

APPROVED 6-25-08

**CARL D. PERKINS ACT of 2006
 CONSORTIUM APPLICATION COVER SHEET FY2008-2009
 Pine to Prairie / Northland Consortium**

Please complete the following:

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District/Agency Name/College	Secondary Type & Number
Northland Community & Technical College	
Ada-Borup	01-2854
Bagley	01-162
Fertile	01-599
Fosston	01-601
Mahnomen	01-432
Norman County East	01-2215
Norman County West	01-2527
Oklee	01-627
Red Lake Falls	01-630
Waubun	01-435
Win-E-Mac	01-2609
Clearbrook-Gonvick	01-2311
Climax	01-592
Crookston	01-593
Lancaster	01-356
Marshall County Central	01-441

Grygla	01-447
Goodridge	01-561
Thief River Falls	01-564
East Grand Forks	01-595
Fisher	01-600
Badger	01-676
Roseau	01-682
Warroad	01-690
Kittson Central	01-2171
Warren-Alvarado-Oslo	01-2176
Tri-County	01-2358
Greenbush-Middle River	01-2683
Stephen-Argyle	01-2856

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

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

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

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

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

None

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

None

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

Therapeutic Services and Diagnostic
Services will be completed and ready for fall
2010. We will begin preparatory work for a
POS in Health Informatics and Business,
Management, and Administration.

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

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

During the Transition Grant of FY08 the consortium formed an Executive Committee made up of representatives of the two merged secondary consortia (Pine to Prairie and North Borders) and Northland Community and Technical College. Also during this time the two consortia worked with their individual boards/administration to discuss and review courses and programs that would best reflect high skill, high wage, and /or high demand careers for Northwestern Minnesota. The groups studied employment data published by DEED for Northwestern Minnesota. A consensus was reached that Health Sciences would be the first program of study to be developed for many reasons. First, it is a high paying and high demand career for our area. The 2008 Northwest Minnesota Careers Supplement published by DEED lists 18 health science careers that are in high demand and/or high paying in our region, over twice as many as any other career field. Second, it is one of the strongest program areas for Northland Community and Technical College. NCTC offers 26 certificate and/or degree programs in health sciences and 8 liberal arts four year preparatory programs related to health sciences. Because of NCTC articulation with four year colleges in health sciences, this career area offers the continuum of entry and exit points for learners all through the Bachelor's Degree. Third, the Northwest Minnesota Perkins consortia have worked for the last three years to offer on-line college classes, (both transfer curriculum and non-transfer curriculum courses) to our high schools, and the number of schools involved in on-line college classes is growing every year. Through a college partnership on NCTC, MSCTC, and ATC, we have offered Anatomy and Physiology I and II, Ethics, Introduction to Public Speaking, Developmental Psychology, College Algebra, and Medical Terminology on-line to our high school students. Many of these courses are required at NCTC within the Therapeutic Services pathway. Others, like college algebra, are required by the liberal preparatory programs in therapeutic services at NCTC. Using our current secondary health occupation programs and the On-line College in the High School, it is the consortium's goal to make this program of study available to all 29 high schools in the consortium. Fourth, all of the groups who worked on the programs of study information felt that there are important articulation opportunities between academic biology, health, math, and chemistry high school courses and college health science courses. We expect to create new awareness at our high schools about how these academic courses ties to the health sciences career cluster, and we will provide opportunities to integrate academic curriculum into CTE health career pathways.

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

During the transition grant period, the Pine to Prairie and North Borders secondary consortia have consistently discussed the Program of Study model at all meetings with teachers and administrators. NCTC has similarly worked with the health program faculty to create awareness of how the Perkins legislation describes Programs of Study and the advantages POS has for articulation and high school-to-college transitions. The secondary consortia have also worked with counselors to make them aware of the state model for Programs of Study. Now that the first POS has been selected, the new consortia will work with teachers and faculty on completing the Program of Study template, integrating academic curriculum into CTE, and informational materials that will promote Therapeutic Services and Diagnostic Services.

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 a topic discussed with administration and boards of all stakeholders as we discussed which program of study to develop. We expect to focus first on colleges where matriculation is a strong factor. Because our 29 high schools have logical geographic connections to MSCTC, NTC, and ATC, BSU, and MSUM, we will begin with brokering structures that connect to these colleges. Because BSU and MSUM have a strong four year Nursing program, we will need to take into account how we will broker services for students at those colleges. Because we are going to design the first POS in FY09, the specific details about how that will be accomplished are not completed. We believe, however, that identifying a web-based system for Programs of Study will help us refine the brokering process.

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

Program of Study templates for Therapeutic Services and Diagnostic Services are not complete and will be developed during the FY09 grant period.

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

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

Plan Narrative:

We will develop a Program of Study for Therapeutic Services and Diagnostic Services that will be ready by fall 2010. We used the POS framework with all stakeholders to determine this POS. As we made the decision we looked carefully at the sequence of courses available to our high schools through on-line college in the high school as well as the courses already offered in our high schools. Secondary teachers and post-secondary faculty were consulted during the process and will be more involved as we build the POS template and curriculum this year. NCTC has strong transition systems in place for all students that we will sustain, and the secondary partners will collaborate with those systems to build a strong structure for student transition. We expect to communicate work readiness standards through staff development, consortia boards and committees, and through secondary and post-secondary administration executive boards. We will continue working with the Northwest MN Tech Prep Articulation Website/Process to develop agreements for therapeutic services. We have many high schools involved in concurrent enrollment classes that relate to the POS. The consortia will work with college support services and with secondary instructors to prepare students for the rigor of these career pathways. The college has some technical skill assessments for health sciences and the high schools have worked with CNA certification for high school students, but the consortia will need to do more research on CTE assessments. We will provide professional development for all stakeholders as we develop the POS, revise curriculum, develop marketing materials, and research assessments.

