 6, 8, 10, 11, permissible activity 2 • Objective 3: Required activities 6, 8, 10, 11 and 1 and permissible activity 9 • Objective 4: Required activity 1 and permissible activity 6 			

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: Building on past partnerships, the consortium will develop the leadership, administrative and staffing structure to support the development, operation and evaluation of programs of study and secondary and postsecondary CTE.

Objective(s)	Strategies	Outcomes and Measures (FY09)	Projected Budget by Objective
<p>1. Develop and maintain ties among consortium partners based on student matriculation patterns and historic articulation partners.</p>	<ul style="list-style-type: none"> • Oak Land Education Partnership development based on logical post-secondary partners for student progression from historically collaborating secondary districts in the Oak Land Tech Prep consortium. Program inventories support alignment of partners for student progress. 	<ul style="list-style-type: none"> • Maintain historical and geographically based partnership, with enhanced service coordination and clear pathways for students. 	
<p>2. Provide staffing, leadership, coordination, and support to develop and sustain consortium collaboration and ensure student success.</p>	<ul style="list-style-type: none"> • Pool resources to provide clerical and professional staffing needed to sustain the consortium and its related operations at the individual colleges and school districts within the consortium. This includes support for setting up consortium meetings, keeping consortium records, facilitating consortium communication and preparing consortium documents. • Determine the institutional research services and processes needed to evaluate consortium programs and projects as well as CTE student outcomes at the secondary and postsecondary levels. • Secondary and Post-secondary representatives will receive professional development in best practices related to programs of study, Tech Prep and other areas related to Perkins. This may include sending joint teams to conferences such as the CCTI Summit, the annual NCPN conference and MACTA conferences. • Conference attendees will collaborate on best practices gleaned from workshops and events, and use ideas gleaned to develop consortium and continuum of service strategies and plans. 	<ul style="list-style-type: none"> • Articulation Coordinator • POS Coordinator • Consortium Coordinator • Institutional Research • Clerical support • Conference attendance <p>Mutual goal setting and data review processes developed.</p>	<p>\$138,224.56</p>

<p>3. Create a communication plan and processes to ensure easy communication among consortium members.</p>	<ul style="list-style-type: none"> • Develop and implement a consortium web-site that provides consortium members with clear information about consortium programs of study, processes, planning, evaluations, records, and other shared operations. • Develop and implement regular communication processes to keep leaders within consortium institutions up-to-date with consortium operations, evaluations, reports and other critical information needed to efficiently and effectively operate the consortium. 	<ul style="list-style-type: none"> • Regular meetings scheduled with leadership team, minutes and documents maintained on website. 	<p>\$11,250</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. Objective 1: Required activity 10, permissible activity 20 Objective 2: Required activities 6, 8 and 10, permissible activity 20 Objective 3: Required activity , 8, 10 and permissible activity 20</p>			

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

Budget For Each Broad Goal	Description (include information on salary, staff development, supplies and other relevant expenditures – How was the expenditure calculated?)			
		Secondary Budget	Post-Secondary Budget	Total Budget
Programs of Study	<p>OBJECTIVE 1: Secondary instructor salaries: AH dist – medical careers and IT <u>36,500</u></p> <p>Post secondary salaries: ATC Perkins Coord. Time – 13,500 (.5 FTE divided between goals 1 – 2);</p> <p>ARCC Post secondary research salary - \$8,600</p> <p>ARCC Post secondary advising salary - \$9,500</p> <p>Secondary curriculum writing time, sub costs & printing for POS development & recruitment: AH – 11,000; CI, PR & SF – 2,000 each, ER – 3,000 = <u>20,000</u></p> <p>Post secondary curriculum writing time for faculty for POS: ATC – 26,132; ARCC – 3,500 = <u>29,632</u></p> <p>ACT DISCOVER site license: 3 sites (CA, PR, SF) @ 1,000 = <u>3,000</u></p> <p>Contracted Services: AH district career camp & NAR clinicals – 11,000 + ARCC LPN/RN mobility program market research – 10,000 = <u>21,000</u></p> <p>Staff Development – PLTW Med Careers: AH – <u>5,000</u></p> <p>OBJECTIVE 2: Advanced Standing (Tech Prep) meetings, secondary costs including sub time, mileage, contracted services & certificate issuance: AH – 2,000 (also funds in goal 4); CI, PR & SF – 3,000 each; ER 3,700 = <u>14,700</u></p> <p>OBJECTIVE 3: Career exploration presentations to high school classrooms : <u>3,000</u></p> <p>ARCC Post secondary advising salary - \$9,500</p>	90,200	83,732	173,932
Employer, Community and Education Partnerships	<p>OBJECTIVE 1: Post secondary salaries: ATC Perkins Coord. Time– 13,500; ARCC Post secondary advising salary - \$3,800 Post secondary</p> <p>ARCC Post secondary administrative assistant salary - \$9,000</p> <p>OBJECTIVE 2: Printing/supplies: ARCC for advisory committees and Workforce Center collaboration – <u>1,100</u></p>	50,430	27,400	77,830

