

Approved 7-1-08
CARL D. PERKINS ACT of 2006
CONSORTIUM APPLICATION COVER SHEET FY2008-2009
[Pine Technical College and SCRED Consortium]

Please complete the following:

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CARL PERKINS - Secondary
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*District # 139 District Type 01
(*for electronic payment purposes)

CARL PERKINS - Postsecondary
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Business Manager: Ron Scherman
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District/Agency Name/College	Secondary Type & Number
Rush City	139 01
Braham	341 01
Pine City	578 01
Hinckley-Finlayson	2165 01
East Central	2580 01
Mora	332 01
Pine Technical College	

(*Use extra rows or sheets if necessary)

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

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

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

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

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

Project for 08-09

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

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

In consultation with our consortium, we plan to develop a health science program of study.

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

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.

We met in April 2008 with our secondary partners (counselors and principals) and the college to review the opportunities for transition of course work in career and technical education. With the opportunities currently in place for ITV delivery of health-related concurrent classes plus the partnership with a new AS degree program in Health Sciences at PTC, it was agreed to pursue this program of study. Also, the needs assessment for employment conducted by DEED indicates that the projected major employment growth in this geographic area of MN will be in the healthcare occupations.

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

Secondary teachers and post-secondary faculty have been cooperating for the past 7 years in bringing health related curriculum to high school students via inter-active television and with a nursing assistant class open to only high school juniors and seniors. With this history of collaboration, the further development of this POS is a natural fit.

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 not been done since the POS is in development, but brokering of services will be a consideration later.

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

- o 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?
- o *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 consortium (Pine Technical College and six school districts) will implement one POS for 09 that focuses in the health sciences career cluster. This POS was chosen because a secondary/post-secondary collaboration secondary counselors and principals and college faculty had been established previously to integrate academic and technical competencies in the health science career field beginning in grade 11 with articulated and concurrent courses offered to all secondary consortium schools. The initial collaboration was developed as a result of the rural health care coalition survey (in with Region 7E Economic Development Commission) indicated that the top occupational focus in the next ten years should be health care. The consortium will work with faculty and teachers to further develop aligned curricula that enables secondary students to earn college credit that is common to all five of the career pathways in the POS and specifically within a diploma program for practical nursing.

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

<p>Develop one POS - Career Pathway in the Health Science Technology career field for grades 11-14 that includes high academic standards and transition activities that prepare students for post-secondary education and workforce readiness</p>	<ol style="list-style-type: none"> 1. Consortium coordinators work with partnership of secondary counselors, teachers and college faculty to develop sequence of courses beginning in grade 11 for health science career cluster 2. Meeting twice per semester, the consortium develops academic requirements and monitors progress toward students' completion of program 2. Consortium to develop one articulation agreement in health science career cluster 3. PTC and high school faculty continue ITV partnership to deliver college courses in health sciences 4. Facilitate workshops at PTC for high school counselors and instructors to understand science and math applications within the pathway 5. Facilitate open house at college for students in grade 12 to shadow health science post-secondary student and visit with area employers in the health science field. 	<ol style="list-style-type: none"> 1. 80% of students in health science career cluster complete high school graduation requirements and complete concurrent/ITV enrollment courses with a minimum GPA of 2.0 2. 50% of students move into post-secondary within same pathway 3. One new articulation agreement developed 4. Enrollment in ITV health science courses increases by 5% 5. 50% of math and science faculty in the consortium participate in sci-math workshop at post-secondary resulting in one new secondary course developed for medical career preparation used at all six consortium schools in grade 10 for 09-10. 6. Sixty high school students participate in post-secondary open house resulting in 75% of these students who participate in an exit survey indicating they have committed to enroll in health science major at a college 7. Maintain number of CTE health science completers who pass all the requirements for graduation at 90.09% (2S1) 	<p>\$11,315 Secondary</p> <p>\$19,438 Post-secondary</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>Integration of academic and technical education R</p> <p>Development, improvement and expansion of the use of technology R</p> <p>Programs of study R</p> <p>Programs that lead to high skill, high wage or high demand occupations that lead to self sufficiency for all students with emphasis on special populations R</p> <p>Articulation, dual enrollment, concurrent enrollment, PSEO and other recognized transition strategies R</p> <p>Work Based Learning</p>			

**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:

- o 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?
 - o 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?
- o How will you provide transition for adult learners into the workforce?