Objective(s)	Strategies	Outcomes and Measures (FY09)	<u>Projected Budget by Objective</u>
<p>1. In FY09 develop Therapeutic Services and Diagnostic Program of Study. By fall 2010, implement POS in Therapeutic Services and Diagnostic Services.</p>	<p>Strategies for developing the POS include:</p> <ul style="list-style-type: none"> • Use POS wheel and other developmental materials with all stakeholders to assist them in developing the POS. • Identify entry and exit points in POS as well as any additional certificates, diplomas, or degrees available to students. • Develop with each of the 29 secondary districts, the POS template • With stakeholders, identify ways to integrate the POS into continuous improvement processes for CTE. Begin with ensuring that foundation skills are taught in therapeutic services curriculum. • Identify ways to communicate the POS to all stakeholders and assure that the communication takes place. • Submit completed POS template to state as they are completed. • Offer college courses through On-line College in the High School to provide our high schools with courses required in the Therapeutic and Diagnostic Services pathway. Market on-line courses to all high schools. • Identify a continuum of educational programming and support services to ensure smooth transition from high school to college. • Identify student employability opportunities between education and employment. • Provide equipment/technology/specialized supplies as necessary to insure that secondary health occupation courses align with post-secondary. • Provide opportunities for secondary health occupational students to attend job fairs, field trips and job shadowing. • Coordinators will hire necessary consultants and oversee the accomplishment of the objective. 	<p>Submit completed POS template to state in Therapeutic Services and Diagnostic Services that:</p> <ul style="list-style-type: none"> • Demonstrates consistency with the POS wheel • Identifies entry and exit points and any additional certificates, diplomas, or degrees available to students • Reflects local application to each of the 29 districts • Identifies CTE/Academic curriculum integration <p>Be prepared to implement the POS in fall 2010 by:</p> <ul style="list-style-type: none"> • Completed marketing materials and strategies for the POS • On-line colleges courses related to the POS available to all high schools by Fall, 2010 • Marketing strategies of on-line courses completed. • CTE health occupation courses ensure curriculum containing foundation skills. • APR for FY09 demonstrates that coordinators/consultants have addressed all strategies. 	<p>\$20,950.66</p>

Objective(s)	Strategies	Outcomes and Measures (FY09)	<u>Projected Budget by Objective</u>
<p>2. Provide professional development to all stakeholders on targeted program of study.</p>	<p>Professional development activities will include:</p> <ul style="list-style-type: none"> • Attending state sponsored program of study workshop in September • Conducting local workshop for secondary and post-secondary health instructors on articulation of health science curriculum. • Working with counselors to assist them on advising students on POS. • Working with academic science and math instructors to tie academic curriculum in high schools to POS. • Creating awareness of future POS to be developed. • Attending state and professionally sponsored staff development for grant coordinators. • Coordinators will hire necessary consultants and oversee the accomplishment of the objective. 	<p>6-8 staff will attend state sponsored POS workshop in September.</p> <p>Any possible health science articulation will be in place for the 2010 school year.</p> <p>POS template will reflect academic and technical integration</p> <p>Coordinators/consultants have addressed all strategies.</p>	<p>\$11,668.00</p>
<p>3. Develop web based POS informational tool for consortium.</p>	<p>Strategies include:</p> <ul style="list-style-type: none"> • Meet with staff at St. Cloud Technical College to determine if their web based POS tool will be applicable to our consortium. • Identify local server to host web-based POS tool. • Define and develop a local information web-based POS tool that can be used by all local stakeholders to assist students in identifying and moving through their program of study. • Assist all secondary districts in entering their district's course offerings into the web-based POS tool. • Coordinators will hire necessary consultants and oversee the accomplishment of the objective. 	<p>Pine to Prairie and Northland Community and Technical College Perkins Consortium will have an effective electronic method for working with POS by fall, 2010.</p> <p>FY09 APR reflects that the coordinators/consultants have addressed all strategies.</p>	<p>\$32,960.00</p>

Objective(s)	Strategies	Outcomes and Measures (FY09)	<u>Projected Budget by Objective</u>
4. Consortium will research skill standards for CTE and identify a possible tool for student assessment in Therapeutic Services and Diagnostic Services.	<ul style="list-style-type: none"> • Coordinators and instructors will research possible CTE assessment tools for Therapeutic Services and Diagnostic Services. for future POS development. • Coordinators will attend all state meetings addressing use of technical skill standards. • Coordinators will hire necessary consultants and oversee the accomplishment of the objective. 	<p>By Fall 2010, one possible technical skill assessment will be identified for Therapeutic Services and Diagnostic Services.</p> <p>FY09 APR reflects that the coordinators/consultants have addressed all strategies.</p>	\$5200.00

Objective(s)	Strategies	Outcomes and Measures (FY09)	<u>Projected Budget by Objective</u>
<p>5. To evaluate CTE programs to insure complete and effective student learning including newly developed program of study.</p>	<p>NCTC's <i>Comprehensive Program Review</i> of student academic achievement of learning outcomes will include:</p> <ul style="list-style-type: none"> • Demonstration of achievement of student learning outcomes within an integrated curriculum including both technical and general education. • Continuous improvement of program curriculum through review of student assessment results, validation of outcomes with business and industry and transfer institutions, and integration of general learning outcomes that contribute to graduates' bases of knowledge and the college's <i>Institutional Learner Outcomes</i>. • Demonstration of accountability and value to the College's various stakeholders. • Continuous review of the validity of the assessment process by providing meaningful information and reliable data. <p>To insure appropriate size, scope and quality of each college CTE program, direct and indirect measures will be used. Direct measures of student evaluation will include:</p> <ul style="list-style-type: none"> • Capstone projects • Comprehensive post tests • Portfolios • Internships • Clinical Evaluations • Credentialing Exams • Standardized Tests <p>Indirect measures of student learning will include:</p> <ul style="list-style-type: none"> • Surveys – student, graduate, alumni, employer • Exit interviews • Enrollment/completion rates 	<p>Comprehensive program reviews will be required by all college CTE programs on a five year rotational basis. Program under review for FY'09 will be identified by Sept 1, 2008. The final report for all program selected for the year will be completed by March 31, 2009.</p>	<p>\$4200</p>