	<p>ARCC Post secondary administrative assistant salary in obj. 1</p> <p>OBJECTIVE 3: CTE student organizations: advisor travel for 6 sites – 11,700; new DECA store at one site – 1,630 = <u>13,330</u></p> <p>OBJECTIVE 4: Curriculum writing time & benefits: AH – 20 WBL coordinators = <u>12,500</u></p> <p>Instructional supplies for WBL: AH = <u>3,000</u></p> <p>WBL transportation costs, secondary schools: AH – 10,000; CI – 2,500; PR – 2,500; SF – 2,500; ER – 4,100 = <u>21,600</u></p>			
Service to Special Populations	<p>OBJECTIVE 1: Post secondary salaries/benefits: ATC – 1.0 Peer Tutoring Coordinator for Special Pops and Programs of Study, and tutor time – 63,000</p> <p>ARCC Post secondary advising salary - \$1,900</p> <p>ARCC Post secondary research - \$6,450</p> <p>ARCC Post secondary administrative assistant - \$6,750</p> <p>Curriculum writing time: AH district WE coordinators = <u>6,500</u></p> <p>Program improvement: instructional supplies for WE programs – AH = 5,000</p> <p>Equipment for WE programs: AH = <u>3,000</u></p> <p>Summer employment transportation for special pops: ER = <u>3,500</u></p> <p>OBJECTIVE 2: Outreach efforts to secondary – ARCC – 1,000</p> <p>ARCC Post secondary advising salary - \$1,900</p>	18,000	81,000	99,000
Continuum of Service Provision (Brokering)	<p>OBJECTIVE 1: ARCC Post secondary advising salary in obj. 2</p> <p>ARCC Post secondary research salary in obj. 2</p> <p>OBJECTIVE 2: Secondary instructor salaries, curriculum writing & benefits for applied math & medical careers: AH = <u>57,000</u></p> <p>Contracted services –AH child care occupations = <u>15,000</u></p> <p>ARCC Post secondary advising salary - \$7,600</p> <p>ARCC Post secondary research salary - \$17,200</p> <p>ARCC Post secondary administrative assistant - \$9,000</p>	206,089.73	104,059	310,148.73