Plan Narrative: Pine Technical College (PTC) and six consortium districts partner with area business, industry and community resources to identify, promote and provide transition to high skill, high wage and/or high demand occupations for all learners. The consortium will include in its decision-making process input from DEED, the East Central Workforce Partnership and Central MN Jobs and Training. The consortium will continue its over-all planning focusing on education and employment in manufacturing which began with the inclusion of Pine Technical College in the Manufacturing Centers of Excellence and with the recently created Manufacturing Skills Partnership, whose membership includes: K-12, PTC, Employment and Training, Central MN Jobs and Training and 16 area manufacturers. The consortium will continue its partnership between secondary and post-secondary in the health sciences career pathway to offer science classes grades 11-12 that lead into a common core of post-secondary classes in health science.

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

<p>Broad based community involvement through partnerships between educators and employers that increases participation within CTE classes grades 11-14</p> <p>I</p> <p>Increase community exposure to high wage, high skill, high demand career in manufacturing and automotive</p>	<p>1. Advisory Council consisting of parents, students, business partners and teachers using input from the region's DEED/LMI report will advise in the development of CTE programs of study in targeting manufacturing as a high wage/high demand regional occupations</p> <p>2. Partner with established Manufacturers Alliance to:</p> <ul style="list-style-type: none"> - host applied curriculum workshop for secondary teachers - assign an industry mentor to secondary and PTC metals/mfg. students <p>3. Collaborate with East Central MN Workforce Partnership to:</p> <ul style="list-style-type: none"> - promote through workshops and mentoring the soft skills and academic standards required for successful job placement - host a job fair to provide PTC students with placement info for high skill, high wage jobs within partnership area <p>1. PTC hosts open house showcasing all program majors. Faculty present mini workshops within open house demonstrating connection between academic and technical skill requirements. Industry partners present to support placement opportunities for those with technical skill attainment in automotive program area</p>	<p>1. POS in manufacturing developed for 09-10</p> <p>2. Two college courses in mfg. program offered at secondary level resulting in 50% of students enrolling in same program at post-secondary</p> <p>3. Workshops and mentoring increase levels of concentrators in secondary vocational courses from 71.75% to 80% (1S2)</p> <p>4. In workshop post-surveys, 80% of participants rated importance of soft skills as "essential" to gaining and retaining employment</p> <p>5. 33% conversion rate from prospect to PTC applicant for students participating in career days</p> <p>6. 75% of PTC's mfg. students completing the CNC diploma program are employed in mfg. industry</p> <p>1. 75% of PTC's automotive students complete the diploma program with ASE certification</p>	<p>Post-secondary \$5102</p> <p>Post-secondary \$1864</p>
<p>Upgrade equipment to meet industry standards</p> <p>Core curriculum developed for transition into allied health sciences at post-secondary</p>	<p>2. Business and industry partners collaborate with PTC to facilitate career days for secondary students in these high skill, high wage or high demand occupations: manufacturing, automotive and early childhood.</p> <p>3. Workshop offered in partnership with area workforce committee for high school counselors to familiarize them with high skill, high wage or high demand occupations.</p> <p>4. Include high school students on PTC's CTE advisory committees and on the East Central MN Workforce committee</p> <p>5. Partner with Manufacturers Alliance in East Central MN to sponsor robotics camp</p> <p>Equipment will be upgraded to prepare students for the high skill labor market</p> <p>Consortium aligns science and health curriculum between secondary and post-secondary to develop common core of classes leading into new AS Allied Health Science major at PTC</p>	<p>2. Post-survey results for career days result in 80% of students indicating "greater awareness of career opportunities in these (focused) occupations"</p> <p>3. Six of 6 secondary schools include either one auto or mfg. unit within their career exploration classes due to increased awareness of high demand occupations</p> <p>4. 75% of students attending Robotics summer camp and participating in the Midwest Robotics League become secondary CTE participants</p> <p>Increase levels of concentrators in vocational courses from 71.75% to 80% (1S2)</p> <p>75% of students in first year of AS degree retained</p>	<p>Secondary \$26,192</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.
 Continuous program improvement for CTE R
 Evaluation of CTE programs including assessment of how students with special needs are successful in CTE programs R
 Leasing, purchasing, and upgrading or adapting of equipment P

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

3. Improve service to special populations

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

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

Plan Narrative: The I-35 consortium partnership (six area school districts and Pine Technical College – PTC) provides support services for special populations and non-traditional students transitioning into grades 13 and 14 and assisting these students in retention – leading to completion - within their post-secondary program majors. The partnership works with high counselors, the college’s disabilities services director and workforce rehabilitation counselors to provide support in the areas of: individual success plans, foundation classes in English, math and reading, learning accommodations and tutoring services. The consortium also partners with PTC’s Employment and Training division to support services and activities for the under-served populations including developing unique classes in health science and manufacturing that fit the entry level employment needs of their clients.