Objective(s)	Strategies	Outcomes and Measures (FY09)	<u>Projected Budget by Objective</u>
	<p>Overall CTE secondary school student assessment will include:</p> <ul style="list-style-type: none"> • Minnesota Comprehensive Assessments • Technical Skill Assessments when appropriate assessments have been identified. • Local district and consortium review of state CTE data on student achievement. <p>To ensure the appropriate size, scope, and quality of each secondary CTE program, evaluation will include:</p> <ul style="list-style-type: none"> • Advice of community councils • Articulation with college curriculum • State CTE rubric review • Local district and consortium review of state and local CTE data <p>For the Therapeutic Services and Diagnostic Services. POS, evaluation will also include:</p> <ul style="list-style-type: none"> • Review of state developed CTE continuous improvement rubrics. • Academic and technical skill attainment of students. • Curriculum review to ensure that foundation skills are part of curriculum. • Coordinators will hire necessary consultants and oversee the accomplishment of the objective. 	<p>All secondary districts will report required data to the state and the consortium will meet state negotiated targets for student academic achievement 1S1 and high school completion 2S1.</p> <p>FY09 APR reflects that the coordinators/consultants have addressed all strategies.</p>	
<p>6. Prepare for future Program of Study development in Health Informatics relating to secondary business programs.</p>	<ul style="list-style-type: none"> • Provide secondary business programs with technology and specialized supplies that keeps pace with industry demands. • The consortium will identify future programs of study to be developed based on input from program advisory committees and the executive leadership team. 	<p>State data reflects that improved technology equipment and specialized supplies have assisted districts in achieving 1S2 and 2S1 benchmarks.</p>	<p>\$40,000</p>

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

Required activities:

#1 - Strengthen the academic and career and technical skills of students participating in CTE programs through the integration of academics with CTE programs.

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

#7 - Initiate, improve, expand and modernize quality CTE programs, including relevant technology.

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2. Effectively utilize employer, community, and education partnerships

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

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

NCTC has partnered with the White Earth Tribal Community College (WETCC) to offer the Nursing curriculum to members of the White Earth Reservation. The Native American Nursing Program is in line with MnSCU's strategic plan of increasing educational opportunities for diverse populations, and NCTC's strategic plan for support the unique needs of underrepresented and underserved students. This initiative also involves Minnesota State University – Moorhead, University of North Dakota and Bemidji State University. Northland and Digi-Key Corporation have partnered in the development of company-funded, credit-based certificate and degree programs that will improve employee productivity with increased knowledge of the company's products, applications, and how that relates to the end-user and the sales process. Two Certificates have been created along with a Diploma and A.S. Degree in Electronic Technology Marketing and Automated Systems Technology.

NCTC and the secondary coordinators have a long history of collaboration with DEED. The Workforce Center is located on the NCTC campus and secondary coordinators are members of the Private Industry Council Youth Council. Local Chambers of Commerce and hospitals/nursing homes will assist us through community advisory committees as we work on the Therapeutic Services and Diagnostic Services POS. The consortium has developed a curriculum on All Aspects of Industry that has and will be used in professional development in the Program of Study. NCTC has industry seminars, faculty internships, and student capstone experiences that focus on All Aspects of Industry. The consortium has 10 licensed secondary Work Experience programs that will work with us on POS development. Our web-based POS tool will assist all stakeholders as they advise, monitor, and research different programs of study available to students. All secondary districts are affiliated in some way to ALC, special education, or ABE services. NCTC has extensive counseling and college placement services available to their graduates/adult learners. We will work with ALC, special education and ABE through our Executive Board, local district committees, and Consortium district boards. In addition to the partner arrangement between NCTC and the White Earth Tribal College, NCTC has articulation agreements with BSU and we will continue to develop relevant articulation agreements with both four year and two year colleges.

Objective(s)	Strategies	Outcomes and Measures (FY09)	<u>Projected Budget by Objective</u>
<p>1. To continue the development of a nursing program for underrepresented students on the White Earth Indian reservation in collaboration with White Earth Tribal Community College (WETCC).</p>	<ul style="list-style-type: none"> • Offer through WETCC, the required general education courses necessary for the nursing curriculum • To mentor the WETCC instructors to assure that proper standards are being met. • NCTC will offer the nursing curriculum on site within the reservation. • Work with area health partners to provide clinical sites. • Meet twice yearly with an advisory council made up of representatives including educators, administration, tribal leaders, and health care partners. • Monitor articulation agreements to provide BSN options with area universities. • Provide consultation to students for application to Indian Health Scholarships. • Retention specialist will provide intrusive methods to help the students succeed. • Nursing Assistant Students will participate in job training and clinical experience. 	<p>For FY'08, 17 students will be completing the AD Nursing program and will be ready to test for their NCLEX-RN boards.</p> <p>For FY'09, 16 students will be completing the Licensed Practical Nursing program.</p> <p>50 students will complete the Nursing Assistant training and will become certified. 30 students will complete a job training experience.</p>	<p>\$113,500 (Otto Bremer grant)</p> <p>\$100,000 Health Force MN grant</p> <p>\$40,000 Blandin grant</p>
<p>2. Provide mentor program within CTE programs to secondary students. Experience will provide in-depth career exploration activities for high school students.</p>	<p>Train college student mentors, promote program to area high schools and service agencies.</p>	<p>12 college students trained as mentors – 2 programs will offer mentors who are considered nontraditional by gender for the program.</p> <p>18 high school students and nontraditional aged students will have participated in mentorship program. 3% of total students who participated in the mentor program will be considered nontraditional for the program they mentor in.</p>	<p>\$3,593.31</p>

Objective(s)	Strategies	Outcomes and Measures (FY09)	<u>Projected Budget by Objective</u>
<p>3. To provide post-secondary and secondary CTE students with a broad understanding of All Aspects of Industry. Opportunities provided will assure validation and alignment of College and high school curricula with current market demands.</p>	<p>At the Post-secondary level:</p> <ul style="list-style-type: none"> • Faculty sabbaticals and student internships will provide experiences focused on current market trends; faculty will be able to validate current curricular standards and to integrate new standards into program curricula. Assessment will identify curricular changes which occurred as a result of the internship experience. • Industry will conduct seminars to demonstrate new products and techniques to technical programs. <ol style="list-style-type: none"> 1. Cosmetology – Hair products and new techniques. 2. Auto Body – Paint suppliers 3. Auto Service – Area Dealerships 4. Medical Program – Conferences and on site experiences. • Student evaluative activities will provide opportunities for students to apply knowledge learned in a capstone experience. Examples may include: <ol style="list-style-type: none"> 1. Student internships/clinicals. 2. Student capstone activities, such as portfolios, industry based projects, etc. <p>At the secondary level:</p> <ul style="list-style-type: none"> • Secondary schools will work with the licensed and approved Work Experience program staff to tie the curriculum to Therapeutic Services and Diagnostic Services wherever possible. • Secondary schools will promote field trips and/or job shadowing that emphasizes All Aspects of the Industry. • Work-based learning will emphasize All Aspects of Industry and foundation knowledge and skills. • CTE advisory committees and the Workforce Center will provide information that assists schools in keeping curriculum current to industry and market demands. 	<p>For FY'09, 6 post-secondary faculty members will complete a sabbatical and 75 students will participate in an internship.</p> <p>6 CTE programs will hold industry seminars and 125 students will participate.</p> <p>At the secondary level:</p> <p>525 students will participate in field trips, job shadowing, or internships experiences that relate to learning about All Aspects of the Industry.</p> <p>235 students will engage in work based learning experiences that include curriculum on foundation knowledge and skills and All Aspects of Industry.</p>	<p>\$21,065.00</p>