	<p>Coordination: ER – 17,000</p> <p>Secondary instructional supplies and texts to align with articulation agreements and industry certifications: AH – 17,641.84; CI – 9,923.86; PR – 2,535.66; SF – 9,258.03; ER – 4,102.42; OL – 1,093.47 = <u>44,555.28</u></p> <p>Secondary program equipment to align with articulation agreements and industry certifications: AH – 18,214.49; CI – 9,923.85; PR – 2,535.66; SF – 9,258.03; ER – 4,102.42 = <u>44,034.45</u></p> <p>Secondary - professional development for industry certifications – 2 teachers per building: CI – 2,000; PR – 2,000; SF – 2,000 = <u>6,000</u></p> <p>Post secondary: professional development and certification exam costs – ARCC – <u>5,259</u></p> <p>OBJECTIVE 3:</p> <p>ARCC Post secondary research salary in obj. 2</p> <p>ARCC Post secondary administrative assistant - \$9,000</p> <p>Contracted services: AH – concurrent enrollment programs 12,000</p> <p>Brokering: AH – 3,500; ARCC – <u>2,000</u> to participate in employer partnership activities with other consortium.</p> <p>On-line learning research & development: ER – <u>1,000</u></p> <p>OBJECTIVE 4:</p> <p>Post secondary salaries/benefits: ATC – 1.0 transition coordinator = 54,000</p> <p>Academic support for CTE program students: CI – 2,000; PR – 2,000; SF – 2,000 = <u>6,000</u></p>			
<p>Sustaining the New Consortium</p>	<p>OBJECTIVE 2:</p> <p>ARCC Post secondary research salary - \$10,750</p> <p>ARCC Post secondary administrative assistant in obj. 3</p> <p>Joint consortium staffing: Consortium coordinator Program of study/curriculum coordinator Articulation coordinator Institutional researcher Position descriptions and FTE breakdowns to be designed jointly by Leadership Team upon state approval of grant.</p> <p>Website development and maintenance for POS and CTE</p> <p>OBJECTIVE 3:</p> <p>ARCC Post secondary research salary in obj. 2</p> <p>ARCC Post secondary administrative assistant - \$11,250</p>	<p>65,367.56</p>	<p>84,107</p>	<p>149,474.56</p>

Total All Goals		\$430,087.29	\$380,098	810,385.1

List any other relevant information not specified above here:

-
- AH = Anoka Hennepin School District
 - ER = Elk River School District
 - CI = Cambridge Isanti School District
 - PR = Princeton School District
 - SF = St. Francis School District
 - OL = Oak Land Cooperative Center
 - ATC = Anoka Technical College
 - ARCC = Anoka Ramsey Community College

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	90,200		90,200
2	Employer, Community and Education Partnerships	32,600	17,830	50,430
3	Service to Special Populations	15,000	3,000	18,000
4	Continuum of Service Provision (Brokering)	162,055.10	44,034.45	206,089.55
5	Sustaining the New Consortium	65,367.56		65,367.56
Subtotals for each column		365,222.66	64,864.45	430,087.
Administration not to exceed 5%		22,636.19		22,636.19
Total Perkins Secondary Budget		\$387,858.85	\$64,864.45	\$452,723.30

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 * Consortium positions funded by secondary funds will be 100% consortium wide time.	*100%	\$65,067.56
2. Perkins Grant Collaboration with WorkForce Centers for FY2009		
A. Total Perkins Funds (dollars) used in collaboration with WorkForce Centers		
B. Estimate of other expenditures/in-kind contributions used in collaboration with WorkForce Centers		
Perkins budget spent in collaboration with WorkForce Centers for FY2009 [A + B]		\$

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

GOALS	FEDERAL/STATE USES OF FUNDS Refer to Section I, pages 8-9 for the listing of Required and Permissible Local Uses of Funds	PROJECTED BUDGET FY '09		
		Required Activities	Permissible Activities	Total Budget
1	Programs of Study	64,732	19,000	83,732
2	Employer, Community and Education Partnerships	15,900	11,500	27,400
3	Service to Special Populations	79,100	1,900	81,000
4	Continuum of Service Provision (Brokering)	100,259	3,800	104,059
5	Sustaining the New Consortium	84,107		84,107
Subtotals for each column		344,098	36,200	380,298
Administration not to exceed 5%		16,421.86		16,421.86
Total Perkins Postsecondary Budget		\$360,519.86	\$ 36,200	\$396,719.86

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 * Consortium positions funded by postsecondary funds will be 100% consortium wide time.			*100%	62,107
2. Perkins Grant Collaboration with WorkForce Centers for FY2009				
A. Total Perkins Funds (dollars) used in collaboration with WorkForce Centers				500
B. Estimate of other expenditures/in-kind contributions used in collaboration with WorkForce Centers (ARCC Placement Specialist)				30,000
Perkins budget spent in collaboration with WorkForce Centers for FY2009 [A + B]				\$ 35,000

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:

Consortium Name _____

Postsecondary Signature - College President

Date

Postsecondary Signature - College President

Date

Secondary Signature - School Superintendent

Date

Secondary Signature - School Superintendent

Date

Secondary Signature - School Superintendent

Date

Secondary Signature - School Superintendent

Date