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

<p>Respond proactively to accommodation and support services requests for both new and current students resulting in increased retention for special populations.</p>	<ol style="list-style-type: none"> 1. Continue support service plans for learners with documented disabilities in post-secondary 2. PTC's disability director works with counseling (high school and post-secondary) and academic skills center to implement individualized plan for student support/success 3. Provide tutoring to special pops to ensure retention within their career pathway including those careers leading to industry certification in auto (ASE), healthcare (LPN) and manufacturing (CNC). 4. Provide resource referral services to students with transportation, childcare and other barriers to ensure retention 5. Distribute brochure <i>Questions Critical to Every Disability-How to Qualify for Services</i> to all new students at orientation. 6. Provide same brochure to high school counselors as they advise special pops students transitioning into post-secondary 7. Disability Services director participates in high school counselor workshop to promote awareness of and eligibility for college support services. 8. Provide brochure that defines disability and lists disability services provided in the area. Have brochure available on the PTC website, D2L and at the student registration center. 9. Include copy of study skills brochures with all textbook purchases at the beginning of fall semester. Promote availability of brochures on PTC website and D2L. 10. Promote study skills workshops and "study tip of the week" offered through the Academic Skills Center 11. Promote use of after-hours online tutoring available through <i>Smarthinking</i> on D2L. 12. Maintain peer tutoring services through the Academic Skills Center. 13. Students on academic suspension required to submit a student success plan before suspension appeal granted 14. Counselor meets with each student on probation and monitors their persistence with bi-weekly faculty progress reports 15. Promote enrollment <i>PTC 101</i>, a first year experience seminar course 16. Disability director contacts students on caseload twice/semester to monitor academic progress and need for addl. support services 17. Developmental reading and writing courses designed to integrate technical skill requirements within core curriculum 18. College's disabilities director participates in area career fair for students with disabilities to promote PTC's programs in healthcare, early childhood development, automotive and manufacturing. 	<ol style="list-style-type: none"> 1. 4% increase in retention of students with documented disabilities 2. 6% increase in # of non-duplicative students who use academic skills center (ASC) services 3. 5% increase in # of students using <i>Smarthinking</i> tutor services 4. 3% increase in PTC retention rate for all students 5. 5% increase in retention of students who were granted appeals for academic suspension 6. 10% increase in retention of students on probation 7. 5% increase in retention of students in developmental courses 8. 10% increase of retention of special pops students in the certificate programs: healthcare technician, automotive technology, early childhood, and manufacturing. 9. Retention rate 5% higher for students who completed PTC 101 course vs. students not enrolled in the course 	<p>Post-secondary \$63,450</p>
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**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.

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

Plan Narrative:

The consortium will work to increase opportunities for all programs and activities that promote students' sequential transitions into post-secondary education as well as work force readiness. These partnerships include : online career exploration, traditional PSEO, true concurrent enrollment. mentoring opportunities and exploring the option for an apprenticeship program. The consortium will work to create a systemic change to eliminate the line between secondary and post-secondary education and work to make seamless transition financially acceptable for both secondary districts and Pine Technical College(PTC).