Objective(s)	Strategies	Outcomes and Measures (FY09)	<u>Projected Budget by Objective</u>
	<ul style="list-style-type: none"> • Provide opportunities for CTE staff to attend professional workshops, conferences, and industry visits. • Include ABE and Community Education representatives on the Pine to Prairie/North Borders advisory boards. • NCTC houses ABE on campus and college staff routinely collaborate with ABE staff. • Coordinators will hire necessary consultants and oversee the accomplishment of the objective. 	<p>All Health POS staff will attend state workshops and other Health related POS development meetings.</p> <p>FY09 APR reflects that the coordinators/consultants have addressed all strategies.</p>	

Objective(s)	Strategies	Outcomes and Measures (FY09)	<u>Projected Budget by Objective</u>
<p>4. To expand partnerships with business, community and other educational institutions.</p>	<ul style="list-style-type: none"> • Post-secondary and secondary CTE programs will utilize advisory committees to review curriculum, market demands and changes in technology. Secondary CTE program faculty will attend post secondary advisory meetings. • The college will participate in a community based advisory committee to insure the college is meeting the needs of the community and region. • The college will continue to expand DigiKey University with DigiKey Corporation to meet their high wage, high skill, high demand needs. • College President and Vice President are members of their respective community Chambers of Commerce. • College employees are members of civic groups like Rotary, Jobs Inc., NWRDC • College administration is a member of the local school district curriculum committee. • Coordinators will work with hospitals and nursing homes to get feedback about the therapeutic services and Diagnostic Services POS. • Secondary coordinators are members of Northwest Private Industry Council Youth Council • Secondary coordinator is on the board of the MN Counselor's Assn. • Support student organizations that collaborate with industry to establish industry skill assessments for students. • Secondary coordinator to serve on advisory board for NW State Workforce Development grant. • Coordinators will hire necessary consultants and oversee the accomplishment of the objective. 	<p>All post-secondary CTE programs will hold advisory meetings a minimum of one time per year with additional meetings scheduled as necessary.</p> <p>The community based advisory meeting will meet at least two times during the year.</p> <p>For FY'08, DigiKey University will graduate 12 students for the Automated Systems program.</p> <p>For FY'09, 6 new DigiKey employees will enter the program and receive a scholarship. 15 new employees will begin the Electronic Components certificate program.</p> <p>Secondary:</p> <ul style="list-style-type: none"> • Board minutes on file will reflect coordinator active membership on PIC, Counselor's Assn., and NW State Workforce grant • Therapeutic Services and Diagnostic Services POS will reflect hospital/nursing home input. • Secondary community advisory committees will meet once a year with additional meetings scheduled as necessary. • Provide travel and substitute support for student organization advisors for 3 skill events with students. <p>FY09 APR reflects that the coordinators/consultants have addressed all strategies.</p>	<p>\$5950.00</p> <p>\$60,000 DigiKey Corporation Grant</p>
<p>5. To explore new programs including future Programs of Study.</p>	<p>Dean of Workforce Development to meet with area, regional and national industries to explore new program options which meet the demands of industry and the future workforce and leads to high skill, high wage or high demand occupations.</p>	<p>For FY'09, 20 companies will be contacted and one potential new program will be identified.</p>	<p>\$55,000.00</p>

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

Required activities:

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

Permissive Activities:

#5 – Assisting career and technical student organizations.

#6 – Mentoring and support services.

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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:

NCTC has a long history of providing academic support and services to all CTE students with a focus on special populations. Learning Services provide academic support including content tutoring for CTE courses with emphasis on science, math and technology. Students with disabilities receive appropriate accommodations as well as other academic support when requested. Secondary systems provide special education services and transition planning for students. It is recognized by the consortium that special populations students have barriers that can interfere with student success. The objective is to help remove some of these barriers so special populations students can achieve success at the same rate as the overall population of CTE students.

College and secondary counselors and academic advisors meet with students to plan appropriate course work. Students are encouraged to take advantage of academic and personal counseling, as well as career counseling services that are available.

Counseling and academic support services focused on nontraditional by gender issues are also available for college students enrolled in programs considered nontraditional for their gender. Students are more apt to take advantage of systems that provide individual support as needed. NCTC will continue to provide individual support to students enrolled in programs nontraditional for their gender through advocacy, counseling and crisis management in a manner that supports these students at the times they will benefit. NCTC staff/ secondary coordinators will continue to provide information and support to college faculty and CTE secondary staff who are teaching in nontraditional programs in order to provide learning environments that are supportive and user-friendly for nontraditional students. The College will provide to area high school students and current college students exposure to non-traditional fields through career exploration days and information sessions. Secondary schools work closely with non-traditional programming at NCTC through the mentoring program as well as non-traditional career fair information. Secondary Perkins will continue to provide resources to districts participating in career fairs or mentoring programs.

Objective(s)	Strategies	Outcomes and Measures (FY09)	<u>Projected Budget by Objective</u>
1. Provide academic support and accommodations for post-secondary CTE students with disabilities to increase student success.	Provide services to CTE students with disabilities by developing a service plan and provide appropriate accommodations or support including: <ul style="list-style-type: none"> • Transition assistance • Testing accommodations • Adaptive equipment • Tutoring • Referral to other agencies • Co-advising • Note-taking 	Data for FY'07 shows a completion rate (2P1) of 31.58% for students with disabilities (48 completers out of 152 concentrators). This is above the overall completion rate of 27.82% for all CTE programs (863 completers vs. 3102 concentrators). For FY'09, will maintain a completion rate for students with disabilities at or above the overall completion rate for all CTE learners which is 28% (848/3030).	\$75,688.83
2. Provide academic support for all special population learners in CTE.	<ul style="list-style-type: none"> • Learning Center Staff will work with developmental instructors to improve student success. • CLAs and student tutors employed for support in CTE courses. • Writing Center tutoring provided to help students plan and edit writing assignments. • Send letters to accepted students informing them of the Learning Center/Services, New Venture Center and Multicultural student services • Provided information to all students during orientation about Learning Center, SP/DH/SPW/Non-Trad services, L.E.P. and Multicultural Student Services. • Provide information on the NCTC web site about services available to students. Secondary schools will provide services which enable special populations to participate and be retained through the following: <ul style="list-style-type: none"> • Guidance and counseling • Job shadowing and field trips • Meetings between CTE staff and special population staff • Mentoring, tech tutor, paraprofessional, or volunteer instruction assistance. • Classroom, equipment, and curriculum modifications • Coordinators will hire necessary consultants and oversee the accomplishment of the objective. 	Post-secondary: Data for FY'07 shows a completion rate for all the pooled special population students (minus the Non-traditional data that uses different measures) of 26.7% (385 completers out of 1447 concentrators). Non-traditional data shows 94 completers out of 840 completes in non-trad programs (11.19%). For FY'09, will increase the completion rate for special population students to match the overall completion rate for all CTE students to 28% (405 / 1447). Increase the completion rate to 11.5% for nontraditional students (97/840). Secondary: <ul style="list-style-type: none"> • All 29 districts provide accommodations and modifications at the district level. • Through state secondary data system, 90% of CTE programs show participation of special population learners. FY09 APR reflects that the coordinators/consultants have addressed all strategies.	\$150,101.19

Objective(s)	Strategies	Outcomes and Measures (FY09)	<u>Projected Budget by Objective</u>
3. Maintain post-secondary enrollment and graduation rates of single parents, displaced homemakers and single pregnant women enrolled in CTE programs that lead to self sufficiency.	<ul style="list-style-type: none"> • Provide retention and support services for SP/DH/SPW including advocacy, personal advising and crisis management. • Provide workshops/seminars on topics that affect SP/DH/SPW. 	<p>Data for FY'07 shows a completion rate of 28.2% for SP/DH (100 completers out of 355 concentrators).</p> <p>For FY'09, will maintain completion rates of SP/DH at or above 28%, equal to the overall completion rate goal for all CTE students.</p>	\$1800.00

Objective(s)	Strategies	Outcomes and Measures (FY09)	<u>Projected Budget by Objective</u>
<p>4. Recruit students to nontraditional programs. Increase enrollment and graduation rates of students in nontraditional programs.</p>	<ul style="list-style-type: none"> • Plan and offer a workshop or career day that provides exposure to technical/occupational programs offered at NCTC. Students will be encouraged to explore at least one nontraditional career. Twenty percent of students will register or be assigned an opportunity to explore a nontraditional career. If programs have nontraditional students enrolled, nontraditional students will speak to the high school groups about nontraditional experiences. Secondary and post-secondary coordinators will work with high school counselors to recruit secondary students to attend. • Consortium will provide retention and support services for students in nontraditional programs including personal advising, crisis management. • Provide presentations which give exposure to nontraditional careers and the reasons to choose a nontraditional career • Consortium will provide nontraditional information via printed material and NCTC web site. • Consortium will provide information regarding barriers for nontraditional students to faculty in nontraditional programs. Work with faculty in nontraditional programs to make learning environment more user-friendly for nontraditional students when necessary. Insure faculty in nontraditional programs are alert for difficulties nontraditional students may have and notify appropriate staff for support when necessary. • Revise and continue an event that focuses on career choice and guidance for currently enrolled post-secondary students. As part of the event, include a portion that focuses on providing information on nontraditional careers. • Encourage nontraditional participation in secondary apprenticeship career fair. • Through higher ed counseling grant received by Pine To Prairie, encourage secondary students to consider non traditional careers. 	<p>Enrollment rates (4P1) in Nontraditional programs for FY'07 were 15.41% (590/3820).</p> <p>For FY'09, will increase enrollment rates in nontraditional programs to 16%. (611/3820).</p> <p>Completion rates (4P2) in Nontraditional programs for FY'07 were 11.19% (94/840).</p> <p>For FY'09 increase the completion rate to 11.5% for nontraditional students (97/840).</p> <p>For FY'09, achieve secondary 4S1 at 39% and 4S2 at 36%.</p>	<p>\$4762.50</p>

Objective(s)	Strategies	Outcomes and Measures (FY09)	<u>Projected Budget by Objective</u>
	<ul style="list-style-type: none"> Coordinators will hire necessary consultants and oversee the accomplishment of the objective. 	FY09 APR reflects that the coordinators/consultants have addressed all strategies.	
5. Counseling services are available to assist special population students define and accomplish academic, personal and career goals. Barriers to success are evaluated and counseling specific to developmental needs of students is provided i.e., mental health, behavioral, psychological, emotional needs.	<ul style="list-style-type: none"> Revise and continue to pilot the Counseling Satisfaction Survey to be completed by students. Explore possibility of survey being placed online. Revise and continue to pilot the Counseling Service Data Collection tool. 	<p>College counselors will provide survey to 40 students with the goal of having 15 completed surveys returned.</p> <p>Two college counselors will record data in the revised Counseling Service Data Collection tool during the 2008/2009 academic year.</p>	\$43,886.66
6. Prepare minority students for transition to higher education and occupational careers.	<ul style="list-style-type: none"> Minority Advisor visits high schools state-wide with high minority student population and schedules meetings with counselors and visits occupational classrooms. Present at career fairs and area high schools with high minority student population 	<p>The goal for FY'09 is to visit all the high schools in our recruiting area including schools with a high minority population. 20 minority career fairs will be attended in the Midwest region of the country.</p> <p>FY'07 data showed a total of 40 completers out of 209 concentrators (19.14%) for minority students.</p> <p>For FY'09 will increase the percentage of minority completers to 24% (50 out of 210), a substantial increase although below the overall completion rate of 28%.</p>	\$28,602.42

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

Required activities:
#6 – Develop and implement evaluations of the CTE programs carried out with Perkins funds, including an assessment of how the needs of special populations are being met.
#9 – Provide activities to prepare special populations, including single parents and displaced homemakers who are enrolled in CTE programs, for high-skill, high-wage or high-demand occupations that will lead to self-sufficiency.