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

Objective(s)	Strategies	Outcomes and Measures (FY08)	Projected Budget by Objective
Seamless transition between secondary and post secondary programs	<ol style="list-style-type: none"> 1.PLAN testing for all 10th graders 2.FAFSA workshops available to all students 3.Career Horizons program available to at-risk learners 4.Post-secondary PSEO coordinator works with secondary counselors to coordinate student schedules, academic requirements, and monitor progress toward completion of program and career pathways 5. College and high school instructors develop articulation agreements in health science, manufacturing and business/management career clusters 6. College and high school faculty continue ITV partnership to deliver college courses in health sciences, automotive, American Sign Language and business mgmt to consortium districts 7.Accuplacer pre and post testing in reading and math conducted with high school juniors 8.Post-secondary faculty meets with secondary instructors to interpret scores on pre-test 9. Instructors and faculty meet to revise curriculum to accommodate deficiencies determined by test results. 10. Eighth hour classes offered at PTC in manufacturing, automotive and health sciences 11.Gold Collar career day offered to explore manufacturing opportunities and connection between high academic standards and workforce requirements. 12. Automotive and early childhood career days offered to explore specific career opportunities and the college, workforce readiness required for both 13.Develop concurrent enrollment course in the Allied Health Sciences career cluster 14.Promote PTC’s online career exploration class for students grades 11-12 15.Provide mini-grant funding to each secondary district to promote seamless transition opportunities 	<ol style="list-style-type: none"> 1. 5% increase in CTE participation level of secondary students as result of PLAN testing 2. 80% of PSEO students complete high school graduation requirements and complete PSEO courses with a minimum GPA of 2.0 3. 30% of PSEO students move into same pathway at post-secondary 3. 3 new articulation agreements developed. 4. 15% increase in students using articulation agreements at PTC 5. 3% increase in students enrolled in ITV/CTE course 6. 30% of ITV students move into same pathway at post-secondary 7.15% increase in “college-ready” scores between pre and post testing/Accuplacer 8. 10% increase in # of students completing eight hour classes and enrolled in the same pathway at PTC 9.150 secondary students participate in Gold Collar career day and 80% indicated on post-survey “increased awareness of career opportunities in mfg” 10.75 secondary students participate in career days or automotive and early childhood development 11. Ten secondary students participate in CEP Biology course 12. Fifteen students enroll in online career exploration course 13. 75% of these students have a dedicated career pathway 	<p style="text-align: center;">Secondary \$16,067 Post-secondary \$15,515</p>
Definition of CSP as a working template for our consortium	<ol style="list-style-type: none"> 1. Work within consortium on creation of template 2. Review template with principals and counselors at spring workshop 3. Plan procedure for implementation of CSP for 09-10 	100% of consortium members attended two meetings to develop CSP plan and procedure to be implemented 09-10.	

<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. Articulation, dual enrollment, concurrent enrollment, PSEO and other recognized transition strategies R Collaboration</p>			

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

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

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

- o 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.)?
- o 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?
- o 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?
- o What best practice collaboration activities will you continue/carry over from Perkins III?
- o How will you assure CTE students of smooth transitions between pathways within career clusters?
- o 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?
- o What common collaborative goals will you and your partners develop for FY09?
- o How will you plan for a jointly developed collaborative structure along with shared responsibility for student success?
- o 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
<p>Plan Narrative: Pine Technical College and its six high school partners (Braham, East Central, Hinckley-Finlayson, Mora, Pine City, Rush City) will continue the consortium structure that was established at a joint superintendents' and college governing board meeting in April of 2007. The consortium structure fits both the previous Tech Prep consortium which included PTC and two previous secondary Perkins consortiums in a geographic area in East Central MN. The consortium structure is a natural fit with regional economic development common to all districts and also fitting within the service area of PTC.</p>