Permissible activities:
#2 – Providing career guidance and academic counseling, which may include information described.
#4 – Providing programs for special populations.
#17 – Supporting training and activities (such as mentoring and outreach) in nontraditional fields.

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

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

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

- o 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?
- o 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

Plan Narrative:

The process to ensure the continuum of service provision for enabling student transition will be considered in this grant period. We expect to have a process in place for the Therapeutic Services and Diagnostic Services program of study, but we also expect that the process will be refined as we move through other programs of study. How partners within the consortium will organize to accomplish CSP will be defined this year. NCTC and the 29 secondary schools in this consortium have a long history of successful collaboration which has impacted students in Northwestern MN in many ways. Students have seen benefits in transition, counseling, integration, articulation, on-line education, and non-traditional support services. This newly merged consortium is a “natural” fit for the entities involved. A primary goal will be to continue the long-standing collaboration that Perkins III demonstrated. The Continuing Service Provision planning will take place during this grant year, but we do know that articulation and concurrent enrollment committees are in place so we have a structure to accomplish CSP.

Objective(s)	Strategies	Outcomes and Measures (FY09)	<u>Projected Budget by Objective</u>
1. As a secondary transition effort, work with Labor Union leaders to provide information about union apprenticeship training to consortium students.	<ul style="list-style-type: none"> • Provide regional student career fair with 5-7 union sponsored apprenticeship representatives. • Juniors and seniors and their school counselors from 29 consortium secondary districts are invited to attend the career fair. • Work with counselors in districts to involve students who are not intending to enter college upon graduation. • Coordinators will hire necessary consultants and oversee the accomplishment of the objective. 	<p>Educate at least 120 secondary students in apprenticeship careers. Involve at least 17 of 29 districts. Collect written evaluations for staff and students about what they learned about union apprenticeship programs.</p> <p>FY09 APR reflects that the coordinators/consultants have addressed all strategies.</p>	\$13,020.66
2. Determine reading, writing and math levels of high school students to better plan curriculum needs of last two years of secondary school.	<ul style="list-style-type: none"> • In partnership with secondary districts, assess skills of high school sophomores in cooperating high schools. • Offer ACCUPLACER at NCTC or secondary school. • Determine educational needs for college readiness. 	For FY’09, ACCUPLACER assessments will be given to 100 sophomore students from 4 area high schools. College advisors will interpret the results and guide the students on which areas of the high school curriculum they need to continue to work on.	\$5,022.28

Objective(s)	Strategies	Outcomes and Measures (FY09)	<u>Projected Budget by Objective</u>
3. Provide transition services for high school students to enroll at NCTC	<ul style="list-style-type: none"> • Attend IEP staffing of high school students planning to attend NCTC. • Learning Center personnel involved in college tours and admissions to enhance transition services • Provide Kuder Interest Inventory to area high school students to raise awareness of the courses at NCTC and to promote preparation for a successful post-high school transition. • Post-Secondary and Secondary Counselors involved with transition activities for high school students. 	<p>For FY'09, college personnel will attend 95% of high school IEP staffing they are asked to participate in.</p> <p>For FY'09, all consortium high schools to provide Kuder Inventory.</p>	\$35,941.26
4. At the secondary level, provide MCIS and other counseling tools to secondary schools to assist students in their Program of Study and transition plans.	<ul style="list-style-type: none"> • Identify what counseling tools are used in each secondary district and purchase MCIS and other resources for those needing such a tool. • Provide career planning portfolios for secondary districts needing such a tool. • Provide field trips, job shadowing, career fair opportunities to students. • Coordinators will hire necessary consultants and oversee the accomplishment of the objective. 	<p>MCIS and career planning portfolios are provided for secondary districts as needed.</p> <p>535 students to participate in field trips job shadowing or career fair opportunities. FY09 APR reflects that the coordinators/consultants have addressed all strategies.</p>	\$22,527.00
5. Consortium will work with stakeholders to consider the CSP provision and determine appropriate action.	<ul style="list-style-type: none"> • Stakeholders will receive state drafted definition of Continuous Service Provision and discuss implications of the four choices to students, colleges, and secondary districts. • Consortium will develop a plan for CSP for Therapeutic Services that addresses articulation, PSEO, and concurrent enrollment. • Best practice efforts from Perkins III relating to CSP such as the Northern Tech Prep Website, ON-Line College in the High School, and current articulation agreements will be sustained through all POS efforts. • Coordinators will hire necessary consultants and oversee the accomplishment of the objective. 	<p>FY10 plan will reflect the consortium plan and practice about CSP.</p> <p>FY09 APR reflects that the coordinators/consultants have addressed all strategies.</p>	\$6809.00

Objective(s)	Strategies	Outcomes and Measures (FY09)	<u>Projected Budget by Objective</u>
<p>6. To partner with area high schools to offer introductory level technical courses in the high schools FY 2009 –10.</p>	<ul style="list-style-type: none"> • Area high schools will be visited in school year 2008 – 09 to present the College in the High School program to faculty and administration. • Interested high schools will receive a list of available courses and the common course outlines for those courses. • High Schools will apply for approval of their plan to teach NCTC courses in their high schools. The application will include instructor credentials and a proposed course syllabus that meets the NCTC common course outline for the proposed course. • NCTC technical program departments will review the high school application to approve the application. • NCTC technical program departments will assign a mentor to partner with the high school instructor. • High school instructors, administrators and mentors will meet for a one day in-service prior to the start of the school year. • High school instructors and mentors will meet at the high school site at least 6 times per semester. 	<p>For FY'08, the following goals will be met:</p> <ol style="list-style-type: none"> 1. There will be 5 area high schools involved in teaching NCTC technical courses FY 09-10. 2. There will be 9 courses offered with total student enrollment of 80 students. 3. 100% of the mentors/high school instructors and administrators will meet on-campus at NCTC in August 08 for in-service on the College in the High School program. 4. 100% of the high school students taking the course offerings will have an accumulated GPA of 3.00 or better. 5. 90% of the high school students taking the course will receive a college grade of C or better. 	<p>Other Sources</p>
<p>7. Continue to offer and expand CTE Online College in the Classroom.</p>	<ul style="list-style-type: none"> • Work with MSCTC and the 4 area high school co-ops/consortiums to expand college course offerings. 	<p>For FY'09, NCTC will offer 3 CTE courses online in 16 area high schools.</p>	<p>Other Sources</p>

Objective(s)	Strategies	Outcomes and Measures (FY09)	<u>Projected Budget by Objective</u>
8. Organizational structure of the Pine to Prairie and Northland Community and Technical College consortium enables collaboration that ensures student success.	<ul style="list-style-type: none"> • Sustain Executive Committee made up to 3 Superintendents from each of the two merged secondary consortia and 3 administrators from NCTC. • Sustain individual advisory board for NCTC, North Borders, and Pine to Prairie to ensure student success is being met at each level. • Hire coordinator from each of the 3 merged secondary and post-secondary entities to ensure collaboration and continuity for students. 	<p>State data for 1S1, 2S1,4S1, and 4S2 reflect that student achievement has been sustained in the new consortium.</p> <p>State data for 1P1,2P1, 3P1,4P1, and 4P2 reflect that student achievement has been sustained in the new consortium.</p>	\$1696.00

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

Required activities:

#10 – Collaboration/Brokering of services/Continuum of Service Provision.

#11 – Articulation, dual enrollment, concurrent enrollment, PSEO, and other recognized strategies.

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.

Plan Narrative:

This new consortia has the advantage of a long history of collaboration and positive relationships in articulation, on-line college classes, and support for non-traditional students. Geographically considerations were part of Perkins III and will continue to influence Perkins IV decisions. Matriculation patterns of students reflect that the geography and collaboration has and will continue to be a factor in student decisions about post-secondary choices. Past history with the stakeholders in this consortium indicates that collaboration will be shared and mutual, and as new stakeholders join, we will continue to foster that “corporate culture” of mutual respect and responsibility. We have developed an Executive Board for the consortium as well as two secondary district boards representing each of the two secondary consortia making up the new consortium. As new structures are needed we will develop them. Each entity in the consortium will put in place the accountability measures necessary to ensure that student success is achieved. We will research options for CSP and technical skill assessments. Fiscal responsibility rests with Pine to Prairie and NCTC and current fiscal practices will be modified as the law and state requires it. In short, we expect all processes and structures to be dynamic with student success being the dominant concern. We will collaborate with other consortia on POS and CSP and reach out to other MNSCU campuses to meet needs we cannot meet. We will collaborate with other consortia in the state to adopt practices that are effective in assisting students in their career goals.

Objective(s)	Strategies	Outcomes and Measures (FY09)	<u>Projected Budget by Objective</u>
1. To continue to expand access to educational opportunities in the College through the use of state-of-the-art technology.	Equipment funds will be made available to CTE programs. Allocation of funds will be based on an application and recommendation of the Division Chair Committees of each campus with an emphasis placed on programs tied to the POS. Submitted applications will be considered for the impact on either student knowledge/expertise or quality of programs and services.	For FY’07, the overall number of completers was 863 and the total number of concentrators was 3102, 27.82%. For FY’09 the completion rate will rise to 28% ((848 completers out of 3030 concentrators).	\$95,806.25
2. Provide technology and equipment improvements to secondary CTE programs to ensure alignment with industry standards and to prepare for future POS development..	<ul style="list-style-type: none"> ● To encourage district commitment to the consortium and future POS development, specialized supplies and/or equipment will be made available for CTE programs not immediately developed as a POS. ● Coordinator oversees purchases of resources. 	State data reflects that improved technology and equipment has assisted districts in achieving 1S2 and 2S1 state benchmarks.	\$50,111.00

Objective(s)	Strategies	Outcomes and Measures (FY09)	<u>Projected Budget by Objective</u>
<p>3. Appropriate boards and structures will examine labor market data and student achievement to determine appropriate size, scope, and quality.</p>	<ul style="list-style-type: none"> • Administrative boards at all levels examine data, student progress, labor market information, and curriculum • Executive Board meets twice yearly • Secondary consortia boards meet at least twice yearly • Boards at all levels will examine relationships to ensure that collaboration is a priority • Boards at all levels will provide leadership for marketing of POS and CSP. • Boards will supervise and oversee development of processes and structures to ensure the success and sustainability of the consortium. 	<p>State data for 1S1, 2S1,, 4S1, 4S2, meet negotiated state bench marks.</p> <p>State data for 1P1, 2P1, 2P2, 3P1, 4P1 and 4P2 meet the negotiated levels once they have been established.</p>	<p>\$8128.99</p>
<p>4. Build, operate, and sustain the Pine to Prairie and Northland Community and Technical College consortium.</p>	<ul style="list-style-type: none"> • Pine to Prairie and NCTC will act as fiscal agents and follow appropriate fiscal rules. • All boards and coordinators will use this grant and its resources to promote CTE within the region. • Leadership structures in place for each merging entity will be preserved in the new consortium. • Executive Board, Secondary Consortium boards, and NCTC boards will collaborate and foster positive relationships with all stakeholders and these boards will share resources and grant goals. • All stakeholders will consider the CSP provision and determine what best meets student needs based on matriculation patterns of students and emerging student POS needs. • Three coordinators from pre-merged consortia will lead this new consortium and provide continuity, shared vision, and a “corporate culture” of mutual respect, shared goals, and concern for student success. 	<p>FY09 APR and FY10 grant reflect that structures and boards have been sustained and that a CSP plan is in place.</p>	<p>\$5936.00</p>

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

Required activities:

- #4 - Develop, improve, or expand the use of technology in CTE, which may include training to use technology, providing students with the skills needed to enter technology fields, and encouraging schools to collaborate with technology industries to offer internships and mentoring programs.
- #5- Provide in-service and pre-service professional development programs to teachers, faculty, administrators, and career guidance and academic counselors who are involved in integrated CTE programs, on topics including effective integration of academics and CTE, effective teaching skills based on research, effective practices to improve parental and community involvement, effective use of scientifically based research and data to improve instruction. Professional development should also ensure that teachers and personnel stay current with all aspects of an industry; involve internship programs that provide relevant business experience; and train teachers in the effective use and application of technology.
- #7 - Initiate, improve, expand and modernize quality CTE programs, including relevant technology.
- #8 - Provide services and activities that are of sufficient size, scope and quality to be effective.