Objective(s)	Strategies	Outcomes and Measures (FY08)	<i>Projected Budget by Objective</i>
<p>New consortium structure works with Pine Technical College and six area school districts to promote development of transition programs that promote seamless academic and career opportunities for students as they move through grades 11-14.</p>	<ol style="list-style-type: none"> 1. High school superintendents, principals and counselors meets twice per year as consortium governing board to review consortium goals and develop accountability standards for programs in place and to be developed (one POS for 09). 2. Both secondary and post-secondary promote transition programs in district and campus newsletters, newspaper articles and at parent-teacher conferences. 3. Transition opportunities (articulation, ITV, concurrent enrollment and PSEO) promoted with students by counselors with students beginning in grade 10 when students plan next year's academic schedules 4. One POS is developed for 09 in high skill and high wage, high demand career and consortium will work to develop an addl. POS for 2010. 5. In workshops sponsored throughout the school year consortium faculty and staff will be involved in developing new and revising current transition programs to sustain existing structure 	<ol style="list-style-type: none"> 1. 100% of counselors and administrators from PTC and six districts attend consortium governing board meetings 2. 100% of counselors in six districts promote transition coursework when scheduling classes with students 3. One POS is developed 4. Workshop outcomes and measures identified in all other goals 	<p>Post-secondary In-kind</p>
<p>Measure postsecondary pathways for secondary CTE completers and participants</p> <p>Create a method to compile data on skill attainment for secondary partners</p>	<p>Collect data to measure postsecondary involvement of CTE completers</p> <p>Develop template for skill attainment according to industry standards and post-secondary faculty for use with secondary partners</p>	<p>Develop baseline to measure postsecondary, military or employment in CTE completers (3S1)</p> <p>Useable data for skill attainment to secondary and post-secondary schools</p>	<p>Secondary \$8005</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. Proposed New Consortium Structure – planning and development R Collaboration</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	S – ITV linkage to deliver vocational courses FAFSA workshops PS –12% of Salary for Dean of Student Services 5 % of Marketing /Outreach Director Salary 5% of Salary – Dean’s Asst. Manage all partnership activities at the post-secondary level, develop the academic procedure for POS in health sciences, develop articulation agreements, develop new ITV courses, schedule courses and manage registration of ITV students, facilitate all workshops with secondary and post-secondary faculty and staff and plan and host open house for secondary students and the community	\$11,315	\$19,438	\$30,753
Employer, Community and Education Partnerships	S – Upgrade of equipment for local districts Speakers, service learning projects PS – 5% of Salary for Dean of Student Services 2% of Marketing/Outreach Director Salary Manage partnership activities with community, business and industry, in promotion and implementation of activities linking secondary to post-secondary and providing transition activities for secondary students Facilitation of all workshops for secondary and post-secondary faculty and counselors	\$26,192	\$6965	\$33,157
Service to Special Populations	S – Staffing to support special population in Career Horizons program PS – 21% of salary campus counselor position 50% of salary campus disability position 21% of salary campus Academic Skills Center coordinator’s position All positions work with support services for special populations, under-represented and first generation students as well as administering the post-secondary retention program and the development of the new first year seminar	\$13,443	\$63,450	\$76,893
Continuum of Service Provision (Brokering)	S - Work skill days, job coaching, staff development for secondary faculty PS - 2% of Marketing/Outreach Director Salary 4% of Salary for Dean of Student Services \$1000 mini grants for each of six secondary districts Positions manage all PSEO and concurrent enrollment programs as well as transition activities with secondary schools. The positions also develop and facilitate college readiness testing and career days for secondary students.	\$16,067	\$12,473	\$28,540
Sustaining the New Consortium	S – Staffing to provide coordination of consortium 175 hours @ \$40/hour PS – Included within other broad goals	\$ 8005	\$ In-kind	\$ 8005
Total All Goals		\$75,022	\$102,326	\$177,348

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	\$11,315		\$11,315
2	Employer, Community and Education Partnerships		\$26,192	\$26,192
3	Service to Special Populations	\$13,443		\$13,443
4	Continuum of Service Provision (Brokering)	\$16,067		\$16,067
5	Sustaining the New Consortium	\$8005		\$8005
Subtotals for each column		\$48,830	\$26,192	\$75,022
Administration not to exceed 5%		\$3726		\$3726
Total Perkins Secondary Budget		\$52,556	\$26,192	\$78,748

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	10%	\$7875
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		
Perkins budget spent in collaboration with WorkForce Centers for FY2009 [A + B]		\$500

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

GOALS	FEDERAL/STATE USES OF FUNDS Refer to Section I, pages 8-9 for the listing of Required and Permissible Local Uses of Funds	PROJECTED BUDGET FY '09		
		Required Activities	Permissible Activities	Total Budget
1	Programs of Study	\$19,438		\$19,438
2	Employer, Community and Education Partnerships		\$6965	\$6965
3	Service to Special Populations		\$63,450	\$63,450
4	Continuum of Service Provision (Brokering)	\$12,473		\$12,473
5	Sustaining the New Consortium	In-kind		-----
Subtotals for each column		\$31,911	\$70,415	\$102,326
Administration not to exceed 5%		0	0	0
Total Perkins Postsecondary Budget		\$31,911	\$70,415	\$102,326

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			0%	\$ 0
2. Perkins Grant Collaboration with WorkForce Centers for FY2009				
A. Total Perkins Funds (dollars) used in collaboration with WorkForce Centers				\$1500
B. Estimate of other expenditures/in-kind contributions used in collaboration with WorkForce Centers				\$2500
Perkins budget spent in collaboration with WorkForce Centers for FY2009 [A + B]				\$4000


**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 **I-35 Secondary and Post-Secondary Consortium**

Postsecondary Signature - College President

Date

Secondary Signature - School Superintendent

Date