Permissive Activities:

- #14 – Providing support for family and consumer sciences programs.

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.S. Attend POS development meetings with stake holders - .04 FTE P.S. Program of Study Developmental costs Sec. travel for development of POS Sec. counselor meeting travel for POS advising Sec. consulting work to develop POS program and website .24 FTE Sec. equipment and spec. supply upgrades for POS and sustainability Sec. professional development state association membership Sec. coordination of POS development .13 FTE	\$3750 \$800 \$28,470 \$43,000 \$450 \$15,000	\$3,508.66 \$20,000.00	\$114,978.66
Employer, Community and Education Partnerships	P.S. Director of Workforce Development - .5FTE P.S. Coordinate mentor program – salary + benefits, 55 hours P.S. Student mentors, supplies – 150 hours / 8.50 per hr P.S. Coordinator salary - .06 FTE Sec. teacher travel professional development Sec. work experience and field trips Sec. coordination of activities .07 FTE Sec. coordinator travel	\$5650 \$7360 \$7642 \$1100	\$55,000.00 \$1,843.31 \$1,750.00 \$5,262.99	\$85,608.30
Service to Special Populations	P.S. coordinator salary - .2 FTE P.S. Disability Services - .85 FTE P.S. Employ CLA's for student academic support – 2.5 FTE P.S. Employ peer tutors – 2765 hours at \$8.50/hr P.S. Counseling services - .65 FTE P.S. Minority Advisor - .5 FTE P.S. Supplies for Career Days Sec. travel special populations field trip, work experience, job shadowing Sec. consulting special services, non-trad., modifications .03 FTE Sec. coordination of special services activities .01 FTE Sec. coordination travel	\$1000 \$2821 \$1000 \$350	\$17,543.30 \$58,145.53 \$125,490.69 \$23,500.00 \$43,886.66 \$28,604.42 \$2,500.00	\$304,841.60
Continuum of Service Provision (Brokering)	P.S. Coordination salary - .04 FTE P.S. Career guidance exploration - .45 FTE P.S. 10 th grade Accuplacer testing - .07 FTE P.S. Accuplacer testing supplies P.S. Kuder Interest Inventory supplies Sec. travel for consulting and coordination Sec. consultant brokering of services and articulation .06 FTE Sec. coordination of activities .09 FTE Sec purchase of MCIS for schools Sec. counseling resources plan, explore, etc Sec. membership N.W. Tech Prep Web Page dues Sec. printing of poster, brochures, countdown to graduation, folders	\$1499 \$6772 \$9893 \$16,590 \$3300 \$1000 \$1490	\$3,508.66 \$33,441.26 \$4,022.28 \$1,000.00 \$2,500.00	\$85,016.20

Sustaining the New Consortium	P.S. Coordinator salary - .06 FTE		\$5,262.99	
	P.S. New technology /equipment		\$95,806.25	
	Sec. New technology/equipment	\$18,364		
	Sec. specialized supplies for sustaining CTE programs	\$26,014		\$159,982.24
	Sec. Executive Board leadership travel	\$2200		
	Sec. Coordinator travel	\$870		
	Sec. Coordinator salary .10 FTE	\$11,465		
Total All Goals		\$217,850	\$532,577.00	\$750,427.00

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	\$89,470	2000	\$91,470
2	Employer, Community and Education Partnerships	\$18352	\$3400	\$21,752
3	Service to Special Populations	\$5171	0	\$5171
4	Continuum of Service Provision (Brokering)	\$15,905	\$24,639	\$40,544
5	Sustaining the New Consortium	\$48,180	\$10,733	\$58,913
Subtotals for each column		\$177,708	\$40,772	\$217,850
Administration not to exceed 5%		\$9401	\$2064	\$11,465
Total Perkins Secondary Budget		\$186,479	\$42,836	\$229,315

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	20%	\$45,000
2. Perkins Grant Collaboration with WorkForce Centers for FY2009		
A. Total Perkins Funds (dollars) used in collaboration with WorkForce Centers		\$2000
B. Estimate of other expenditures/in-kind contributions used in collaboration with WorkForce Centers		\$1500
Perkins budget spent in collaboration with WorkForce Centers for FY2009 [A + B]		\$3500

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	\$23,508.66		\$23,508.66
2	Employer, Community and Education Partnerships	\$63,856.30		\$63,856.30
3	Service to Special Populations	\$266,229.34	\$33,441.26	\$299,670.60
4	Continuum of Service Provision (Brokering)	\$44,472.20		\$44,472.20
5	Sustaining the New Consortium	\$101,069.24		\$101,069.24
Subtotals for each column		\$499,135.74	\$33,441.26	\$532,577.00
Administration not to exceed 5%				
Total Perkins Postsecondary Budget		\$	\$	\$532,577.00

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%	\$8,771.60
2. Perkins Grant Collaboration with WorkForce Centers for FY2009		
A. Total Perkins Funds (dollars) used in collaboration with WorkForce Centers		\$800.00
B. Estimate of other expenditures/in-kind contributions used in collaboration with WorkForce Centers		\$7,000.00
Perkins budget spent in collaboration with WorkForce Centers for FY2009 [A + B]		\$7,800.00

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 polices and program standards.

ALL STATEMENT OF ASSURANCES AND CERTIFICATIONS MUST BE SIGNED:

Applicant District or Consortium _____

Postsecondary Signature - College President

Date

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

Date

FOR LOCAL CONSORTIUM MEMBERS ONLY:

- Consortium members: each college president, district superintendent or authorized representative within your consortium must sign this form to be submitted with the application. Additional pages can be added to your local application for all signatures.

I have read and shall comply with the above assurances:

Signature – College President, Superintendent or Authorized Representative

Date

College/District Name

Local District Type and Number